



# KDE Title I Report

Shepherdsville Elementary

Bullitt County

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# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act (ESEA). Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

## Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	We used KPREP scores, MAP data, DRA results, common assessment analyses, the TELL Survey results, and Brigance results.	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	The data showed us that we need to improve in the areas of reading, writing, and math.	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	The same needs were at all grade levels.	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	KPREP gap data was helpful as we completed our needs assessment.	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes		

## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

**Goal 1:**

We will increase our overall reading and math KPREP scores to meet our target score.

**Measurable Objective 1:**

collaborate to increase the overall reading and math combined KREP score for Shepherdsville Elementary from 62.9 to 63.9 by 05/27/2016 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).

Activity - Folk Programs & Authors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our family resource Center will provide Folk Story Tellers and Authors for assembly programs that will enhance student understanding of the curriculum.	Academic Support Program	08/12/2015	06/02/2017	\$500 - State Funds	Traci Gould

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will administer common assessments monthly in order to analyze strengths/weaknesses and content needing to be retaught.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

Activity - Five Critical Components of Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As evidenced in lesson planning, walk throughs and classroom observations, 90 minutes per day will be focused on the five critical components of reading instruction.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers, Principal, and Instructional Coach

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. Reading Workshop, Assessment (DRA2), running records, guided reading instruction, effective reading centers, etc.).	Professional Learning	06/01/2015	06/02/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Reading Recovery Teachers

Activity - DRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DRA2 will be administered two to three times annually by teachers to help drive literacy instruction within the classroom.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers, Reading Recovery Teachers, and Instructional Coach

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers that teach reading will implement the Reading/Writing Workshop model.	Direct Instruction	08/12/2015	06/02/2017	\$0 - Other	Classroom teachers, principal, and instructional coach

Activity - Adopt-A-Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per school year our Family Resource Center (FRC) will purchase books to give a way to our students to encourage them to read more. Will include FRC Book Give-A-Ways and Read Across America Week.	Academic Support Program	08/12/2015	06/02/2017	\$1200 - State Funds	Traci Gould

**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:

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Activity - Advantage Math Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers who have been trained to use the AddVantage assessment will utilize it to diagnose the individual needs of their students.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers

Activity - Math Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will administer common assessments in mathematics and analyze results for concepts needing to be re-taught.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

Activity - Daily Math Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans will reflect at least 90 minutes of daily instruction and practice in math skills.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, & Principal

Activity - Critical Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Critical vocabulary will be used by teachers in daily math instruction and reflected in teacher lesson plans.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, & Principal

Activity - On-going Math 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.	Professional Learning	06/01/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

**Goal 2:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% in 2014-15 to 53.2% in 2016-2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% to 53.2% by 05/26/2017 as measured by KPREP.

**Strategy1:**

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

Category: Continuous Improvement

Research Cited:



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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We 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.	Tutoring	08/05/2015	06/02/2017	\$0 - No Funding Required	Teachers, Instructional Tutors, ESS Daytime Waiver Instructional Assistant, and Instructional Coach

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery will be utilized to target the lowest students in the bottom 20% of P2 students.	Tutoring	08/05/2015	06/02/2017	\$110000 - State Funds	Reading Recovery Teachers

Activity - RTI PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team meets on the last Tuesday of every month to review RTI data and progress. Decisions are made by the team to help improve student success.	Academic Support Program	08/05/2015	06/02/2017	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor, School psychologist, Instructional Tutors, ESS Daytime Waiver Instructional Assistant, Reading Recovery Teachers, and Classroom Teachers

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia reading software will be used to provide Tier 2 reading interventions and tutoring for our students.	Tutoring Academic Support Program	08/17/2015	06/02/2017	\$0 - District Funding	Instructional Tutor, Classroom Teachers, and Instructional Coach

Activity - CIM Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery teachers will provide small group instruction as needed to students using the Comprehensive Intervention Model (CIM).	Tutoring	08/05/2015	06/02/2017	\$0 - No Funding Required	Reading Recovery Teachers

Activity - Book Giveaways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Shepherdsville Elementary Family Resource Center will provide children's books to give away to our students throughout the school year.	Academic Support Program	08/05/2015	06/02/2017	\$1500 - State Funds	Traci Gould

## Strategy2:

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

Category: Continuous Improvement

Research Cited:

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Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ESS Math Instructional Assistant will work with identified students struggling in mathematics.	Tutoring	08/31/2015	06/02/2017	\$8500 - State Funds	ESS Daytime Waiver Instructional Assistant and Instructional Coach

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 RTI will be provided in the computer lab using Moby Max software as well as by classroom teachers for those students who do not improve using Moby Max. Tier 3 Math RTI will be provided by our ESS Daytime Waiver Instructional Assistant who is a certified teacher.	Academic Support Program Tutoring	08/17/2015	06/02/2017	\$0 - State Funds	Instructional Tutor, ESS Daytime Waiver Instructional Assistant, Classroom Teachers, and Instructional Coach

**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 06/02/2017 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 - PLC Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review Program reviews to determine areas for improvement.	Policy and Process	01/04/2016	06/02/2017	\$0 - No Funding Required	Instructional Coach Principal Special Area Team

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	All strategies included are based on best practices and scientific research.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	All teachers and para-educators are required to implement the selected strategies.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	The Title I School-wide programming is aligned with state standards.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	The Title I Schoolwide programming allows for extended learning time for our students through providing additional assistance and instruction through our RTI program, Reading Recovery, and CIM groups.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	Our Title I School-wide programming provides high quality activities that we believe, based on research, will close achievement gaps between identified subgroups.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	The achievement issues of students with special needs are being specifically addressed through full implementation of their IEPs and novice reduction plans written for specific students.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	The Title I School-wide plan is being implemented as designed.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	We believe the strategies and activities we are implementing are being effective in increasing student achievement. We will continue to monitor our data and make adjustments as needed.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes		

## Component 3: Instruction By Highly Qualified Teachers and Paraeducators

### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**

Professional development will be evaluated and results communicated to teachers.

**Measurable Objective 1:**

collaborate to evaluate professional development and communicate results to teachers by 06/02/2017 as measured by a teacher survey.

**Strategy1:**

PD Evaluation - After each Professional Development opportunity, teachers will be asked to complete a survey about the PD that was provided.

Category: Professional Learning & Support

Research Cited:

Activity - End of School Year Teacher PD Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete an end of the school year PD survey to share their thoughts about whether or not improvement has been made in evaluating PD opportunities and the results being communicated to teachers.	Other - Teacher Survey	05/02/2016	06/02/2017	\$0 - No Funding Required	Instructional Coach and Principal

Activity - PD Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete an evaluation survey after each provided PD opportunity and the results will be communicated to teachers.	Professional Learning	01/04/2016	06/02/2017	\$0 - No Funding Required	Instructional Coach and Principal

**Goal 2:**

All teachers and para-educators that work with students will be highly qualified.

**Measurable Objective 1:**

collaborate to ensure that all applicants interviewed meet the highly qualified requirements by 06/02/2017 as measured by permission to interview memos provided by the district HR department.

**Strategy1:**

HR Collaboration - Principal will collaborate with HR department to make sure that permission to interview memos only include highly

qualified candidates.

Category: Human Capital Management

Research Cited:

Activity - Interview Memo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will talk with HR personnel to make sure only candidates that meet highly qualified requirements are put on interview memo for each job posted.	Recruitment and Retention	01/04/2016	06/02/2017	\$0 - No Funding Required	Principal

Activity - Job Postings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All job postings will include the statement: "Candidates must meet highly qualified requirements."	Recruitment and Retention	01/04/2016	06/02/2017	\$0 - No Funding Required	Principal

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	All of the teachers and paraeducators assigned to our school meet the definition for highly qualified.	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	N/A		

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A		

Label	Assurance	Response	Comment	Attachment
3.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction is being provided by highly qualified teachers and para-educators?	Yes		

## Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

### Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

**Goal 1:**

Professional development will be evaluated and results communicated to teachers.

**Measurable Objective 1:**

collaborate to evaluate professional development and communicate results to teachers by 06/02/2017 as measured by a teacher survey.

**Strategy1:**

PD Evaluation - After each Professional Development opportunity, teachers will be asked to complete a survey about the PD that was provided.

Category: Professional Learning & Support

Research Cited:

Activity - PD Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete an evaluation survey after each provided PD opportunity and the results will be communicated to teachers.	Professional Learning	01/04/2016	06/02/2017	\$0 - No Funding Required	Instructional Coach and Principal

Activity - End of School Year Teacher PD Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete an end of the school year PD survey to share their thoughts about whether or not improvement has been made in evaluating PD opportunities and the results being communicated to teachers.	Other - Teacher Survey	05/02/2016	06/02/2017	\$0 - No Funding Required	Instructional Coach and Principal

**Goal 2:**

All teachers and para-educators that work with students will be highly qualified.

**Measurable Objective 1:**

collaborate to ensure that all applicants interviewed meet the highly qualified requirements by 06/02/2017 as measured by permission to interview memos provided by the district HR department.

**Strategy1:**

HR Collaboration - Principal will collaborate with HR department to make sure that permission to interview memos only include highly qualified candidates.

Category: Human Capital Management

Research Cited:

Activity - Interview Memo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will talk with HR personnel to make sure only candidates that meet highly qualified requirements are put on interview memo for each job posted.	Recruitment and Retention	01/04/2016	06/02/2017	\$0 - No Funding Required	Principal

Activity - Job Postings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All job postings will include the statement: "Candidates must meet highly qualified requirements."	Recruitment and Retention	01/04/2016	06/02/2017	\$0 - No Funding Required	Principal

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	Our school plans and implements school-specific professional development activities.	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	Our school uses data from the comprehensive needs assessment as part of the professional development planning process.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	All of our professional learning opportunities are of high quality as required.	

Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	All staff members, both certified and classified, are included as part of the planning process for professional learning.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	We do analyze data from professional learning opportunities for the impact it has on student achievement.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	The improvement plan includes specific Goals, Objectives, Strategies and Activities that support professional learning for principals, teachers, and paraeducators.	



## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

**Goal 1:**

All teachers and para-educators that work with students will be highly qualified.

**Measurable Objective 1:**

collaborate to ensure that all applicants interviewed meet the highly qualified requirements by 06/02/2017 as measured by permission to interview memos provided by the district HR department.

**Strategy1:**

HR Collaboration - Principal will collaborate with HR department to make sure that permission to interview memos only include highly qualified candidates.

Category: Human Capital Management

Research Cited:

Activity - Interview Memo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will talk with HR personnel to make sure only candidates that meet highly qualified requirements are put on interview memo for each job posted.	Recruitment and Retention	01/04/2016	06/02/2017	\$0 - No Funding Required	Principal

Activity - Job Postings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All job postings will include the statement: "Candidates must meet highly qualified requirements."	Recruitment and Retention	01/04/2016	06/02/2017	\$0 - No Funding Required	Principal

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	We do, but many times when candidates find out that we are a high poverty school, they opt to go a more affluent school.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	We try to provide our teachers with the instructional and discipline support as well as materials, technology, and equipment they need to do their job.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes		

## Component 6: Parent Involvement

### Parent Involvement

#### Goal 1:

We will increase our overall reading and math KPREP scores to meet our target score.

#### Measurable Objective 1:

collaborate to increase the overall reading and math combined KREP score for Shepherdsville Elementary from 62.9 to 63.9 by 05/27/2016 as measured by KPREP.

#### Strategy1:

Home/School Relations - The school, Family Resource Center, and Family Liason will work collaboratively to improve home/school relations with all Shepherdsville elementary families. The improved relations will increase overall school attendance, completed homework submission, and overall school success for our students.

Category: Stakeholder Engagement

Research Cited: Research shows that a positive home/school relationship plays a vital role in overall student success in school.

Activity - Removal of Barriers Resource Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A resource fair for parents is provided by the FRC. A number of community organizations and resources set up a table to provide free information about the services they render.	Parent Involvement	08/12/2015	06/02/2017	\$0 - State Funds	Traci Gould

Activity - Attendance Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center works with the school counselor to make home visits on truant students. The Parent Liaison will make home visits on students that are having academic issues.	Parent Involvement	08/12/2015	06/02/2017	\$0 - State Funds	Traci Gould, Guidance Counselor, Parent Liason

Activity - Weekly Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center Coordinator and Family Liaison will meet weekly with principal, counselor, and instructional coach to determine needs of students and families.	Other - Weekly Meeting	08/12/2015	06/02/2017	\$0 - State Funds	FRC Coordinator, Principal, Guidance Counselor, Family Liaison, and Instructional Coach

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Activity - Family Liaison	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Liaison will conduct home visits and parent trainings as well as provide resources for parents to assist their children in academic success.	Parent Involvement	08/12/2015	06/02/2017	\$65000 - District Funding	Family Liaison

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	Our school has a volunteer coordinator that recruits volunteers. we have already exceeded 10,000 volunteer hours this school year! Teachers also plan and implement specific activities to increase parental participation. We also have at least one Family Night per month that provides a low cost or no cost opportunity for families to get together either at school or an off campus site.	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	Parents are always invited and encouraged to participate in their child's ARC meetings for Special Education programming and in parent-teacher conferences that are scheduled school-wide two times per year. Teachers encourage parents to meet with them any time they have a concern about their child's educational progress.	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	An annual meeting is held each year to get input.	

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	Parents been included in the development and the evaluation of the parent involvement programming.	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes		

## Component 7: Transition to Kindergarten

### Transition to Kindergarten

#### Goal 1:

All kindergarten students will be screened for kindergarten readiness.

#### Measurable Objective 1:

100% of Kindergarten grade students will complete a portfolio or performance of kindergarten readiness skills in English Language Arts by 09/18/2015 as measured by BRIGANCE III Kindergarten Screen.

#### Strategy1:

Brigance Screen - At the beginning of the school year, kindergarten teachers and kindergarten instructional assistants will administer the Brigance III Kindergarten Screen one-on-one to all kindergarten students.

Category: Early Learning

Research Cited: KDE chose the BRIGANCE® Kindergarten Screen (K Screen), published by Curriculum Associates as its screening tool. It is aligned to both Kentucky's School Readiness Definition and Kentucky's Early Childhood Standards. During the 2012-13 pilot year, the Screen II was used. During that time, Curriculum Associates re-standardized and re-validated the Screen to ensure a completely up-to-date, valid, and reliable tool that reflects current standards and skills of today's children. The standardization study was conducted on a large, geographically diverse sample of 1,929 children who were representative of the population of the United States (U.S.) in terms of ethnicity, gender, and family socioeconomic status.

The BRIGANCE® Kindergarten Screen III is a collection of quick and highly accurate assessments and data-gathering tools to use with children entering kindergarten. All assessments in the K Screen III have been nationally standardized (2012) and produce results that are highly reliable, valid and accurate.

Screening can be done quickly, usually within 10-15 minutes, and will allow you to gather information about each child's strengths and areas for growth in key developmental skills. These developmental skills align to Kentucky's standards:

- \* Fine and Gross-motor aligns to Physical Well Being
- \* Language aligns to Language and Communication Development
- \* Academic/Cognitive align to Cognitive and General Knowledge
- \* Self-help and Social Emotional aligns to both Social Emotional Development and Approaches to Learning
- \* Readiness for reading

Activity - Brigance Screen	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and kindergarten instructional assistants will administer the Brigance III Kindergarten Screen to all kindergarten students.	Academic Support Program	07/22/2015	09/18/2015	\$0 - No Funding Required	Kindergarten Teachers and Kindergarten Instructional Assistants

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	Yes		

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

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

#### Goal 1:

We will increase our overall reading and math KPREP scores to meet our target score.

#### Measurable Objective 1:

collaborate to increase the overall reading and math combined KREP score for Shepherdsville Elementary from 62.9 to 63.9 by 05/27/2016 as measured by KPREP.

#### Strategy1:

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 - Math Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will administer common assessments in mathematics and analyze results for concepts needing to be re-taught.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

#### 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 - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will administer common assessments monthly in order to analyze strengths/weaknesses and content needing to be retaught.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

**Goal 2:**

All kindergarten students will be screened for kindergarten readiness.

**Measurable Objective 1:**

100% of Kindergarten grade students will complete a portfolio or performance of kindergarten readiness skills in English Language Arts by 09/18/2015 as measured by BRIGANCE III Kindergarten Screen.

**Strategy1:**

Brigance Screen - At the beginning of the school year, kindergarten teachers and kindergarten instructional assistants will administer the Brigance III Kindergarten Screen one-on-one to all kindergarten students.

Category: Early Learning

Research Cited: KDE chose the BRIGANCE® Kindergarten Screen (K Screen), published by Curriculum Associates as its screening tool. It is aligned to both Kentucky's School Readiness Definition and Kentucky's Early Childhood Standards. During the 2012-13 pilot year, the Screen II was used. During that time, Curriculum Associates re-standardized and re-validated the Screen to ensure a completely up-to-date, valid, and reliable tool that reflects current standards and skills of today's children. The standardization study was conducted on a large, geographically diverse sample of 1,929 children who were representative of the population of the United States (U.S.) in terms of ethnicity, gender, and family socioeconomic status.

The BRIGANCE® Kindergarten Screen III is a collection of quick and highly accurate assessments and data-gathering tools to use with children entering kindergarten. All assessments in the K Screen III have been nationally standardized (2012) and produce results that are highly reliable, valid and accurate.

Screening can be done quickly, usually within 10-15 minutes, and will allow you to gather information about each child's strengths and areas for growth in key developmental skills. These developmental skills align to Kentucky's standards:

- \* Fine and Gross-motor aligns to Physical Well Being
- \* Language aligns to Language and Communication Development
- \* Academic/Cognitive align to Cognitive and General Knowledge
- \* Self-help and Social Emotional aligns to both Social Emotional Development and Approaches to Learning
- \* Readiness for reading



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<b>Activity - Brigance Screen</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Kindergarten teachers and kindergarten instructional assistants will administer the Brigance III Kindergarten Screen to all kindergarten students.	Academic Support Program	07/22/2015	09/18/2015	\$0 - No Funding Required	Kindergarten Teachers and Kindergarten Instructional Assistants

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.1	Are all teachers included in the selection of academic assessments?	Yes	All teachers are included in the selection of academic assessments for their specific grade level, including formative and summative assessments.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	Through our PLCs, all teachers participate in the analysis of data and the development of the overall instructional program at the school.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes		

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

### Activities to Ensure that Students Meet State Academic Standards

#### Goal 1:

We will increase our overall reading and math KPREP scores to meet our target score.

#### Measurable Objective 1:

collaborate to increase the overall reading and math combined KREP score for Shepherdsville Elementary from 62.9 to 63.9 by 05/27/2016 as measured by KPREP.

#### Strategy1:

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 - Math Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will administer common assessments in mathematics and analyze results for concepts needing to be re-taught.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

Activity - Advantage Math Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers who have been trained to use the AddVantage assessment will utilize it to diagnose the individual needs of their students.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers

Activity - Daily Math Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans will reflect at least 90 minutes of daily instruction and practice in math skills.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Coach, & Principal

#### 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

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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 - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers that teach reading will implement the Reading/Writing Workshop model.	Direct Instruction	08/12/2015	06/02/2017	\$0 - Other	Classroom teachers, principal, and instructional coach

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will administer common assessments monthly in order to analyze strengths/weaknesses and content needing to be retaught.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

Activity - DRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DRA2 will be administered two to three times annually by teachers to help drive literacy instruction within the classroom.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers, Reading Recovery Teachers, and Instructional Coach

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% in 2014-15 to 53.2% in 2016-2017.

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% to 53.2% by 05/26/2017 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:

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Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ESS Math Instructional Assistant will work with identified students struggling in mathematics.	Tutoring	08/31/2015	06/02/2017	\$8500 - State Funds	ESS Daytime Waiver Instructional Assistant and Instructional Coach

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 RTI will be provided in the computer lab using Moby Max software as well as by classroom teachers for those students who do not improve using Moby Max. Tier 3 Math RTI will be provided by our ESS Daytime Waiver Instructional Assistant who is a certified teacher.	Tutoring Academic Support Program	08/17/2015	06/02/2017	\$0 - State Funds	Instructional Tutor, ESS Daytime Waiver Instructional Assistant, Classroom Teachers, and Instructional Coach

## Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - CIM Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery teachers will provide small group instruction as needed to students using the Comprehensive Intervention Model (CIM).	Tutoring	08/05/2015	06/02/2017	\$0 - No Funding Required	Reading Recovery Teachers

Activity - RTI PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team meets on the last Tuesday of every month to review RTI data and progress. Decisions are made by the team to help improve student success.	Academic Support Program	08/05/2015	06/02/2017	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor, School psychologist, Instructional Tutors, ESS Daytime Waiver Instructional Assistant, Reading Recovery Teachers, and Classroom Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery will be utilized to target the lowest students in the bottom 20% of P2 students.	Tutoring	08/05/2015	06/02/2017	\$110000 - State Funds	Reading Recovery Teachers

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We 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.	Tutoring	08/05/2015	06/02/2017	\$0 - No Funding Required	Teachers, Instructional Tutors, ESS Daytime Waiver Instructional Assistant, and Instructional Coach

Activity - Book Giveaways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Shepherdsville Elementary Family Resource Center will provide children's books to give away to our students throughout the school year.	Academic Support Program	08/05/2015	06/02/2017	\$1500 - State Funds	Traci Gould

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia reading software will be used to provide Tier 2 reading interventions and tutoring for our students.	Tutoring Academic Support Program	08/17/2015	06/02/2017	\$0 - District Funding	Instructional Tutor, Classroom Teachers, and Instructional Coach

Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	Through our comprehensive RTI program, we provide effective, timely and additional intervention to students in danger of not meeting state standards.	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	Our comprehensive process for identifying students most at risk and in need of assistance includes analyzing MAP scores, DRA scores, common assessments, and other data that may be provided by the teacher.	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Teachers and para-educators collaborate as part of instructional planning as needed.	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes		

## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

#### Goal 1:

We will increase our overall reading and math KPREP scores to meet our target score.

#### Measurable Objective 1:

collaborate to increase the overall reading and math combined KREP score for Shepherdsville Elementary from 62.9 to 63.9 by 05/27/2016 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).

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. Reading Workshop, Assessment (DRA2), running records, guided reading instruction, effective reading centers, etc.).	Professional Learning	06/01/2015	06/02/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Reading Recovery Teachers

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Activity - Folk Programs & Authors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our family resource Center will provide Folk Story Tellers and Authors for assembly programs that will enhance student understanding of the curriculum.	Academic Support Program	08/12/2015	06/02/2017	\$500 - State Funds	Traci Gould

Activity - DRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DRA2 will be administered two to three times annually by teachers to help drive literacy instruction within the classroom.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers, Reading Recovery Teachers, and Instructional Coach

Activity - Adopt-A-Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per school year our Family Resource Center (FRC) will purchase books to give a way to our students to encourage them to read more. Will include FRC Book Give-A-Ways and Read Across America Week.	Academic Support Program	08/12/2015	06/02/2017	\$1200 - State Funds	Traci Gould

**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 - On-going Math 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.	Professional Learning	06/01/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers and Instructional Coach

Activity - Advantage Math Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers who have been trained to use the AddVantage assessment will utilize it to diagnose the individual needs of their students.	Direct Instruction	08/12/2015	06/02/2017	\$0 - No Funding Required	Classroom Teachers

**Strategy3:**

Home/School Relations - The school, Family Resource Center, and Family Liason will work collaboratively to improve home/school relations with all Shepherdsville elementary families. The improved relations will increase overall school attendance, completed homework submission, and overall school success for our students.

Category: Stakeholder Engagement

Research Cited: Research shows that a positive home/school relationship plays a vital role in overall student success in school.

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Activity - Attendance Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center works with the school counselor to make home visits on truant students. The Parent Liaison will make home visits on students that are having academic issues.	Parent Involvement	08/12/2015	06/02/2017	\$0 - State Funds	Traci Gould, Guidance Counselor, Parent Liaison

Activity - Family Liaison	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Liaison will conduct home visits and parent trainings as well as provide resources for parents to assist their children in academic success.	Parent Involvement	08/12/2015	06/02/2017	\$65000 - District Funding	Family Liaison

**Goal 2:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% in 2014-15 to 53.2% in 2016-2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% to 53.2% by 05/26/2017 as measured by KPREP.

**Strategy1:**

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

Category: Continuous Improvement

Research Cited:

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery will be utilized to target the lowest students in the bottom 20% of P2 students.	Tutoring	08/05/2015	06/02/2017	\$110000 - State Funds	Reading Recovery Teachers

Activity - CIM Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery teachers will provide small group instruction as needed to students using the Comprehensive Intervention Model (CIM).	Tutoring	08/05/2015	06/02/2017	\$0 - No Funding Required	Reading Recovery Teachers

Activity - Book Giveaways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Shepherdsville Elementary Family Resource Center will provide children's books to give away to our students throughout the school year.	Academic Support Program	08/05/2015	06/02/2017	\$1500 - State Funds	Traci Gould



Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We 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.	Tutoring	08/05/2015	06/02/2017	\$0 - No Funding Required	Teachers, Instructional Tutors, ESS Daytime Waiver Instructional Assistant, and Instructional Coach

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia reading software will be used to provide Tier 2 reading interventions and tutoring for our students.	Tutoring Academic Support Program	08/17/2015	06/02/2017	\$0 - District Funding	Instructional Tutor, Classroom Teachers, and Instructional Coach

**Strategy2:**

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 - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An ESS Math Instructional Assistant will work with identified students struggling in mathematics.	Tutoring	08/31/2015	06/02/2017	\$8500 - State Funds	ESS Daytime Waiver Instructional Assistant and Instructional Coach

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 RTI will be provided in the computer lab using Moby Max software as well as by classroom teachers for those students who do not improve using Moby Max. Tier 3 Math RTI will be provided by our ESS Daytime Waiver Instructional Assistant who is a certified teacher.	Tutoring Academic Support Program	08/17/2015	06/02/2017	\$0 - State Funds	Instructional Tutor, ESS Daytime Waiver Instructional Assistant, Classroom Teachers, and Instructional Coach

**Goal 3:**

All kindergarten students will be screened for kindergarten readiness.

**Measurable Objective 1:**

100% of Kindergarten grade students will complete a portfolio or performance of kindergarten readiness skills in English Language Arts by 09/18/2015 as measured by BRIGANCE III Kindergarten Screen.

**Strategy1:**

Brigance Screen - At the beginning of the school year, kindergarten teachers and kindergarten instructional assistants will administer the

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Brigance III Kindergarten Screen one-on-one to all kindergarten students.

Category: Early Learning

Research Cited: KDE chose the BRIGANCE® Kindergarten Screen (K Screen), published by Curriculum Associates as its screening tool. It is aligned to both Kentucky's School Readiness Definition and Kentucky's Early Childhood Standards. During the 2012-13 pilot year, the Screen II was used. During that time, Curriculum Associates re-standardized and re-validated the Screen to ensure a completely up-to-date, valid, and reliable tool that reflects current standards and skills of today's children. The standardization study was conducted on a large, geographically diverse sample of 1,929 children who were representative of the population of the United States (U.S.) in terms of ethnicity, gender, and family socioeconomic status.

The BRIGANCE® Kindergarten Screen III is a collection of quick and highly accurate assessments and data-gathering tools to use with children entering kindergarten. All assessments in the K Screen III have been nationally standardized (2012) and produce results that are highly reliable, valid and accurate.

Screening can be done quickly, usually within 10-15 minutes, and will allow you to gather information about each child's strengths and areas for growth in key developmental skills. These developmental skills align to Kentucky's standards:

- \* Fine and Gross-motor aligns to Physical Well Being
- \* Language aligns to Language and Communication Development
- \* Academic/Cognitive align to Cognitive and General Knowledge
- \* Self-help and Social Emotional aligns to both Social Emotional Development and Approaches to Learning
- \* Readiness for reading

Activity - Brigance Screen	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and kindergarten instructional assistants will administer the Brigance III Kindergarten Screen to all kindergarten students.	Academic Support Program	07/22/2015	09/18/2015	\$0 - No Funding Required	Kindergarten Teachers and Kindergarten Instructional Assistants

Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes		

Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes		