

2017 SES KDE Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Shepherdsville Elementary

Sheri Hamilton

527 W Blue Lick Road

Shepherdsville, Kentucky, 40165

United States of America

Last Modified: 08/01/2018

Status: Locked

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

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 Vana Sanchez, PTO President Patrick Durham- Principal

COMMENTS

Please enter your comments below.

ATTACHMENTS

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2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

*Parents and other stakeholders report that they are actively welcomed when they visit the school.
*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) *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.

COMMENTS

Please enter your comments below.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

*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 policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement. *School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.

COMMENTS

Please enter your comments below.

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

The school council partners with the teachers and the PTO to identify ways to increase parent involvement and learning opportunities. The PTO then works to build capacities and involvement opportunities among its members and outreach programs. The school provides multiple connection points for parents and students to be involved with after school events and student clubs. Most events are structured to allow parents to provide feedback on policies and to learn more about the school's vision and mission. The school will continue to develop community partnerships with local entities to foster positive supports for our students and families.

COMMENTS

Please enter your comments below.

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Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*Parents are influential in school decision making: The school will increase parent/family decision making through providing multiple opportunities to give feedback and participate in school improvement surveys. *Students of the school follow rules of conduct: The school has initiated a schoolwide focus for fidelity implementation of PBIS core structures and consistent support from school administration. *New Teacher support: The school has begun a new teacher orientation process that includes additional communications and structured conversations for new educators. The school leadership team are actively involved in ensuring each teacher can receive personalized assistance. The school currently has a large majority of "non-tenured" teachers and the school has identified specific steps to ensure high quality, consistent approaches to instruction.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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Part III

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The school has engaged in ensuring the SBDM Council parents are actively involved in decision making. The PTO is a vital partner for fulfilling our vision and mission. We utilize the FRC to bring in community partnerships. Our school Family Liaison diligently works to build and foster positive family relationships. She also is critical in voicing and removing barriers for families in need. The selection of groups are typically through open elections (mandated for SBDM and PTO), other shareholders are encouraged to participate in activities for the school. Our FRC is able to meet and work with many community partners and businesses. We are working to improve ways for parents and community members to provide feedback and suggestions to the school.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017 SES Phase II: CSIP Needs Assessment

Phase II: The Needs Assessment School Diagnostic

Shepherdsville Elementary
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Shepherdsville, Kentucky, 40165
United States of America

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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The 2017 SBDM and 2017 PTO officers were included in the review and creation of this plan. All homeroom teachers were invited to share feedback on current concerns/priorities based off 2017 KPREP data. Our interventionist team also took a close look at data to identify priorities and strategies to address these concerns. These groups of stakeholders used the 6 Key Core Processes to drive their work. The following stakeholders were involved in all steps of the creation of this plan: Patrick Durham, Principal Lisa Overstreet, Counselor Ann Louise Hance, Instructional Coach

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Academic Data: Overall Reading Data- 50% N, 19.2% A, 24.4% P, 6.4% D Overall Math Data- 39.5% N, 38.4% A, 17.4% P, 4.7% D Non-Duplicated GAP Reading- 49.7% N, 31.7% P/D Non-Duplicated GAP Math- 40.7% N, 23.3% P/D Disability Reading- 71.7% N, 13.3% A, 10% P, 5% D Disability Math- 65% N, 25% A, 6.7% P, 3.3% D F/R Reading- 50% N, 19.2% A, 24.4% P, 6.4% D F/R Math- 39.5% N, 38.4% A, 17.4% P, 4.7% D Non-Academic Data: 2015 Teacher Turnover:

25.7% and 2016 Turnover was 20%. 45% teacher turnover in 2 years. 2015 KTIP: 16.7%; 2016 KTIP 13.89%; 30.59% in 2 year span. Teacher attendance rate was 91.48% in 2016.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Academic Data: Reading Novice rates has risen from 27.5% in 2015 to 43% in 2017. (2016: 35.3%) Math novice rates have risen slightly from 32.4% in 2015 to 33.9% in 2017. (2016: 34.2%) Writing novice rates has significantly risen from 16.7% in 2015 to 48.8% in 2017. (2016: 36.3%) GAP Combined (R/M) P/D dropped from 28.6% in 2015 to 27.5% in 2017. (31.4% in 2016) Combined P/D (R/M) was 33% in 2015 and dropped to 30.95% in 2017. (36.65% in 2016) Non-Academic Data: 2015 Teacher Turnover: 25.7% and 2016 Turnover was 20%. 45% teacher turnover in 2 years. 2015 KTIP: 16.7%; 2016 KTIP 13.89%; 30.59% in 2 year span. Teacher attendance rate was 91.48% in 2016.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Novice reduction and teacher retention remain as significant areas for improvement. Transient professional populations have led to disjointed instructional practices and undermined positive, fluid professional culture. 45% of the certified teaching staff are new within a 2 year span. This creates an uneven delivery model in all areas of a school. A lack of novice reduction is directly related to the constant change in staffing and support systems. Our school is unable to maintain consistent communication and strategies as a result of constant turnover of staff. Many plans that have shown promise are implemented and aren't fully carried out. Staff members that begin the plans are primarily no longer here and cannot effectively communicate the specific student needs from previous school years.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

- 1- Deployment of Standards
- 2- Delivery of Instruction
- 3- Assessment Literacy
- 4- Review, Analyze and Apply Data Results
- 5- Design, Align and Deliver Support Processes with Sub-group Focus
- 6- Establish a Learning Culture and Environment

6: Establish a Learning Culture and Environment: Teacher retention and effective training with coaching opportunities must increase as the school currently experiences a lot of teacher turnover year after year. Stabilizing this aspect will allow our professional development activities to begin taking hold and develop. Consistency among staff helps ensure our school culture can increase as we see the positive results of our intensely focused efforts. 2: Delivery of Instruction: As teacher retention takes increases, consistent delivery of high-quality instruction will increase because of our focus on delivering structured, engaging instruction to all students.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Students with Disabilities P/D rates experienced growth from 6.8% in 2015 to 10% in 2017. (8.3% in 2016). Students with Disabilities saw a decline in math Novice from 70.8% in 2016 to 68.5% in 2017. Students with Disabilities saw an incline in math distinguished scores from 0% in 2015 to 3.3% in 2017. Students falling within the free/reduced lunch category decreased novice from 40.7% in 2016 to 39.5% in 2017. Students falling within the free/reduced lunch category increased math distinguished scores from 2.2% in 2016 to 4.7% in 2017. Students falling within the free/reduced lunch category increased reading proficiency from 23.6% in 2016 to 24.4% in 2017. Overall GAP score increased from 14.3% 2016 to 20.5% in 2017. Overall growth score increased from 44.1% in 2016 to 46.2% in 2017. The school worked to build lesson plans, pacing guides, and assessments utilizing KCAS and true backwards planning. The processes were not built with fidelity prior to that intensive work. Lesson plans were focused on congruency and alignment of activities to KCAS, not correlation.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-19 SES Phase Two: School Assurances

Phase Two: School Assurances

Shepherdsville Elementary

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United States of America

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. 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
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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4. 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, career, and transition ready.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. 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.

- Yes
- ☐ No
- ☐ N/A

COMMENTS

We provide targeted assistance to students with ESS services and Intervention services in addition to their core instruction time.

ATTACHMENTS

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7. 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.

- Yes
- ☐ No
- ☐ N/A

COMMENTS

We have some methods for monitoring and evaluating the success of our targeted assistance. We are working to increase our ability to monitor and evaluate more clearly. Specifically, we are

working to identify if the specific intervention is having a direct positive impact on the students learning.

ATTACHMENTS

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Parent and Family Engagement

8. 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 and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Our family engagement practices and policies are being reviewed to target and identify the areas in which we can provide a better avenue for engagement. Our SBDM council has taken that on as an official task to find ways to increase our family engagement.

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.







- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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 2017 SES CSIP Goal Builder	Page 4 contains the Preschool Transition goals and activities to support Preschool transition.	1
 2017 SES CSIP Phase II Title I	2017 SES CSIP Phase II Title I	3, 5, 10
 2018-19 Shepherdsville Elem Master Schedule	2018-19 Shepherdsville Elem Master Schedule	6, 7
 2018-19 Shepherdsville Elem PD Plan	2018-19 Shepherdsville Elem PD Plan	2, 5
 SES Parent School Compact	SES Parent School Compact. This compact is currently in place but will be reviewed and updated to reflect the current school setting and community/school needs.	8
 SES Parental Involvement Policy	SES Parental Involvement Policy	8

2018-19 SES Phase Two: School Safety Report

Phase Two: School Safety Report

Shepherdsville Elementary
Sheri Hamilton
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United States of America

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes. A copy is located at the Board of Education, Police Department, Fire Department, the school, and each staff member in our school. Our staff has 24/7 access to it on our Google Drive as well.

ATTACHMENTS

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2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no," please explain below.

Yes. 8/22/18: SBDM approved the Emergency Management Plan & Policy 9/11/18: Law Enforcement 9/12/18: Fire Department

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no," please explain below.

Yes, each room has primary and secondary evacuation routes posted in the rooms by the doorway.

ATTACHMENTS

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4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no," please explain below.

Yes, each room has a copy of safe weather locations and each staff member was given a copy of the EMP that details their safe zone location during severe weather.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

The principal and first responders discussed our plans and need for updates/changes. No changes were made at that time. On 11/5/18, our school will be conducting Active Shooter training. We expect that some changes will need to occur after this training. We are working to plan a first responder walkthrough in the spring. We also gather feedback from our staff to ensure our

procedures are practical and safe. Most of the feedback is to improve our severe weather safe locations. As classrooms adjust our locations must adjust as well.

ATTACHMENTS

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes. We discussed the EMP with all staff on opening day. This plan was discussed with staff on 08/07/2018. Our focus is on being safe and making good decisions during stressful times. We practice being observant and following safety protocols to ensure our students and staff utilize safety protocols.

ATTACHMENTS

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, we practiced all safety drills in accordance to the state statute and we practice bus evacuations during this time frame as well.

ATTACHMENTS

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, all drills are practiced by all staff and students in the building per statute. All drills are documented and sent to Central Office for verification and compliance.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-19 SES Phase III Comprehensive Improvement

Phase Three: Comprehensive Improvement Plan for Schools

Shepherdsville Elementary

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Comprehensive Improvement Plan for Schools 3

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

See attached.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 SES 2018-2019 CSIP Goal Builder	SES 2018-2019 CSIP Goal Builder	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): Increase the combined (reading and math) percentage of proficient/distinguished students from 29.75% to 35%, as measured by 2019 K-PREP.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1- SES will increase Reading Proficiency from 33.2% to 38.2% as measured by 2019 KPREP.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction <p>*ensure high quality instruction is planned and delivered to all students</p>	<p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9)</p>	<p>PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data</p>		\$500
		<p>Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)</p>	<p>PLC's, Lesson Plan Reviews, Team Planning</p>		\$0
	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data <p>*ensure data is reviewed and analyzed to ensure student growth and mastery towards standards are actively monitored.</p>	<p>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. (SWP 1, 2, 3, 5, 8, 9)</p>	<p>PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data</p>		\$200

Objective 2: SES will increase Math Proficiency from 26.3% to 31.3% as measured by 2019 KPREP.	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> *Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources. 	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data	\$250
	<u>KCWP 6: Establishing Learning Culture and Environment</u> <ul style="list-style-type: none"> Addressing this process ensure that parents are included in the educational process (SWP 6, 10) 	Literacy learning evening to involve parents in their own children's learning. (SWP 1, 5, 6, 10)	Parents will be surveyed to determine next steps.	\$500 Parent Involvement/Title I/ FRC/
	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> *ensure high quality instruction is planned and delivered to all students 	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1, 2, 3, 4, 8, 9)	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data	\$500
	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> *ensure data is reviewed and analyzed to ensure student growth and mastery towards standards are actively monitored. 	Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)	PLC's, Team Planning, Lesson Plan reviews	\$0
	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> *ensure data is reviewed and analyzed to ensure student growth and mastery towards standards are actively monitored. 	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. (SWP 1, 2, 3, 5, 8, 9)	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data	\$200
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> 	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing	PLC's, Walkthroughs/Observations, Lesson Plan	\$250

	*Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.	of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Reviews, Data Analysis of Formative and Summative assessment data		
	KCWP 6: <u>Establishing Learning Culture and Environment</u> <ul style="list-style-type: none"> Addressing this process ensure that parents are included in the educational process (SWP 6, 10) 	Math learning evening to involve parents in their own children's learning. (SWP 1, 5, 6, 10)	Parents will be surveyed to determine next steps.		\$500 Parent Involvement/Title I/ FRC

2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator overall from 16.2% to 26.2%, as measured by KPREP, by 2021.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase Science Proficiency from 9% to 14% as measured by 2019 K-PREP.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction <p>*ensure high quality instruction is planned and delivered to all students</p>	<p>Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)</p> <p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9)</p>	<p>PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data</p> <p>PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data</p>		\$1500
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support <p>*Effective PLC's ensure instruction is a cyclical</p>	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data		\$0

	process that ensures all students grow utilizing all available data sources.	sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Analysis of Formative and Summative assessment data		
Objective 2: Increase Social Studies Proficiency from 25.6% to 30.6% as measured by 2019 K-PREP.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction <p>*ensure high quality instruction is planned and delivered to all students</p>	<p>Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)</p>	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data	\$1500	
		<p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9)</p>	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data	\$0	
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support <p>*Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.</p>	<p>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)</p>	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data	\$0	
Objective 3: Increase Writing Proficiency from 14% to 19% as measured by 2019 K-PREP.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction <p>*ensure high quality instruction is planned and delivered to all students</p>	<p>Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)</p>	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data	\$1500	

		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9)	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data		\$0
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support *Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	PLC's, Walkthroughs/Observations, Lesson Plan Reviews, Data Analysis of Formative and Summative assessment data		\$0

3: Gap

Goal 3: Increase the combined (reading and math) percentage of proficient/distinguished students from 16.65% to 26.65%, as measured by 2021 K-PREP.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Improve F/R Proficiency rates for Reading from 26.9% to 31.9% as measured by 2019 KPREP.	#2 Key Core Work Processes: Design and Deliver Instruction	*Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP 1, 2, 3, 4, 5, 8, 9, 10)	Rtl PLCs, SPAGS data, MAP data		Title I (Certified Teacher, Instructional Assistants and RTA supplemental salary) \$135,260.00, ESS \$13,140.57
Objective 2 Improve F/R Proficiency rates for Math from 20.4% to 25.4% as measured by 2019 KPREP.	#2 Key Core Work Processes: Design and Deliver Instruction	*Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP 1, 2, 3, 4, 5, 8, 9, 10)	Rtl PLCs, SPAGS data, MAP data		Title I (Certified Teacher, Instructional Assistants and supplemental salary) \$113,260.00, ESS \$13,140.57

Objective 3: Improve SWD Proficiency rates for Reading from 7% to 12% as measured by 2019 KPREP.	#5 Key Core Work Processes: Design, Align, Deliver Support Processes	Students with disabilities will be supported through the use of student-centered co-teaching and resource opportunities daily in their identified area. Progress will be monitored through formative, summative and interim assessments with leadership team developing SMART goals to decrease Novice and modify instructional practice. (SWP 1, 2, 3, 8, 9, 10)	Common Formative Assessments, Learning Checks, and MAP Testing	\$0	
Objective 4: Improve SWD Proficiency rates for Math from 7% to 12% as measured by 2019 KPREP.	#5 Key Core Work Processes: Design, Align, Deliver Support Processes	Students with disabilities will be supported through the use of student-centered co teaching and resource opportunities daily in their identified area. Progress will be monitored through formative, summative and interim assessments with leadership team developing SMART goals to decrease Novice and modify instructional practice. (SWP 1, 2, 3, 8, 9, 10)	Common Formative Assessments, Learning Checks, and MAP Testing	\$0	

5: Growth

Goal 5 (State your Growth goal): Decrease the combined average of students scoring novice and apprentice in reading and math from 70.25% to 65%, as measured by KPREP, by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">• KCWP 1: Design and Deploy Standards• KCWP 2: Design and Deliver Instruction• KCWP 3: Design and Deliver Assessment Literacy• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none">• KCWP1: Design and Deploy Standards Classroom Activities• KCWP2: Design and Deliver Instruction Classroom Activities• KCWP3: Design and Deliver Assessment Literacy Classroom Activities• KCWP4: Review, Analyze and Apply Data Classroom Activities• KCWP5: Design, Align and Deliver Support Classroom Activities• KCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>			
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Decrease the percentage of students scoring Novice in Reading from 36.3% to 31.3% as measured by 2019 KPREP.	<ul style="list-style-type: none">• KCWP 2: Design and Deliver Instruction <p>*ensure high quality instruction is planned and delivered to all students</p>	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments must include. (SWP 1, 2, 3, 4, 5, 8, 9)	PLC's, Common Formative and Summative assessment analysis, and MAP data analysis.		\$0
	<ul style="list-style-type: none">• KCWP 5: Design, Align and Deliver Support <p>*Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.</p>	Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)	Team Planning, PLC's, data analysis, lesson planning		\$0
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Common Formative and Summative assessment analysis, and MAP data a analysis.		\$0

Objective 2: Decrease the percentage of students scoring Novice in Math from 37.1% to 32.1% as measured by 2019 KPREP.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction <p>*ensure high quality instruction is planned and delivered to all students</p>	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments must include. (SWP 1, 2, 3, 4, 5, 8, 9)	PLC's, Common Formative and Summative assessment analysis, and MAP data a analysis.		\$0
		Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)	Team Planning, PLC's, data analysis, lesson planning		\$0
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support <p>*Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.</p>	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Common Formative and Summative assessment analysis, and MAP data a analysis.		\$0

6: Transition Readiness

Goal 6: Increase the percentage of 5th grade students who are transition ready for Middle school from 31.35% to 41.35%, by 2021, as measured by MAP combined Reading and Math assessment.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the number of Reading Middle School Ready 5th grade students from 38% to 43% as measured by 2019 Spring MAP.	<ul style="list-style-type: none"> KCWP 4: Review, Analyze and Apply Data *ensure data is reviewed and analyzed to ensure student growth and mastery towards standards are actively monitored. 	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Analysis of student growth data from MAP assessments and formative/summative data analysis methods from team planning and PLC's	Transition Ready Tracking	\$500
Objective 2: Increase the number of Math Middle School Ready 5th grade students from 23.9% to	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards *Ensure Work Ethic Certification expectations will be communicated and students work to set goals for becoming Transition Ready (SWP 3,6,10) 	Ensure all students and families are aware of Work Ethic Certification requirements and the benefits of becoming Work Ethic certified. School Counselor will ensure all students are met with and Work Ethic Certification is explained. (SWP 1, 2, 6, 9, 10)	Work Ethic Certification		\$0
	<ul style="list-style-type: none"> KCWP 4: Review, Analyze and Apply Data *ensure data is reviewed and analyzed to ensure student growth and mastery towards 	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson	Analysis of student growth data from MAP assessments and formative/summative data analysis methods	Transition Ready Tracking	\$500

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

28.9% as measured by 2019 Spring MAP.	standards are actively monitored.	creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	from team planning and PLC's		
	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards *Ensure Work Ethic Certification expectations will be communicated and students work to set goals for becoming Transition Ready (SWP 3,6,10)	Ensure all students and families are aware of Work Ethic Certification requirements and the benefits of becoming Work Ethic certified. School Counselor will ensure all students are met with and Work Ethic Certification is explained. (SWP 1, 2, 6, 9, 10)	Work Ethic Certification	\$0	
Objective 3: Increase schoolwide transition readiness including the increase of Kindergarten Readiness from 33.3% Ready to 40% by 2019.	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support *Ensure incoming students are provided the supports to increase student achievement and growth.	Highly qualified teachers will provide Kindergarten screening for incoming Kindergarten students. The results of the screeners will utilize initial baseline information to build programming for incoming students. (SWP 1,7,10)	Kindergarten screening and assessments (PASS/DRA/MAP)	\$250	
		Schoolwide "Step-Up" Day in May will allow all students the opportunity to meet potential teachers and get a preview of the next year's grade level. This process helps to support transition needs. (SWP 1, 7, 10)	Step-Up agenda and transition ARC's to support student individual needs.	\$0	

2018-19 SES Phase III Closing Achievement Gap

Phase Three: Closing the Achievement Gap Diagnostic

Shepherdsville Elementary
Sheri Hamilton
527 W Blue Lick Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Approximately 72% of our school population is considered at risk due to low socioeconomic levels and 22% of our population receive services through Special Education. We currently have an extremely high number of Intervention students receiving services through Rtl. Our Gifted and Talented population consists of 9 students in 4th and 5th grades combined. Since the beginning of 2017, our school has been working to increase the climate in the building and community. Our primary focus is to build a true learning climate that focuses on the growth of students and staff. Ultimately our work to improve our core instruction will have an impact on our entire student population including our GAP student population.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Our Gap trends primarily remain the same as our Disability and Economically Disadvantaged Gap groups continues to have high novice rates and low proficiency rates. We have made some improvements from the 16-17 SY to the 17-18 SY but our improvements are overshadowed by the high Novice rates and low Proficiency rates our gap groups demonstrate. Economically Disadvantaged group reduced the Novice Gap from 6.9% to 5.6%. In other areas of Gap reduction, those reductions are skewed because our Novice rates for all students rose or P/D rates decreased creating an artificial gap reduction.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Economically Disadvantaged: Reading: Novice Reduction of 6.5%; Increase in Distinguished by 1.3% Social Studies: Novice Reduction by 7.4% Students with Disabilities: Reading Novice Reduction of 1.3%; Math Proficiency increase by 1.7%; Proficient/Distinguished increase by 1.6% Social Studies: Proficient/Distinguished increase by 12%; Novice Reduction by 11%

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Economically Disadvantaged: Reading: P/D decreased by 5.8%; Math: Novice increased by 3%; P/D decreased by 2.2% On-Demand Writing: Novice increased by 0.7%; P/D decreased by 6.9% Social Studies: P/D decreased by 3.5% Students with Disabilities: Reading: P/D decreased by 3.7% Math: Novice increased by 2.3%

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Our school's focus on instruction and extended services is designed to target all students and provide additional opportunities for targeted students. Our ESS focus is for students that are considered "bubble" students (Novice to Apprentice and Apprentice to Proficient). Those students were close to categorical changes and will be able to grow and move up in achievement categories. Our professional development opportunities focused on engaging learners in their education and aligning our instruction with appropriate pacing. Our school also supports the growth of teachers through 6 hours of flexible professional learning and Teacher Academies. Our teacher academies provide learning opportunities focused on Guided Reading practices, DRA training, math fluency

practices, and best practices in classroom instruction. The presenters in our Teacher Academies include our Instructional Coach, teacher leaders, and administrators. Our school also participates in an EdCamp to provide a focus on Social-Emotional Learning, behavioral intervention practices, and reading/writing strategies.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Our school has experienced a number of factors that have created barriers preventing gap closure. Most of the barriers are conditions in which we have not found a solid process to remove the barrier. Our #1 barrier preventing gap closure is teacher transiency. Practices and processes can be developed but a constantly changing staff creates gaps in understanding and effectiveness. We experience the typical issues with gap closure that many other schools work on as well. There are several processes and practices that have caused our school to prevent closing the achievement gap including a transient population, limited parent involvement/participation and lack of consistent mastery of standard in grade levels based upon instructional practice. Our Special Education team continues to work toward increasing student performance with improved instructional practices that lead to student achievement.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Process: SES utilizes collaborative teams (horizontal teams) and PLC's (vertical teams) to analyze data and structure plans to improve student achievement. Each team identifies specific students and works to ensure those students are a focus. Our entire school is focused on utilizing PLC's, Faculty Meetings, and Bullitt days to improve professional practice and increase student achievement. Our work as a school allows for professional learning and then collaborative team work to embed practices into their instructional framework. The strategic teams that help build our continuous learning systems are: Instructional Leadership Team: Erika Donahue, Dawn O'Connor, Amanda Workman, Amy Murray, Christen Stevens, Karla Buckingham, Karen German, Marlana Humphrey, Patrick Wollam, Stacey Stults, Brittany Joiner, Patrick Durham, Susan Robertson (UofL ABRI Representative) School Advisory Council: Michelle Clark, Carrie Puckett, Jesse Tarango (Parent Reps), Karen German, Marlana Humphrey, Amy Murray, Patrick Wollam (Teacher Reps), Patrick Durham

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Shepherdsville will reduce our F/R Group student performance from 41.9% Novice to 37.9% Novice in Reading. Shepherdsville will reduce our F/R Group student performance from 41.4% Novice to 37.4% Novice in Math. Shepherdsville will reduce our SWD Group student performance from 73.7% Novice to 65.0% Novice in Reading. Shepherdsville will reduce our SWD Group student performance from 68.4% Novice to 63.4% Novice in Math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.




Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached Achievement Gap Summary Goals sheet.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-19 Shepherdsville Elem PD Plan	2018-19 Shepherdsville Elem PD Plan	II.E, III, III
 Achievement Gap Group Identification	Achievement Gap Group Identification	I
 SES 2018-19 Measurable Gap Goals	SES 2018-19 Measurable Gap Goals	III, III

2018-19 SES Phase III Executive Summary

Phase Three: Executive Summary for Schools

Shepherdsville Elementary
Sheri Hamilton
527 W Blue Lick Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Shepherdsville Elementary is a Preschool-5th grade school of approximately 550 students. We are located just south of Louisville. Our school includes a mixture of suburban and rural students. Approximately 72% of the students are categorized as Free and Reduced. Our area has traditionally experienced significant economic hardships. Bullitt County has experienced a sharp rise in poverty rates in the past 5 years as well. We have a variety of housing situations at our school (apartments, mobile homes, and traditional homes). Most of the students reside in mobile homes and/or apartments. Our school does experience a significant rate of transient students. 241 students transitioned to or from our school last year. This has a negative effect on specific classrooms that add and lose students due to class size. Our school has clearly defined "at-risk" populations but we will not allow that to define us or be an excuse used. We fully acknowledge the disadvantages our students come to us with and we are committed to finding solutions to counter each difficulty. However the largest challenge our school faces is due to a large transient staff. We have experienced 31 new staff in 1.5 years. Our school is focused on providing high quality training and coaching cycles for our staff while also ensuring instructional practices develop. We are working to ensure we become the next school turnaround story. Our hard work and focus on what is important will ensure we build a strong program focused on student progress, staff support, and long term success.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Vision: *Empowering Students to Show GRIT, Experience GROWTH, Seek GREATNESS Mission: *We are a safe and caring community school with dedicated professionals that give every Child, every Chance, every Day. Core Beliefs: *Academic and social excellence is attainable for all students *Student success is a team effort and will be celebrated *Engaging lessons with high expectations yield high results *All students deserve a safe, positive learning environment *We have the ability to define our future and seek greatness Our school exists to ensure students are given every possible opportunity to be successful. Our school embodies our mission, vision, and beliefs because we provide a number of clubs, sports, and teams for students to be connected to our school. Our core instructional program is improving and working to ensure all students grow. Our school is working to embody a Learning Culture so that all students and staff know that learning is the key to growth.

ATTACHMENTS

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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.

Achievements: Reduced Novice rates for all children in Reading by 5.2% (41.5% to 36.3%) Economically Disadvantaged: Reading: Novice Reduction of 6.5%; Increase in Distinguished by 1.3% Social Studies: Novice Reduction by 7.4% Students with Disabilities: Reading Novice Reduction of 1.3%; Math Proficiency increase by 1.7%; Proficient/Distinguished increase by 1.6% Social Studies: Proficient/Distinguished increase by 12%; Novice Reduction by 11% Areas of Improvement: Reduce Novice Rates for ALL students and subgroups. Increase Proficiency Rates for ALL students and subgroups. The focus on those two areas are simple in thought but are incredibly complex when you add in the dynamics of our schools past culture, training, and instructional program. Given our CSI status, our school must improve our Proficiency rates in ALL categories. Our work to accomplish this task will ensure Novice rates decrease simultaneously.

ATTACHMENTS

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Additional Information

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

None

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-19 SES Phase III Title I Review

Phase Three: Title I Annual Review

Shepherdsville Elementary
Sheri Hamilton
527 W Blue Lick Road
Shepherdsville, Kentucky, 40165
United States of America

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

This years Needs Assessment process was very positive. Our School Advisory Council (SAC; formerly SBDM Council) and staff were able to look at Performance Standards and complete the Needs Assessment review for our school. The staff really focused on the learning environment practices/performance standards and the SAC focused on engagement practices especially for families and community. We were able to utilize current KPREP, MAP, Survey feedback, and the missing piece/needs assessment documents to construct a global understanding of our school and the needs for improvement.

ATTACHMENTS

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Our schoolwide plan works to improve our overall instructional program at SES. We have worked to improve all aspects of planning, instructional delivery, and assessment procedures. We are focused on building our PLC's protocols to balance improvement in instructional design and implementation as well as data analysis practices. The focus is to ensure all instructional staff are able to ensure high quality, well rounded instructional processes that will ensure students grow. As we master the processes and demonstrate student growth, we will continually add layers of best practices into our improvement plans. Our plan focuses on ensuring we design and develop plans based on the standards, implement instructional practices that ensures student growth, build quality assessment practices, utilize quality data to inform instructional decisions, and build a learning culture for the entire school.

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Our school is constantly looking to improve our programs, especially our Family Involvement focused programs. All of our non-academic programs (band/choir/Fall festivals) bring in a majority of our parents. Whenever academics are the focus, our attendance drops drastically. We are focused on methods to connect the two basic event types to engage families in fun and academic focused events. We have given our parents surveys to complete. Most recently we used the School Quality Factor Parent Perception Survey. This survey has allowed us a greater understanding of parent perceptions for our school and we will be using this data to construct a better parent program around that data.

ATTACHMENTS

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Our Title I Compact will updated and built with stakeholder feedback. The current compact was developed before current administration and the process of how it was constructed is unclear. Our parent engagement programming will focus on delivering information from the school AND engaging parents in family fun-focused events. We have started planning a STEM night that will not only showcase STEM student work but challenge parents to compete against students. This type of family engagement event focuses on academics but utilizes fun activities to engage the family. Our goal is to create a well rounded educational program that supports our students but also supports our parents efforts to ensure their students learn at high levels. To do so, we must ensure our parents know what is going on and feel involved in the educational process. This will take time to truly develop, but the events to close the divide can begin now.

ATTACHMENTS

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Most of our schoolwide Title I plan evaluation is based on academic success data (KPREP and MAP). Those data sources currently demonstrate the need to improve our instruction programming at our school. Given the fact that over 70% of our school is considered economically challenged, we must continue a true schoolwide program for all students. Our schoolwide program truly is a schoolwide program. Our next step to develop our program is to ensure a guaranteed and viable curriculum for all students and then ensure additional supports for students that need additional interventions. Our current intervention program includes a number of students that need differentiation and this can be accomplished through high quality and effective core instruction without the need for RtI. Our process to evaluate needs includes our School Advisory Council, ABRI, PBIS, Admin ILT, and the entire instructional staff as a whole. This process is a change from previous years as all staff are active in ensuring we discuss and build a quality schoolwide plan. We are working to expand methods to include quality feedback from additional stakeholder groups.

ATTACHMENTS

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

We are slowly increasing parent involvement/engagement through traditional measures. Our focus growth area for parents is the creation of informative and engaging events. We have reconstructed our committee structures at our school to begin planning events that engage all stakeholders. Given our current status as a CSI school, we are re-evaluating every component of our school programming and plans. I recognize that we do have pieces of good systems and programs, but overall our school is not meeting the expectations we have set for ourselves. As a result of the assessment data and work with PLC's, we feel we must re-engage and re-program all aspects to ensure all of our staff are on the same page and understand each of their roles. We have increase communication with families and they showed through the surveys that they feel they understand our mission and focus for students. However, parents do not feel they know their student's progress on a regular basis. The main focus for our improvement plan is to ensure a guaranteed and viable curriculum for all students regardless of subgroup or classification. Our PLC and Team planning work will be instrumental in ensuring the improvement of instruction and ultimately student achievement.

ATTACHMENTS

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

As we receive our KDE audit results and feedback, we anticipate additional changes/focuses. Currently, we expect to change core instructional practices that focus not only on standards-based instruction but also includes improved differentiation practices. This is a very straightforward response. However, it is very complex to execute given the vast array of implementation and quality of practices currently in our school. Our #1 priority is to ensure all staff members are properly trained and monitored. Any new staff member will be required to be a part of our induction plan to onboard understanding of expectations and systems. Our PLC structures and effectiveness are at the core of our instructional programming improvement process. We have already begun the process to improve our PLC structures. Within our PLC process, we will focus on ensuring instruction and monitoring of instructional practices are effective and quality. Our assessment practices will be improved as we incorporate TE21 Benchmark assessment system into our formative and summative assessment procedures. We will also utilize parts of our monthly professional learning days (Bullitt Days; monthly district embedded PL) to calibrate expectations and build effective team instructional practices.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017-18 SES Title I Parent Survey Analysis	2017-18 SES Title I Parent Survey Analysis	1, 3A, 3B, 4A, 4B, 4C
 2018 AdvancED Parent Perception Survey KDE	2018 AdvancED Parent Perception Survey KDE	1, 2, 3A, 3B, 4A, 4B, 4C
 2018 AdvancED Staff Perception Survey KDE	2018 AdvancED Staff Perception Survey KDE	1, 2, 4A, 4B, 4C
 2018 AdvancED Student Perception Survey KDE	2018 AdvancED Student Perception Survey KDE	2, 4A, 4B, 4C
 2018 CSIP Schoolwide Plan	2018 CSIP Schoolwide Plan	2

