



Comprehensive School Improvement Plan

Shepherdsville Elementary
Bullitt County

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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.		School 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.

Currently, Shepherdsville Elementary School has 17% of its staff participating in KTIP as first year teachers. On top of this, 37% of our staff has under four years of experience. There is a large fraction of our staff that is still growing and developing as educators as they continue to grow their pedagogy. Another note-worthy data point is that our teacher turnover rate fell at 25.7%, which is higher than both the district and state percentages.

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.

Two barriers for Shepherdsville Elementary School is the percentage of teacher turnover and years of experience for our staff. A root cause for both of these barriers would be the population that we serve, which stands at 74.4% free or reduced lunch.

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.		School Equity 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 the average combined reading and math proficiency percentage on KPREP from 37.1% to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 37.1% to 53.2%. by 06/01/2017 as measured by KPREP.

Strategy1:

Literacy Initiative - All classroom teachers will be continue full implementation of reading workshop.

Category: Continuous Improvement

Research Cited: In the workshop model, students are invited to become actively involved in their learning, and in the process learn more about how to read various kinds of texts (Atwell).

There is not much good to say about "hard reading." If you want kids to fail, give them "hard books" they can't read with less than 95% comprehension. The end result of a steady diet of "can't do" is unmotivated, hard to manage, oppositional students (Allington).

Students are given an opportunity to read at their own level and choose their own books. Research has shown that motivation predicts reading volume, which improves achievement (Allington).

Reading improves when:

More time is provided in uninterrupted blocks

Students think about what they've read and explain their thinking

There is ongoing strategy instruction

Students have "literate conversations" (Allington).

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Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing Professional Development will be provided for best practices in reading (ie. Bellarmine Literacy Project, NISL, Reading Recovery, Continuing Contact, Reading Workshop, Assessment (DRA2), running records, guided reading instruction, effective reading centers, reading response journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Reading Recovery Teachers

Strategy2:

Math Initiative - All classroom teachers will implement our core math program, Eureka Math, through the workshop model of instruction.

Category: Continuous Improvement

Research Cited:

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Team will provide on-going math professional development on Best Practices in the area of mathematics. Ongoing Professional Development will be provided for best practices in math(ie. NISL, Math Workshop, guided math instruction, effective math centers, math journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

Strategy3:

Positive Culture - Shepherdsville Elementary is working to build a culture to promote staff retention and a positive learning environment.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers participate in PLCs and KTIP to receive extra supports when needed.	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	all staff

Activity - Positive Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators participate in Sunshine Club, staff outings, staff holiday parties, grade level competitions, and surprise and delight to promote positive relationships.	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	all staff

Goal 2:

Decrease the percentage of students scoring novice in reading by 50%, from 26.7% to 13.35%, by 2020.

Measurable Objective 1:

SY 2016-2017

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100% of All Students will increase student growth by decreasing the novice percentage from 26.7% to 21.26% in Reading by 12/31/2017 as measured by KPREP.

Strategy1:

Literacy Initiative - all stakeholders will collaborate to improve literacy instruction building wide

Category: Continuous Improvement

Research Cited:

Activity - PLC/Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators will meet in weekly PLCs to analyze student data/progress to determine instructional next steps	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	instructional coach, classroom teachers

Goal 3:

Decrease the percentage of students scoring novice in math by 50%, from 31.3% to 15.65%, by 2020.

Measurable Objective 1:

A 20% decrease of All Students will increase student growth by decreasing the novice percentage from 31.3% to 25.04% in Mathematics by 12/31/2017 as measured by KPREP.

Strategy1:

Math Initiative - stakeholders will collaborate on improving math instruction building wide

Category: Continuous Improvement

Research Cited:

Activity - PLCs/Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators will meet in weekly PLCs to analyze student data/progress to determine instructional next steps	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	instructional coach, classroom teachers, principal

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?

David Pate - Principal

Ann Louise Hance - Instructional Coach

Lisa Overstreet - Guidance Counselor

Kim Harding - Family Liaison

Karen German - Reading Recovery Teacher and SBDM Teacher Member

Anna Schneider - Reading Recovery Teacher, SBDM Teacher Member, Parent

Leann Malin - 2nd Grade Teacher and SBDM Teacher Member

Michelle Clark - SBDM Parent

Carrie Puckett - SBDM Parent

Tosha Valentine - PTO President, who disseminated to other parents

Relationship Building

Overall Rating: 3.14

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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 sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

	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: 1.43

	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 reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	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 action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	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 does not encourage parent participation on SBDM committees or school planning.	Novice

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
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 that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	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 staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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: 1.83

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
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 exhibits some student work with scoring guide and proficient level work.	Apprentice

	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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.5

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

	Statement or Question	Response	Rating
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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

Objective 1

Relationship building was a strength for Shepherdsville Elementary.

Objective 2

We are currently using a wide variety of tools, Remind 101, All Call, newsletters, e-mails, phone calls, etc, to communicate with parents regularly about student progress.

Objective 3

Currently, there are not many opportunities for parents to participate in decision-making processes at the school level to improve student learning.

Objective 4

Our Family Liaison, Family Resource, and classroom teachers do an excellent job at advocating for students, as well as identifying and supporting other student advocates.

Objective 5

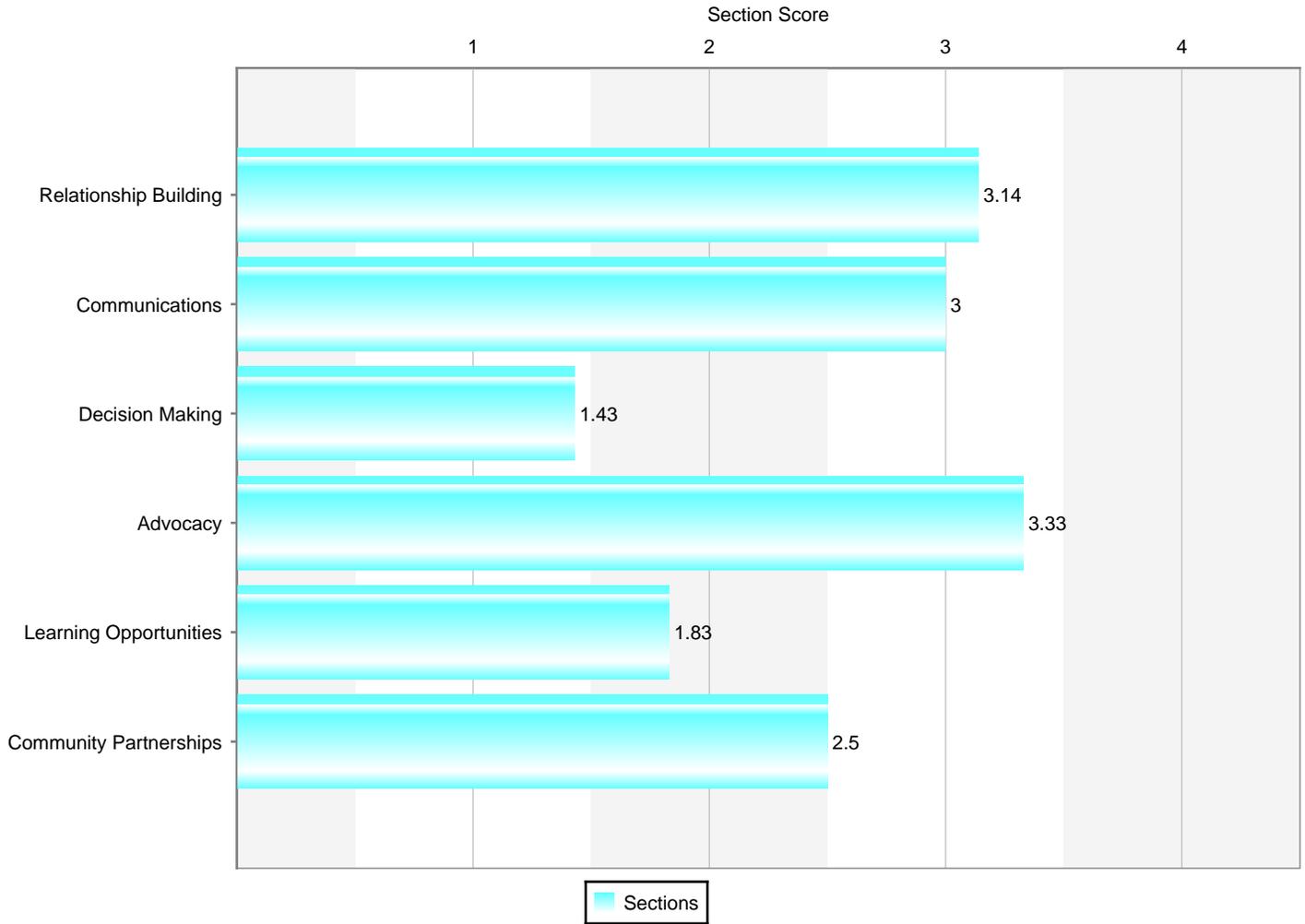
Shepherdsville Elementary excels at providing outside resources to address the barriers to learning, but we are currently working on providing more supports for academics.

Objective 6

We are hoping to deepen our community partnerships and shift the focus on academic achievement to have a larger impact on student achievement.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders were decided upon by pulling from representatives from both math and reading. There were two parents and two SBDM members present as well. The district was represented by two members as well. Attendance was requested if schedules allowed.

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

Family Liaison

Instructional Coach

Math Interventionist

Reading Interventionists

Parents

SBDM Members

100% collaboration

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

updates were provided through PLCs

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?

We are trying to identify the strengths and weaknesses within our instructional program. The data informs us of the performance levels of our students. It does not tell us specific improvement strategies to implement at the school level.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Some areas of strength for Shepherdsville Elementary School are:

1. combined proficient and distinguished percentages for reading
 - females went up from 40.8% to 44.7%
 - white students went up from 40% to 40.3%
 - non-duplicated gap group went from 35.1% to 36.3%

1. combined proficient and distinguished percentages for math
 - females went up from 29.6% to 36.4%
 - white students went up from 31.1% to 33.6%
 - free and reduced students went up from 27.3% to 27.5%
 - non-duplicated gap group went from 26.2% to 26.8%

Opportunities for Improvement

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

One area in need of improvement is Writing, where we only had 19.5% of 5th graders scoring proficient or distinguished. Some plans we are making to improve this area is living scoring, more authentic writing opportunities, journals, writing workshop, purposeful planning, and cross-curricular connections (writing and reading).

Another area for school improvement is novice reduction. We are hoping to decrease the number of students scoring novice by providing more effective interventions to meet student needs.

Lastly, we are hoping to increase our percentages of free/reduced and non-duplicated gap group scoring proficient or distinguished. To accomplish this, we are providing intervention/enrichment opportunities through WIN time. We are also tracking student progress through ILPs to move them off the bubble. Lastly, we are hoping to implement data teams to encourage naming and claiming of students and share successful instructional practices.

Conclusion

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

Some next steps we are making to improve this area is living scoring, more authentic writing opportunities, journals, writing workshop, purposeful planning, and cross-curricular connections (writing and reading).

Also, we are providing intervention/enrichment opportunities through WIN time. We are also tracking student progress through ILPs to move them off the bubble. Lastly, we are hoping to implement data teams to encourage naming and claiming of students and share successful instructional practices.

Shepherdsville Elementary 2017

Overview

Plan Name

Shepherdsville Elementary 2017

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 proficiency percentage on KPREP from 37.1% to 66.6% in 2019.	Objectives: 1 Strategies: 5 Activities: 16	Organizational	\$3000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.6% to 64.6% in 2019.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$32500
3	To increase the percentage of distinguished programs offered to our students in the arts and humanities, PL/CS, and writing.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Decrease the percentage of students scoring novice in reading by 50%, from 26.7% to 13.35%, by 2020.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$168250
5	Decrease the percentage of students scoring novice in math by 50%, from 31.3% to 15.65%, by 2020.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$35000
6	Teachers can focus on educating students with minimal interruptions.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency percentage on KPREP from 37.1% to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 37.1% to 53.2%. by 06/01/2017 as measured by KPREP.

Strategy 1:

Literacy Initiative - All classroom teachers will be continue full implementation of reading workshop.

Category: Continuous Improvement

Research Cited: In the workshop model, students are invited to become actively involved in their learning, and in the process learn more about how to read various kinds of texts (Atwell).

There is not much good to say about “hard reading.” If you want kids to fail, give them “hard books” they can’t read with less than 95% comprehension. The end result of a steady diet of “can’t do” is unmotivated, hard to manage, oppositional students (Allington).

Students are given an opportunity to read at their own level and choose their own books. Research has shown that motivation predicts reading volume, which improves achievement (Allington).

Reading improves when:

More time is provided in uninterrupted blocks

Students think about what they’ve read and explain their thinking

There is ongoing strategy instruction

Students have “literate conversations” (Allington).

Activity - CCSS Alignment to Core Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified educators will work in PLCs using the backwards planning model to align our core reading program to CCSS.	Direct Instruction	01/01/2017	12/31/2017	\$0	Other	Classroom teachers, principal, and instructional coach

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Shepherdsville Elementary

Ongoing Professional Development will be provided for best practices in reading (ie. Bellarmine Literacy Project, NISL, Reading Recovery, Continuing Contact, Reading Workshop, Assessment (DRA2), running records, guided reading instruction, effective reading centers, reading response journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, and Reading Recovery Teachers
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Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will administer common formative and summative assessments, including MAP, DRA, running records, Benchmark unit assessments, etc. Highly qualified teachers will work in PLCs to analyze the data and determine next instructional steps.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Classroom Teachers Administration

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students receive 80 minutes of intervention, direct instruction, or enrichment in literacy per week	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers, ESS, interventionists

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified educators will incorporate more authentic writing opportunities into their daily schedules. They will have purposefully planned writing workshops. Teachers will make cross-curricular connections to incorporate writing into every subject.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers instructional coach

Strategy 2:

Math Initiative - All classroom teachers will implement our core math program, Eureka Math, through the workshop model of instruction.

Category: Continuous Improvement

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will administer common formative and summative assessments, including MAP, Eureka unit assessments, Addvantage, etc. Highly qualified teachers will work in PLCs to analyze the data and determine next instructional steps.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Classroom Teachers Administration

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Shepherdsville Elementary

Mathematics Team will provide on-going math professional development on Best Practices in the area of mathematics. Ongoing Professional Development will be provided for best practices in math (ie. NISL, Math Workshop, guided math instruction, effective math centers, math journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Classroom Teachers and Instructional Coach
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Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students receive 80- minutes of intervention, direct instruction, or enrichment on math topics	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers, ESS, interventionists

Activity - CCSS Alignment to Core Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified educators will work in PLCs using the backwards planning model to align our core math program to CCSS.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers administration

Strategy 3:

Kindergarten Readiness - Kindergarten emotional and academic needs will be addressed before and at the beginning of the school year.

Category: Early Learning

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will administer the Brigance Assessment to all students to determine kindergarten readiness.	Academic Support Program	08/01/2017	09/30/2017	\$0	No Funding Required	administration, kindergarten teachers and para-educators

Activity - Preview Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will take their preschoolers to preview kindergarten classrooms and meet highly qualified kindergarten teachers and para-educators.	Academic Support Program, Other - Emotional Support, Behavioral Support Program	05/01/2017	05/31/2017	\$0	No Funding Required	preschool teachers, kindergarten teachers and para-educators, administration

Activity - Kindergarten Kickoff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Shepherdsville Elementary

Highly qualified teachers and para-educators host incoming kindergartners and their families at an event to support the transition into kindergarten.	Academic Support Program, Other - Emotional Support, Behavioral Support Program	06/01/2017	07/31/2017	\$1000	District Funding	district staff, Traci Gould, kindergarten teachers and para-educators, administration
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Strategy 4:

Best Practices - Teachers will incorporate best practices into their daily instruction.

Category: Continuous Improvement

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Math Night, Literacy Night, Nursery Rhyme Night, Arts and Humanities Night, Musical Theatre, parent-teacher conferences, PTO meetings, home visits, Resource Fair, SBDM Council	Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$2000	Other	classroom teachers interventionists related arts teachers administration

Activity - Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will structure core instruction around the workshop model, and they will include differentiation, conferring, discourse, gradual release of responsibility, and reflection.	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers instructional coach

Strategy 5:

Positive Culture - Shepherdsville Elementary is working to build a culture to promote staff retention and a positive learning environment.

Category: Continuous Improvement

Activity - Positive Relationships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified educators participate in Sunshine Club, staff outings, staff holiday parties, grade level competitions, and surprise and delight to promote positive relationships.	Recruitment and Retention	01/01/2017	12/31/2017	\$0	No Funding Required	all staff

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Shepherdsville Elementary

Highly qualified teachers participate in PLCs and KTIP to receive extra supports when needed.	Recruitment and Retention	01/01/2017	12/31/2017	\$0	No Funding Required	all staff
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.6% to 64.6% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.6% to 50.4%. by 06/01/2017 as measured by KPREP.

Strategy 1:

Reading Initiative - All teachers of reading will continue full implementation of the Reading Workshop model.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will implement a Student Proficiency Plan for each student identified in the lowest 20% based on MAP data. Response to Intervention will be utilized to ensure students receive instruction geared towards their individual needs from our reading interventionists in Reading Recovery and Comprehensive Intervention Model. Students also receive interventions from Leveled Literacy and Lexia.	Tutoring	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, Instructional Tutors, ESS Daytime Waiver Instructional Assistant, and Instructional Coach

Activity - Literacy Enhancement and Advancement Program (Saturday and Summer School)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saturday School	Tutoring, Academic Support Program	01/01/2017	07/31/2017	\$27500	District Funding	Kim Harding, Adrienne Usher

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
80 minutes of weekly intervention time targeting struggling students	Tutoring	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers

Strategy 2:

Math Initiative - All classroom teachers will continue to implement our core math program, Eureka Math, using the workshop model.

Category: Continuous Improvement

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Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
80 minutes of weekly intervention time for struggling students	Tutoring	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will implement a Student Proficiency Plan for each student identified in the lowest 20% based on MAP data. Response to Intervention will be utilized to ensure students receive instruction geared towards their individual needs from our math interventionist using AVMR. Students also receive interventions from Compass and their highly qualified classroom teacher.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers, instructional coach, principal, interventionists

Strategy 3:

Equal Education Opportunities - Our family resource center coordinator and family liaison will work collaboratively to support the students falling in our largest gap group of free and reduced lunch.

Category: Continuous Improvement

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our highly qualified family resource center coordinator and family liaison visit homes of children who are struggling in school to identify the barriers that might be holding them back at home.	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	family resource center coordinator family liaison

Activity - Providing Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The family liaison and family resource center coordinator support our gap group of free and reduced lunch by providing the Family Lending Library, Resource Fair, basic needs resources, academic resources, medical needs, mental needs, etc.	Community Engagement, Academic Support Program, Parent Involvement	01/01/2017	12/31/2017	\$5000	FRYSC	family liaison family resource center coordinator

Goal 3: To increase the percentage of distinguished programs offered to our students in the arts and humanities, PL/CS, and writing.

Measurable Objective 1:

collaborate to improve our program review areas by 05/31/2017 as measured by scoring distinguished on our yearly program review.

Strategy 1:

PLC Reviews - School staff will work in PLCs to review each of last year's Program Reviews. We will select areas that were not scored as distinguished and determine ways to improve so that area can be scored as distinguished on the next program review.

Category: Stakeholder Engagement

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet in PLCs to determine areas of improvement on Program Review	Policy and Process	01/01/2017	05/31/2017	\$0	No Funding Required	Instructional Coach Principal Special Area Team

Goal 4: Decrease the percentage of students scoring novice in reading by 50%, from 26.7% to 13.35%, by 2020.

Measurable Objective 1:

100% of All Students will increase student growth by decreasing the novice percentage from 26.7% to 21.26%. in Reading by 12/31/2017 as measured by KPREP.

Strategy 1:

Literacy Initiative - all stakeholders will collaborate to improve literacy instruction building wide

Category: Continuous Improvement

Activity - WIN Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will provide students with 80 minutes weekly of reading intervention	Tutoring	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers

Activity - LEAP- Saturday School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Shepherdsville Elementary

Highly qualified teachers will provide Saturday school for students falling in the bottom 25th percentile in reading.	Tutoring	01/01/2017	05/31/2017	\$27500	District Funding	Kim Harding, Adrienne Usher, teachers
Activity - LEAP-Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will provide summer school for students falling in the bottom 25th percentile in reading.	Tutoring	06/01/2017	07/31/2017	\$55000	District Funding	Kim Harding, Adrienne Usher
Activity - Reading Recovery and CIM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified reading interventionists provide reading intervention for students falling in the bottom 20th percentile on MAP reading.	Tutoring	01/01/2017	12/31/2017	\$85000	Other	Anna Schneider, Karen German
Activity - Master Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly trained and skilled administrators will collaborate to formulate a master schedule that emphasizes instructional time.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$750	General Fund	principal, counselor, instructional coach, master scheduler
Activity - PLC/Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified educators will meet in weekly PLCs to analyze student data/progress to determine instructional next steps	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	instructional coach, classroom teachers
Activity - Individualized Learning Plans (ILP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers create plans for students falling in the novice category that include strategies to move them out of novice	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers

Goal 5: Decrease the percentage of students scoring novice in math by 50%, from 31.3% to 15.65%, by 2020.

Comprehensive School Improvement Plan

Shepherdsville Elementary

Measurable Objective 1:

A 20% decrease of All Students will increase student growth by decreasing the novice percentage from 31.3% to 25.04% in Mathematics by 12/31/2017 as measured by KPREP.

Strategy 1:

Math Initiative - stakeholders will collaborate on improving math instruction building wide

Category: Continuous Improvement

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers provide 80 minutes weekly of math intervention	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers
Activity - PLCs/Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified educators will meet in weekly PLCs to analyze student data/progress to determine instructional next steps	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	instructional coach, classroom teachers, principal
Activity - AVMR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly trained and skilled math interventionist provides support to students falling in the bottom 20th percentile as measured by MAP	Academic Support Program	01/01/2017	12/31/2017	\$35000	General Fund	Marlana Humphrey
Activity - Individualized Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified educators will create plans to move students out of the novice category in math	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	classroom teachers

Goal 6: Teachers can focus on educating students with minimal interruptions.

Measurable Objective 1:

collaborate to decrease the amount of minimal interruptions by 05/31/2017 as measured by TELL Survey .

Comprehensive School Improvement Plan

Shepherdsville Elementary

Strategy 1:

Minimize Interruptions - Staff will collaborate to minimize interruptions in the classroom.

Category: Continuous Improvement

Activity - Instructional Time Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will complete an instructional time audit to measure the frequency of interruptions in the classrooms.	Academic Support Program, Behavioral Support Program	01/01/2017	01/31/2017	\$0	No Funding Required	Instructional Coach

Activity - ABRI/PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement PBIS strategies into their classroom to decrease the amount of student interruptions.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	administration teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Time Audit	Instructional Coach will complete an instructional time audit to measure the frequency of interruptions in the classrooms.	Academic Support Program, Behavioral Support Program	01/01/2017	01/31/2017	\$0	Instructional Coach
WIN (What I Need) Time	80 minutes of weekly intervention time targeting struggling students	Tutoring	01/01/2017	12/31/2017	\$0	classroom teachers
RTI	Highly qualified teachers will implement a Student Proficiency Plan for each student identified in the lowest 20% based on MAP data. Response to Intervention will be utilized to ensure students receive instruction geared towards their individual needs from our reading interventionists in Reading Recovery and Comprehensive Intervention Model. Students also receive interventions from Leveled Literacy and Lexia.	Tutoring	01/01/2017	12/31/2017	\$0	Teachers, Instructional Tutors, ESS Daytime Waiver Instructional Assistant, and Instructional Coach
CCSS Alignment to Core Math Program	Highly qualified educators will work in PLCs using the backwards planning model to align our core math program to CCSS.	Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers administration
ABRI/PBIS	Teachers will implement PBIS strategies into their classroom to decrease the amount of student interruptions.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	administration teachers
Individualized Learning Plans	Highly qualified educators will create plans to move students out of the novice category in math	Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers
PLC/Data Teams	Highly qualified educators will meet in weekly PLCs to analyze student data/progress to determine instructional next steps	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	instructional coach, classroom teachers
Ongoing Professional Development	Mathematics Team will provide on-going math professional development on Best Practices in the area of mathematics. Ongoing Professional Development will be provided for best practices in math (ie. NISL, Math Workshop, guided math instruction, effective math centers, math journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0	Classroom Teachers and Instructional Coach

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Formative and Summative Assessments	Highly qualified teachers will administer common formative and summative assessments, including MAP, DRA, running records, Benchmark unit assessments, etc. Highly qualified teachers will work in PLCs to analyze the data and determine next instructional steps.	Academic Support Program	01/01/2017	12/31/2017	\$0	Classroom Teachers Administration
Ongoing Professional Development	Ongoing Professional Development will be provided for best practices in reading (ie. Bellarmine Literacy Project, NISL, Reading Recovery, Continuing Contact, Reading Workshop, Assessment (DRA2), running records, guided reading instruction, effective reading centers, reading response journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, and Reading Recovery Teachers
PLCs	Meet in PLCs to determine areas of improvement on Program Review	Policy and Process	01/01/2017	05/31/2017	\$0	Instructional Coach Principal Special Area Team
Preview Day	Highly qualified teachers will take their preschoolers to preview kindergarten classrooms and meet highly qualified kindergarten teachers and para-educators.	Academic Support Program, Other - Emotional Support, Behavioral Support Program	05/01/2017	05/31/2017	\$0	preschool teachers, kindergarten teachers and para-educators, administration
Writing	Highly qualified educators will incorporate more authentic writing opportunities into their daily schedules. They will have purposefully planned writing workshops. Teachers will make cross-curricular connections to incorporate writing into every subject.	Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers instructional coach
Collaboration	Highly qualified teachers participate in PLCs and KTIP to receive extra supports when needed.	Recruitment and Retention	01/01/2017	12/31/2017	\$0	all staff
Brigance Assessment	Highly qualified teachers will administer the Brigance Assessment to all students to determine kindergarten readiness.	Academic Support Program	08/01/2017	09/30/2017	\$0	administration, kindergarten teachers and para-educators
WIN (What I Need) Time	Highly qualified teachers provide 80 minutes weekly of math intervention	Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers
Core Instruction	Highly qualified teachers will structure core instruction around the workshop model, and they will include differentiation, conferring, discourse, gradual release of responsibility, and reflection.	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers instructional coach

Comprehensive School Improvement Plan

Shepherdsville Elementary

WIN (What I Need) Time	students receive 80- minutes of intervention, direct instruction, or enrichment on math topics	Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers, ESS, interventionists
WIN (What I Need) Time	80 minutes of weekly intervention time for struggling students	Tutoring	01/01/2017	12/31/2017	\$0	classroom teachers
Positive Relationships	Highly qualified educators participate in Sunshine Club, staff outings, staff holiday parties, grade level competitions, and surprise and delight to promote positive relationships.	Recruitment and Retention	01/01/2017	12/31/2017	\$0	all staff
WIN Time	Highly qualified teachers will provide students with 80 minutes weekly of reading intervention	Tutoring	01/01/2017	12/31/2017	\$0	classroom teachers
WIN (What I Need) Time	students receive 80 minutes of intervention, direct instruction, or enrichment in literacy per week	Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers, ESS, interventionists
Home Visits	Our highly qualified family resource center coordinator and family liaison visit homes of children who are struggling in school to identify the barriers that might be holding them back at home.	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	01/01/2017	12/31/2017	\$0	family resource center coordinator family liaison
Individualized Learning Plans (ILP)	Highly qualified teachers create plans for students falling in the novice category that include strategies to move them out of novice	Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers
PLCs/Data Teams	Highly qualified educators will meet in weekly PLCs to analyze student data/progress to determine instructional next steps	Academic Support Program	01/01/2017	12/31/2017	\$0	instructional coach, classroom teachers, principal
RTI	Highly qualified teachers will implement a Student Proficiency Plan for each student identified in the lowest 20% based on MAP data. Response to Intervention will be utilized to ensure students receive instruction geared towards their individual needs from our math interventionist using AVMR. Students also receive interventions from Compass and their highly qualified classroom teacher.	Academic Support Program	01/01/2017	12/31/2017	\$0	classroom teachers, instructional coach, principal, interventionists
Formative and Summative Assessments	Highly qualified teachers will administer common formative and summative assessments, including MAP, Eureka unit assessments, Advantage, etc. Highly qualified teachers will work in PLCs to analyze the data and determine next instructional steps.	Academic Support Program	01/01/2017	12/31/2017	\$0	Classroom Teachers Administration
Total					\$0	

Comprehensive School Improvement Plan

Shepherdsville Elementary

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Master Scheduling	Highly trained and skilled administrators will collaborate to formulate a master schedule that emphasizes instructional time.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$750	principal, counselor, instructional coach, master scheduler
AVMR	Highly trained and skilled math interventionist provides support to students falling in the bottom 20th percentile as measured by MAP	Academic Support Program	01/01/2017	12/31/2017	\$35000	Marlana Humphrey
Total					\$35750	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LEAP-Summer School	Highly qualified teachers will provide summer school for students falling in the bottom 25th percentile in reading.	Tutoring	06/01/2017	07/31/2017	\$55000	Kim Harding, Adrienne Usher
Kindergarten Kickoff	Highly qualified teachers and para-educators host incoming kindergartners and their families at an event to support the transition into kindergarten.	Academic Support Program, Other - Emotional Support, Behavioral Support Program	06/01/2017	07/31/2017	\$1000	district staff, Traci Gould, kindergarten teachers and para-educators, administration
LEAP- Saturday School	Highly qualified teachers will provide Saturday school for students falling in the bottom 25th percentile in reading.	Tutoring	01/01/2017	05/31/2017	\$27500	Kim Harding, Adrienne Usher, teachers
Literacy Enhancement and Advancement Program (Saturday and Summer School)	Saturday School	Tutoring, Academic Support Program	01/01/2017	07/31/2017	\$27500	Kim Harding, Adrienne Usher
Total					\$111000	

FRYSC

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

Shepherdsville Elementary

Providing Resources	The family liaison and family resource center coordinator support our gap group of free and reduced lunch by providing the Family Lending Library, Resource Fair, basic needs resources, academic resources, medical needs, mental needs, etc.	Community Engagement, Academic Support Program, Parent Involvement	01/01/2017	12/31/2017	\$5000	family liaison family resource center coordinator
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement	Family Math Night, Literacy Night, Nursery Rhyme Night, Arts and Humanities Night, Musical Theatre, parent-teacher conferences, PTO meetings, home visits, Resource Fair, SBDM Council	Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$2000	classroom teachers interventionists related arts teachers administration
Reading Recovery and CIM	Highly qualified reading interventionists provide reading intervention for students falling in the bottom 20th percentile on MAP reading.	Tutoring	01/01/2017	12/31/2017	\$85000	Anna Schneider, Karen German
CCSS Alignment to Core Reading Program	Highly qualified educators will work in PLCs using the backwards planning model to align our core reading program to CCSS.	Direct Instruction	01/01/2017	12/31/2017	\$0	Classroom teachers, principal, and instructional coach
Total					\$87000	

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		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

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		

Comprehensive School Improvement Plan

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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		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

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		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Shepherdsville Elementary

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

Label	Assurance	Response	Comment	Attachment
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.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Shepherdsville Elementary

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.bullittschools.org.scho ols.bz/docs//building/22/csip%202016-17.pdf	

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		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Shepherdsville Elementary

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		

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		

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

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

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:

Teachers can focus on educating students with minimal interruptions.

Measurable Objective 1:

collaborate to decrease the amount of minimal interruptions by 05/31/2017 as measured by TELL Survey .

Strategy1:

Minimize Interruptions - Staff will collaborate to minimize interruptions in the classroom.

Category: Continuous Improvement

Research Cited:

Activity - ABRI/PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement PBIS strategies into their classroom to decrease the amount of student interruptions.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	administration teachers

Activity - Instructional Time Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will complete an instructional time audit to measure the frequency of interruptions in the classrooms.	Behavioral Support Program Academic Support Program	01/01/2017	01/31/2017	\$0 - No Funding Required	Instructional Coach

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 proficiency percentage on KPREP from 37.1% to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 37.1% to 53.2%. by 06/01/2017 as measured by KPREP.

Comprehensive School Improvement Plan

Shepherdsville Elementary

Strategy1:

Positive Culture - Shepherdsville Elementary is working to build a culture to promote staff retention and a positive learning environment.

Category: Continuous Improvement

Research Cited:

Activity - Positive Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators participate in Sunshine Club, staff outings, staff holiday parties, grade level competitions, and surprise and delight to promote positive relationships.	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	all staff

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers participate in PLCs and KTIP to receive extra supports when needed.	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	all staff

Strategy2:

Literacy Initiative - All classroom teachers will be continue full implementation of reading workshop.

Category: Continuous Improvement

Research Cited: In the workshop model, students are invited to become actively involved in their learning, and in the process learn more about how to read various kinds of texts (Atwell).

There is not much good to say about “hard reading.” If you want kids to fail, give them “hard books” they can’t read with less than 95% comprehension. The end result of a steady diet of “can’t do” is unmotivated, hard to manage, oppositional students (Allington).

Students are given an opportunity to read at their own level and choose their own books. Research has shown that motivation predicts reading volume, which improves achievement (Allington).

Reading improves when:

More time is provided in uninterrupted blocks

Students think about what they’ve read and explain their thinking

There is ongoing strategy instruction

Students have “literate conversations” (Allington).

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing Professional Development will be provided for best practices in reading (ie. Bellarmine Literacy Project, NISL, Reading Recovery, Continuing Contact, Reading Workshop, Assessment (DRA2), running records, guided reading instruction, effective reading centers, reading response journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Reading Recovery Teachers

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will administer common formative and summative assessments, including MAP, DRA, running records, Benchmark unit assessments, etc. Highly qualified teachers will work in PLCs to analyze the data and determine next instructional steps.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers Administration

Activity - CCSS Alignment to Core Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators will work in PLCs using the backwards planning model to align our core reading program to CCSS.	Direct Instruction	01/01/2017	12/31/2017	\$0 - Other	Classroom teachers, principal, and instructional coach

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students receive 80 minutes of intervention, direct instruction, or enrichment in literacy per week	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers, ESS, interventionists

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators will incorporate more authentic writing opportunities into their daily schedules. They will have purposefully planned writing workshops. Teachers will make cross-curricular connections to incorporate writing into every subject.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers instructional coach

Strategy3:

Best Practices - Teachers will incorporate best practices into their daily instruction.

Category: Continuous Improvement

Research Cited:

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will structure core instruction around the workshop model, and they will include differentiation, conferring, discourse, gradual release of responsibility, and reflection.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers instructional coach

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Math Night, Literacy Night, Nursery Rhyme Night, Arts and Humanities Night, Musical Theatre, parent-teacher conferences, PTO meetings, home visits, Resource Fair, SBDM Council	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$2000 - Other	classroom teachers interventionists related arts teachers administration

Strategy4:

Kindergarten Readiness - Kindergarten emotional and academic needs will be addressed before and at the beginning of the school year.

Category: Early Learning

Research Cited:

Activity - Kindergarten Kickoff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and para-educators host incoming kindergartners and their families at an event to support the transition into kindergarten.	Academic Support Program Behavioral Support Program Other - Emotional Support	06/01/2017	07/31/2017	\$1000 - District Funding	district staff, Traci Gould, kindergarten teachers and para-educators, administration

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will administer the Brigance Assessment to all students to determine kindergarten readiness.	Academic Support Program	08/01/2017	09/30/2017	\$0 - No Funding Required	administration, kindergarten teachers and para-educators

Activity - Preview Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will take their preschoolers to preview kindergarten classrooms and meet highly qualified kindergarten teachers and para-educators.	Other - Emotional Support Behavioral Support Program Academic Support Program	05/01/2017	05/31/2017	\$0 - No Funding Required	preschool teachers, kindergarten teachers and para-educators, administration

Strategy5:

Math Initiative - All classroom teachers will implement our core math program, Eureka Math, through the workshop model of instruction.

Category: Continuous Improvement

Research Cited:

Activity - CCSS Alignment to Core Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators will work in PLCs using the backwards planning model to align our core math program to CCSS.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers administration

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students receive 80- minutes of intervention, direct instruction, or enrichment on math topics	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers, ESS, interventionists

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will administer common formative and summative assessments, including MAP, Eureka unit assessments, Addvantage, etc. Highly qualified teachers will work in PLCs to analyze the data and determine next instructional steps.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers Administration

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Team will provide on-going math professional development on Best Practices in the area of mathematics. Ongoing Professional Development will be provided for best practices in math(ie. NISL, Math Workshop, guided math instruction, effective math centers, math journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

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

Goal 1:

Increase the average combined reading and math proficiency percentage on KPREP from 37.1% to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 37.1% to 53.2%. by 06/01/2017 as measured by KPREP.

Strategy1:

Kindergarten Readiness - Kindergarten emotional and academic needs will be addressed before and at the beginning of the school year.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - Kindergarten Kickoff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and para-educators host incoming kindergartners and their families at an event to support the transition into kindergarten.	Behavioral Support Program Academic Support Program Other - Emotional Support	06/01/2017	07/31/2017	\$1000 - District Funding	district staff, Traci Gould, kindergarten teachers and para-educators, administration

Activity - Preview Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will take their preschoolers to preview kindergarten classrooms and meet highly qualified kindergarten teachers and para-educators.	Academic Support Program Behavioral Support Program Other - Emotional Support	05/01/2017	05/31/2017	\$0 - No Funding Required	preschool teachers, kindergarten teachers and para-educators, administration

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will administer the Brigance Assessment to all students to determine kindergarten readiness.	Academic Support Program	08/01/2017	09/30/2017	\$0 - No Funding Required	administration, kindergarten teachers and para-educators

Narrative:

Brigance Assessment

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

Goal 1:

Increase the average combined reading and math proficiency percentage on KPREP from 37.1% to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 37.1% to 53.2%. by 06/01/2017 as measured by KPREP.

Strategy1:

Kindergarten Readiness - Kindergarten emotional and academic needs will be addressed before and at the beginning of the school year.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - Kindergarten Kickoff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and para-educators host incoming kindergartners and their families at an event to support the transition into kindergarten.	Academic Support Program Other - Emotional Support Behavioral Support Program	06/01/2017	07/31/2017	\$1000 - District Funding	district staff, Traci Gould, kindergarten teachers and para-educators, administration

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will administer the Brigance Assessment to all students to determine kindergarten readiness.	Academic Support Program	08/01/2017	09/30/2017	\$0 - No Funding Required	administration, kindergarten teachers and para-educators

Activity - Preview Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will take their preschoolers to preview kindergarten classrooms and meet highly qualified kindergarten teachers and para-educators.	Other - Emotional Support Academic Support Program Behavioral Support Program	05/01/2017	05/31/2017	\$0 - No Funding Required	preschool teachers, kindergarten teachers and para-educators, administration

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 proficiency percentage on KPREP from 37.1% to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency percentage from 37.1% to 53.2%. by 06/01/2017 as measured by KPREP.

Strategy1:

Kindergarten Readiness - Kindergarten emotional and academic needs will be addressed before and at the beginning of the school year.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - Preview Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will take their preschoolers to preview kindergarten classrooms and meet highly qualified kindergarten teachers and para-educators.	Behavioral Support Program Other - Emotional Support Academic Support Program	05/01/2017	05/31/2017	\$0 - No Funding Required	preschool teachers, kindergarten teachers and para-educators, administration

Activity - Kindergarten Kickoff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and para-educators host incoming kindergartners and their families at an event to support the transition into kindergarten.	Behavioral Support Program Other - Emotional Support Academic Support Program	06/01/2017	07/31/2017	\$1000 - District Funding	district staff, Traci Gould, kindergarten teachers and para-educators, administration

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will administer the Brigance Assessment to all students to determine kindergarten readiness.	Academic Support Program	08/01/2017	09/30/2017	\$0 - No Funding Required	administration, kindergarten teachers and para-educators

Strategy2:

Best Practices - Teachers will incorporate best practices into their daily instruction.

Category: Continuous Improvement

Research Cited:

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will structure core instruction around the workshop model, and they will include differentiation, conferring, discourse, gradual release of responsibility, and reflection.	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers instructional coach

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Math Night, Literacy Night, Nursery Rhyme Night, Arts and Humanities Night, Musical Theatre, parent-teacher conferences, PTO meetings, home visits, Resource Fair, SBDM Council	Community Engagement Parent Involvement	01/01/2017	12/31/2017	\$2000 - Other	classroom teachers interventionists related arts teachers administration

Strategy3:

Math Initiative - All classroom teachers will implement our core math program, Eureka Math, through the workshop model of instruction.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Shepherdsville Elementary

Research Cited:

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students receive 80- minutes of intervention, direct instruction, or enrichment on math topics	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers, ESS, interventionists

Activity - CCSS Alignment to Core Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators will work in PLCs using the backwards planning model to align our core math program to CCSS.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers administration

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will administer common formative and summative assessments, including MAP, Eureka unit assessments, Addvantage, etc. Highly qualified teachers will work in PLCs to analyze the data and determine next instructional steps.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers Administration

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Team will provide on-going math professional development on Best Practices in the area of mathematics. Ongoing Professional Development will be provided for best practices in math(ie. NISL, Math Workshop, guided math instruction, effective math centers, math journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

Strategy4:

Positive Culture - Shepherdsville Elementary is working to build a culture to promote staff retention and a positive learning environment.

Category: Continuous Improvement

Research Cited:

Activity - Positive Relationships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators participate in Sunshine Club, staff outings, staff holiday parties, grade level competitions, and surprise and delight to promote positive relationships.	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	all staff

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers participate in PLCs and KTIP to receive extra supports when needed.	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	all staff

Comprehensive School Improvement Plan

Shepherdsville Elementary

Strategy5:

Literacy Initiative - All classroom teachers will be continue full implementation of reading workshop.

Category: Continuous Improvement

Research Cited: In the workshop model, students are invited to become actively involved in their learning, and in the process learn more about how to read various kinds of texts (Atwell).

There is not much good to say about “hard reading.” If you want kids to fail, give them “hard books” they can’t read with less than 95% comprehension. The end result of a steady diet of “can’t do” is unmotivated, hard to manage, oppositional students (Allington).

Students are given an opportunity to read at their own level and choose their own books. Research has shown that motivation predicts reading volume, which improves achievement (Allington).

Reading improves when:

More time is provided in uninterrupted blocks

Students think about what they’ve read and explain their thinking

There is ongoing strategy instruction

Students have “literate conversations” (Allington).

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students receive 80 minutes of intervention, direct instruction, or enrichment in literacy per week	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers, ESS, interventionists

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators will incorporate more authentic writing opportunities into their daily schedules. They will have purposefully planned writing workshops. Teachers will make cross-curricular connections to incorporate writing into every subject.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers instructional coach

Activity - CCSS Alignment to Core Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified educators will work in PLCs using the backwards planning model to align our core reading program to CCSS.	Direct Instruction	01/01/2017	12/31/2017	\$0 - Other	Classroom teachers, principal, and instructional coach

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing Professional Development will be provided for best practices in reading (ie. Bellarmine Literacy Project, NISL, Reading Recovery, Continuing Contact, Reading Workshop, Assessment (DRA2), running records, guided reading instruction, effective reading centers, reading response journals, data teams, etc.).	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Reading Recovery Teachers

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will administer common formative and summative assessments, including MAP, DRA, running records, Benchmark unit assessments, etc. Highly qualified teachers will work in PLCs to analyze the data and determine next instructional steps.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers Administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.6% to 64.6% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.6% to 50.4%. by 06/01/2017 as measured by KPREP.

Strategy1:

Math Initiative - All classroom teachers will continue to implement our core math program, Eureka Math, using the workshop model.

Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement a Student Proficiency Plan for each student identified in the lowest 20% based on MAP data. Response to Intervention will be utilized to ensure students receive instruction geared towards their individual needs from our math interventionist using AVMR. Students also receive interventions from Compass and their highly qualified classroom teacher.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers, instructional coach, principal, interventionists

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
80 minutes of weekly intervention time for struggling students	Tutoring	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers

Strategy2:

Equal Education Opportunities - Our family resource center coordinator and family liaison will work collaboratively to support the students falling in our largest gap group of free and reduced lunch.

Category: Continuous Improvement

Research Cited:

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our highly qualified family resource center coordinator and family liaison visit homes of children who are struggling in school to identify the barriers that might be holding them back at home.	Community Engagement Behavioral Support Program Parent Involvement Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	family resource center coordinator family liaison

Activity - Providing Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The family liaison and family resource center coordinator support our gap group of free and reduced lunch by providing the Family Lending Library, Resource Fair, basic needs resources, academic resources, medical needs, mental needs, etc.	Community Engagement Academic Support Program Parent Involvement	01/01/2017	12/31/2017	\$5000 - FRYSC	family liaison family resource center coordinator

Strategy3:

Reading Initiative - All teachers of reading will continue full implementation of the Reading Workshop model.

Category: Continuous Improvement

Research Cited:

Activity - WIN (What I Need) Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
80 minutes of weekly intervention time targeting struggling students	Tutoring	01/01/2017	12/31/2017	\$0 - No Funding Required	classroom teachers

Activity - Literacy Enhancement and Advancement Program (Saturday and Summer School)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School	Tutoring Academic Support Program	01/01/2017	07/31/2017	\$27500 - District Funding	Kim Harding, Adrienne Usher

Comprehensive School Improvement Plan

Shepherdsville Elementary

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement a Student Proficiency Plan for each student identified in the lowest 20% based on MAP data. Response to Intervention will be utilized to ensure students receive instruction geared towards their individual needs from our reading interventionists in Reading Recovery and Comprehensive Intervention Model. Students also receive interventions from Leveled Literacy and Lexia.	Tutoring	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, Instructional Tutors, ESS Daytime Waiver Instructional Assistant, and Instructional Coach

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 increase the percentage of distinguished programs offered to our students in the arts and humanities, PL/CS, and writing.

Measurable Objective 1:

collaborate to improve our program review areas by 05/31/2017 as measured by scoring distinguished on our yearly program review.

Strategy1:

PLC Reviews - School staff will work in PLCs to review each of last year's Program Reviews. We will select areas that were not scored as distinguished and determine ways to improve so that area can be scored as distinguished on the next program review.

Category: Stakeholder Engagement

Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in PLCs to determine areas of improvement on Program Review	Policy and Process	01/01/2017	05/31/2017	\$0 - No Funding Required	Instructional Coach Principal Special Area Team

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?

Shepherdsville Elementary is a Title I school and was established in 2005. The school is located in the heart of the county seat of Bullitt County, which is only 20 miles south of the largest city in Kentucky, Louisville. According to 2012 data, Shepherdsville has a population of 11,463 residents with an average median household income of just over \$43,000. Our free/reduced lunch population is 75% . However, our school participates in the Community Eligibility Provision through the National School Lunch Program which allows us to provide free breakfast and lunch to 100% of our students. Through a joint effort of our school with Dare to Care and Metro United Way, we are also providing dinner to approximately 125 students three evenings per week. Approximately 50 students receive food backpacks every weekend.

We serve approximately 540 students pre-school through fifth grade. Our caring staff and involved parents recognize the important role the school plays in preparing students to function in a modern society. For the past two years our parent volunteer program has had the most hours logged of any school in Bullitt County. For 2013-2014 school year we had 9,214 hours and for 2014-2015 school year we logged 9,940 hours. This year our goal is to exceed 10,000 volunteer hours.

In February 2014, BCPS hired a Family Liaison for our school. This is the first of its kind of position in the district, the position was created to close the gap between school and home. Since February of last year, our liaison has made approximately 1,000 parent contacts by phone and home visits building parent relationships. As new families arrive at Shepherdsville, the liaison meets them and provides a tour of the school and conducts a parent interview to meet the needs of the families as soon as possible.

In January of 2015, we also began Saturday School which was funded by the district. We had 60 children participate in the program which included literacy. The teachers for this program included three Reading Recovery Teachers. We also had a Summer Loss program which consisted of eight weeks of instruction four days a week for 2.5 hours in the area of literacy. Sixty children were enrolled with highly qualified teachers providing the instruction. The children also participated in a free afternoon enrichment program provided by the YMCA. This program included field trips, cultural experiences, in school programs, and academic support. We are continuing to follow the growth of the children that participated in both of these programs. Both programs are being funded by the district thru 2017.

The Bullitt County "Learning is Fun Bus" goes into our school community and provides free books and literacy materials for both adults and children. Our family liaison, as well as teachers from the building , ride along as this bus goes out to meet our families. The bus goes into our community approximately one time per month to visit our children and families.

We are partnered with several community stakeholders including: JOM, Amazon, PNC Bank, and The 3M Corporation. These businesses have provided educational materials as well as monetary donations to purchase robotic kits, science lab equipment and support our Kids Cafe program.

The Saturday and Summer School programs, the partnership with businesses, and the family liaison position have increased student achievement and created a more positive learning environment at Shepherdsville Elementary.

Comprehensive School Improvement Plan

Shepherdsville Elementary

Our staff consists of 33 teachers, of which 3 are National Board Certified. The average experience of our teachers is 7.3 years compared to the district average of 10.5 years and the state average of 11.9 years. We have a younger staff with 28% achieving Bachelor's Degrees, 33% have a Masters Degree and 13% have their Rank I. The Masters Degree and Rank I percentage are both below the district and state averages.

School's Purpose

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

Our mission states that "We are a safe and caring community school with dedicated professionals who give every child, every chance, every day."

To accomplish our mission, we provide a nurturing, yet challenging learning environment. As a school, we believe that: Student success is a team effort. All children can learn. Learning should be fun and engaging. All students deserve a safe, positive learning environment. All people are responsible for their own choices. Excellence is attainable. Successes should be celebrated; and Higher expectations will yield higher results.

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.

During the past three years, we have purchased books to establish classroom libraries in every classroom in order to provide students with the texts necessary to build stamina and provide opportunities for wide reading. We are also implementing the workshop model of instruction in the areas of reading, writing, and math. Reading/Writing workshop provides a framework which prepares our students for the text complexity level demanded by the common core state standards. Writing workshop is preparing our students with the tools necessary to become fluent writers. Math Workshop provides a mini-lesson on the concept for the day;s lesson, as well as opportunities for authentic practice and additional small group learning with the classroom teacher.

To strengthen our core instructional programs, we purchased Benchmark Reading, Benchmark Writing, and Eureka Math. Professional development and other resources have been provided to assist teachers with the implementation.

Our Response to Intervention (RTI) approach has been restructured this school year to systematically address the diverse needs of our students. All intervention students are serviced to have their individuals needs met. For Tier II interventions for reading, we are using Compass Learning and Lexia. For math we are using Moby Max. In writing we use graphic organizers for tier 2 intervention.

Tier 3 intervention services included Leveled Literacy, Reading Recovery and Comprehensive Intervention Model (CIM) groups for reading. Math intervention uses Eureka Math's intervention component. Writing intervention is provided using conferencing methods with students.

Our overall school goal is to reduce the number of students we have scoring at the novice level. Over the next three years, we will work to close the GAP with our special education population. We will continue to work to increase the number of students who score proficient on K-PREP in the areas of reading, writing, and math. We plan to accomplish this through teachers completing and implementing individualized novice plans for each identified novice student. This is monitored through PLC meetings by looking at common assessments, formative and summative assessments, and anecdotal notes from the teacher. In addition, we will continue working to increase our student attendance rate by fully implementing our attendance improvement plan.

Additional Information

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