2021-22 Phase One: Continuous Improvement Diagnostic
Shepherdsville Elementary

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Shepherdsville Elementary
Jason Baragary
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United States of America

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Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools 3

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Jason Baragary 9/19/21

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-ODW vertical alignment housed in MasteryConnect -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources -Feedback process in place for administration to provide teachers with feedback about their teaching -Regular and structured team planning to ensure lessons are aligned to state standards
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	-Eleot data walkthrough -Thinking Focus professional learning staff participants -PLC Check-ins; Solution Tree training for Principal and Instructional Coach -Bellarmine Literacy Professional Learning staff participants - Professional learning dedicated to implementation of guided reading - Professional learning on best practices for EL learners and follow up training workshop -THRIVE Academy-first year teachers support on best practice instruction -Use of Special Education Instructional Coach to work with all staff to improve instructional strategies

	-Regular coaching cycles conducted by instructional coach based upon identified needs
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	- Regular PLCs that are focused on question 2 -CASE benchmark assessment (3 times a year) -MasteryConnect-items banks -ODW Benchmark Assessments -Early Literacy Assessment Protocol -RTA staff collaboration with classroom teacher and actively works with staff to ensure reading instruction is administered appropriately
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	- ODW Trimester Data Review - CSIP Work Sessions for principals - Regular PLC sessions focused on instructional data - Faculty meetings to review school-wide instructional and behavior data - PLC facilitator meetings to analyze instructional data - PBIS committee meetings to analyze behavior data and determine next steps - Monthly MTSS meetings to discuss individual student progress through Tiers - Leadership Team looks at Eleot data weekly to determine trends within the school
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous	- Professional learning based upon feedback from staff to determine needs for continuous growth -Needs assessment related to CSIP for federal funding -PBIS tiered fidelity report -PBIS meetings monthly

improvement model that monitors what is working to support student learning?	-Monthly MTSS meetings to discuss individual student progress through Tiers -Instructional Leader Team Meetings to monitor data and determine trends and next steps
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	- PBIS - tiered fidelity -Title 1 family nights to present learning strategies to families - Family Liaison conferences with families regarding attendance concerns - Communication of early literacy practices and kindergarten readiness to families in preparation for the school year - Collaboration with FRC to remove barriers to attendance and learning

2021-22 Phase Two: The Needs Assessment Shepherdsville Elementary

2021-22 Phase Two: The Needs Assessment for Schools

Shepherdsville Elementary
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Diagnostics

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Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3
Attachment Summary 8

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

At Shepherdsville Elementary our mission is to give every child the opportunity to be their best self every day. We do that by emphasizing growth, encouraging a collaborative culture with both students and staff, and agree on the belief that all students can succeed. This informs our practice and how we review, apply, and analyze data. Throughout the year we solicit feedback from different groups including our Instructional Leadership Team (ILT), Professional Learning Communities (PLC), Site Based Decision Making (SBDM) council, PLC facilitators, and families within the community to determine needs, gauge perception, and analyze the effectiveness of current programs. This could look like specific meetings with

those groups, surveys to solicit feedback, analyzing data within the school to gauge effectiveness and determine next steps. Reviewing data and acknowledging our current state while also setting goals for moving forward and determining next steps remain at the forefront of ensuring that we put our students first and help them be their best selves.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our 2020-2021 KPREP Data is as follows: Reading: Novice: 45.7%, Apprentice: 23.7%, Proficient: 23.3%, Distinguished: 7.3% Math: Novice: 41.8%, Apprentice: 37.5%, Proficient: 15.5%, Distinguished: 5.2% Writing: Novice: 11.8%, Apprentice: 62.4%, Proficient: 24.7%, Distinguished: 5.2% Science: Novice: 23.6%, Apprentice: 58.3%, Proficient: 16.7%, Distinguished: 1.4% Drawing conclusions or determining trends has been negatively impacted since March of 2020 due to the COVID-19 Pandemic.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

At this time we've conducted our Fall CASE assessment, however we've not received those results. Our 2020-2021 KPREP Data is as follows: Reading: Novice: 45.7%, Apprentice: 23.7%, Proficient: 23.3%, Distinguished: 7.3% Math: Novice: 41.8%, Apprentice: 37.5%, Proficient: 15.5%, Distinguished: 5.2% Writing: Novice: 11.8%, Apprentice: 62.4%, Proficient: 24.7%, Distinguished: 5.2% Science: Novice: 23.6%, Apprentice: 58.3%, Proficient: 16.7%, Distinguished: 1.4% Currently, 72.4% of our students qualify for free or reduced lunch. Due to various issues 24.6% of our students are considered chronically absent at this point in the 2021-2022 school year. Our English Learner student population is currently 3.2% of our population, which is marginally lower than last year.

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

At this time we've conducted our Fall CASE assessment, however we've not received those results. Our 2020-2021 KPREP Data is as follows: Reading: Novice: 45.7%, Apprentice: 23.7%, Proficient: 23.3%, Distinguished: 7.3% Math: Novice: 41.8%, Apprentice: 37.5%, Proficient: 15.5%, Distinguished: 5.2% Writing: Novice: 11.8%, Apprentice: 62.4%, Proficient: 24.7%, Distinguished: 5.2% Science: Novice: 23.6%, Apprentice: 58.3%, Proficient: 16.7%, Distinguished: 1.4% Despite the challenges presented by COVID-19 the fact that nearly 25% of our students are chronically absent is a challenge and something that is a concern for the upcoming school year.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The number of teachers who responded favorably to the frequency of feedback they received increased from 39% to 51.4%. The number of teachers who responded favorably to the amount of feedback that they received increased from 32% to 53%. An important part of our continued growth as a school is having systems of specific and effective feedback in place to ensure that our staff members can continue to grow in their profession. This was an area our administrative team focused on improving in, so it's encouraging to see an increased number of staff members feel that they are receiving more and an appropriate amount of feedback. Obviously there are still areas for growth, but it seems we've taken a step in the right direction. Teacher retention has continued to improve. in previous years SES would see anywhere from 9-12 new certified staff members. This year resulted in one new certified teacher, as a result of being allocated another teacher due to our increasing population. This suggests that our school's staff want to be at SES, and are committed to the work we are doing. Obviously teachers who want to be at a school are more likely to be effective teachers. Our higher level of retention also allows our focus to be on building our staff's instructional capacity rather than onboarding and learning the ins and outs of our building. Based upon 2020-2021 K-PREP data SES saw a reduction in novice writing students, from 43.2% in 2018-2019 to 11.8% in 2020-2021. Writing is an area in which we've targeted through our PDSA process through vertical alignment across grade levels. This suggests that work has yielded positive progress and speaks to the effectiveness of having a shared focus. Data collected from staff revealed the following: 97.1% of teachers felt optimistic that the school would improve in the future 94.1% of teachers felt that SES was a positive place to work Despite what was a difficult year in regards to consistency due to COVID-19 our staff survey (conducted anonymously) suggests that they feel that we are moving in a positive direction and that they enjoy working at Shepherdsville Elementary. An important part of our ability to positively impact students stems from having staff members who believe in our mission and vision and the systems and practices we have in place.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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 Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Please see included attachment for Key Elements Document

Attachment Summary

Attachment Name	Description	Associated Item(s)
Shepherdsville Elementary Key Elements Document		•

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-ODW vertical alignment housed in MasteryConnect -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources -Feedback process in place for administration to provide teachers with feedback about their teaching -Regular and structured team planning to ensure lessons are aligned to state standards
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	-Regular coaching cycles conducted by instructional coach based upon identified needs
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improvement model that monitors what is working to support student learning?	-Monthly MTSS meetings to discuss individual student progress through Tiers -Instructional Leader Team Meetings to monitor data and determine trends and next steps
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2021-22 Phase Two: School Assurances Shepherdsville Elementary

2021-22 Phase Two: School Assurances

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Table of Contents

2021-22 Phase Two: School Assurances 3

2021-22 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **Yes**
- o No
- o N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- o No
- o N/A

COMMENTS

Title I Programs

3. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- **Yes**

- o No
- o N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- **Yes**
- o No
- o N/A

COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- **Yes**
- o No
- o N/A

COMMENTS

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- **Yes**
- o No
- o N/A

COMMENTS

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- **Yes**
- No
- N/A

COMMENTS

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- No
- N/A

COMMENTS

9. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- **Yes**
- No
- N/A

COMMENTS

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- **Yes**
- No
- N/A

COMMENTS

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- **Yes**
- No
- N/A

COMMENTS

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- **Yes**
- No
- N/A

COMMENTS

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- **Yes**
- No
- N/A

COMMENTS

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- No
- N/A

COMMENTS

15. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
- o No
- o N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- **Yes**
- o No
- o N/A

COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

- ● **Yes**
- o No
- o N/A

COMMENTS

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ● **Yes**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- o Yes
- o No
- ● **N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- o Yes
- o No
- ● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report_09192021_12:46

2021-22 Phase Two: School Safety Report

Shepherdsville Elementary
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Table of Contents

2021-22 Phase Two: School Safety Report 3
Attachment Summary 7

2021-22 Phase Two: School Safety Report

School Safety Report

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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following 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)?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes, reviewed on 8/12/21

8. 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)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, reviewed on 8/9/21.

9. 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(5)?

If the answer is "no", please explain in the comment box.

Yes

10. 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(5)?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

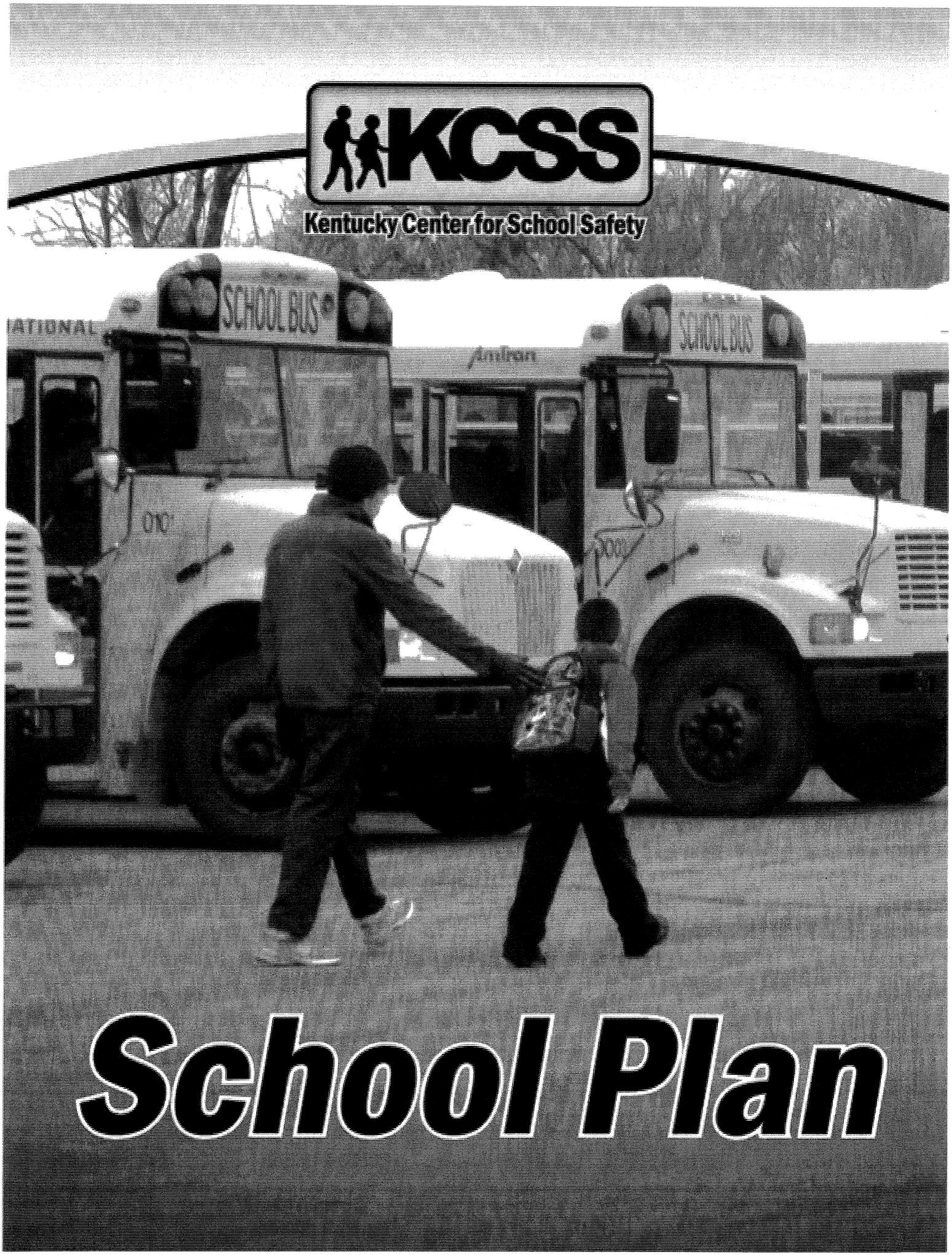
Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
SES School Safety Plan 2021-2022		

KCSS

Kentucky Center for School Safety



School Plan

Checklist for School Planning

Under the direction of the principal, each school is to complete the following according to its unique needs and circumstances.

- ❑ Have each team member become familiar with this Emergency Management Resource Guide
- ❑ Complete the following:
  - **Cover Page for School-Centered Plan**
  - **Staff Skills Inventory (for Emergency Operations Planning)**
  - **Emergency Response Team Assignments**
  - **Students / Staff Needing Special Assistance: Teacher Survey**
  - **Students / Staff Needing Special Assistance: Master List**
  - **Classroom and Building "Hazard Hunt"**
  - **Classroom and Building "Hazard Hunt": Master List (Mitigation Plan)**
  - **Assembly Area Outdoors, for Standard Evacuation**
  - **Off-Site Evacuation Location: Walking Distance**
  - **Off-Site Evacuation Location: Requiring Transport**
  - **School Accountability and Release**
  - **Schedule for Emergency Operations Training**
  - **Drill Schedule and Log**
- ❑ Create an **Emergency Team "Toolbox"**
- ❑ Adopt **Visitor Screening and Access Control Policies** consistent with local board policy
- ❑ Adopt "age appropriate" **Daily Dismissal Procedures** consistent with board policy
- ❑ Review the **Emergency Response Protocols** ("Response" section); make necessary modifications for school-specific needs (using feedback from Staff Surveys and Emergency Team input, local or district phone numbers and titles, etc.)
- ❑ Review and update **Safe Weather Zones** for each room of building
- ❑ Review and update **Shelter in Place** plan for each room of building
- ❑ Prepare your school's **Emergency Quick Reference Guide**
- ❑ Provide **Emergency Quick Reference** forms to all staff members
- ❑ Establish a schedule and procedures for orientation, training, and practicing the plan
- ❑ Submit the school's Emergency Operations Plan to the superintendent or designee and share with local first responders
- ❑ Practice the plan as scheduled, update the plan at least yearly

Creating the School Emergency Operations Plan

This section is designed to provide a practical step-by-step approach to forming an Emergency Operations Plan. It addresses issues from team formation through submission of the plan to the Superintendent's Office. The first step in creating the Emergency Operations Plan is forming the Emergency Response Team. As introduced earlier, the team should represent the diverse training and expertise of the school community.

After the team is formed, the next step is for each team member to review this manual in its entirety. Then using the forms provided in this chapter, create the Emergency Operations Plan. Next, the Emergency Response Team should conduct a presentation at a faculty/staff meeting to update the entire staff regarding Universal Emergency Procedures, Emergency Operations Protocols, Emergency Response Team assignments specific roles, etc. Finally, the team will submit a copy of the plan to the Superintendent's Office.

Using this guide (as adapted by your District Support Team) as a starting point, each school and school support building is to establish an Emergency Response Team and is to develop (or update) an Emergency Operations Plan to include:

- Clearly defined staff roles/responsibilities (Emergency Response Team, Incident Command System, etc.)
- Procedures for emergency evacuation, administering first aid, etc.
- Setting up a "Command Post"
- Establishing potential staging areas
- Student accounting and release procedures
- Assembly Areas
- Guidelines for communication with the media
- Establishing primary and back-up methods for communication (within school, with Central Office, and with parents and community)

Each Emergency Operations Plan shall be **updated yearly and submitted to the Superintendent's Office**, and shall reflect the actions required by all involved parties to minimize loss of life and injury to persons and property.

The **school principal** is responsible for supervising, monitoring, organizing the development and training staff on the school emergency operations plan. **K.R.S. 158.162 requires that this training take place prior to students beginning classes.**

Forming the Emergency Response Team

The **school principal** is responsible for overseeing the formation of the Emergency Response Team and is the designated leader.

A school's Emergency Response Team should reflect the diversity of the school community and should capitalize on the unique training and expertise offered by staff in various positions in the school.

The purpose of the Emergency Response Team includes the following:

- Develop the school's Emergency Operations Plan based upon documented school-specific risks, assets, and needs. This plan should use an all-hazards approach and be aligned with the District Plan. Conduct or coordinate orientation training for staff and recommend additional training.
- Conduct or coordinate awareness programs for students.
- Evaluate the school's preparedness for implementing specific emergency response protocols based upon the given situation.
- Report progress to the school's site based council, parents, and superintendent.
- Assist with the completion of "After Action Review Report" (debriefs) following exercises and/or an event.

Suggested Team Members

- Principal
- Counselor
- Nurse
- Head custodian or campus foreman
- Office secretary
- Vocational education teacher
- Chemistry teacher
- School security or law enforcement personnel
- School psychologist
- Social worker
- Special education teacher
- Transportation coordinator
- Cafeteria Manager Personnel with areas of expertise (i.e., CPR, first aid, etc.)
- Staff located in strategic positions in the building (i.e., near exits or fire extinguishers, on different floors, etc.)
- School Teams may also consider community representatives such as
  - Police, Fire, Emergency Medical
  - Social Service Agencies
  - Mental Health
  - Clergy
  - Parents
  - Local emergency response personnel

Suggested Steps for Team Formation

1. Principal communicates with all staff identifying specific needs, skills and training for assignment on the Emergency Response Team (see Staff Skills Inventory). Principal or designee creates list of interested staff, making sure all major areas of need are addressed, including:

   - Multilingual staff member
   - Physical/medical needs
   - Emotional/mental health needs
   - Students with special needs
   - Staff from all areas of the building (different floors, wings, out-buildings, etc.)
   - Staff with knowledge of transportation needs
   - Staff with knowledge of the building floor plan, locks, etc.
   - Staff with knowledge of community resources

2. A meeting is held with potential team members to discuss what will be expected for team membership.

3. Principal/facility director or designee follows-up with all staff to update on Team formation, and to fill in areas where deficits exist (NOTE: Although an individual may seem "perfect" for a role, no one should be required to have a primary position on an emergency team if he/ she does not feel capable of fulfilling his/her duties in time of need).

4. An initial meeting is held to formally establish the Emergency Response Team, and to begin the process of developing the school's Emergency Operations Plan.

5. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.

6. Hold regular team meetings throughout the school year to review protocols and ongoing issues as they arise (may include local, state or national issues that may affect the school).

7. Set dates to conduct orientation, review and updates of the plan.

ICS / Emergency Operations Team Roles and Responsibilities

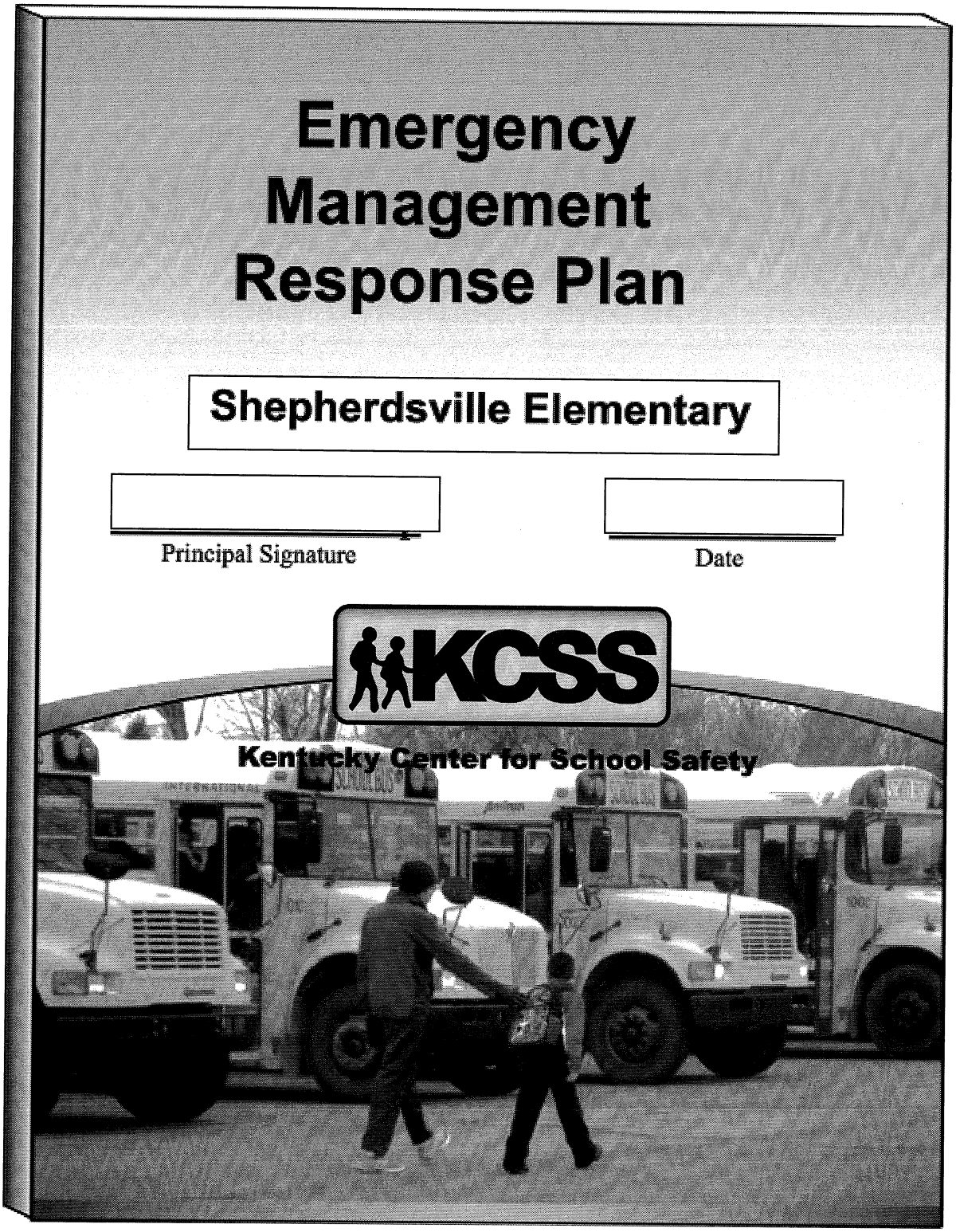
The principal, as Incident Commander (IC) is in charge. As appropriate, the IC activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks.

Title	Role, Responsibility
Incident Command: Principal	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed
Safety Official: Security, Law Enforcement	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities
Public Information Official: Media Liaison	Develop relationship with local media reps.; prepare media releases; establish "media center" near Command Post; coordinate information with Incident Commander and District Support Team; document activities
Liaison Official: Liaison to Outside Agencies	Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when the need arises; document activities
Planning/Intelligence: Situation Analysis	Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities
Operations: Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
Operations: Facility and Environmental	Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility); document activities

Operations: First Aid, CPR, Medical	Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies (latex gloves, bandages, etc.); request additional supplies from Logistics; document activities
Operations: Crisis Intervention and Response	Provide and access psychological first aid services for those in need (working with "Operations: Medical"); access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities
Operations: Food, water, sanitation	Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities
Logistics: Communications	Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop an automated notification system for after-hours communication; document activities
Logistics: Supplies	Responsible to establish and maintain "Emergency Team Toolbox" (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities
Administration and Finance: Documentation	Responsible for overall documentation and record keeping activities; when possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records

Cover Page for School-Centered Plan

Each school is responsible for creating and updating its Emergency Operations Plan on a yearly basis. This cover page should accompany the school's completed plan according to the guidelines established by the District Support Team. The school principal needs to sign this cover prior to submitting the plan to the central office.



Staff Skills Inventory
(for Emergency Operations Planning)

Staff: As part of the development of our Emergency Operations Plan, and in accordance with district policy, please complete the following survey and return to the administration office. The information

provided will be used to help design and update our Emergency Operations Plan in order to be fully prepared for an emergency situation should one arise.

NAME:_____ROOM_____

I. Emergency Response:

Please check any of the following areas in which you have training or expertise:

__First aid __Search and rescue __Counseling/mental health

Please check and list special skills or resources you feel would be an asset in an emergency situation.

Explain items checked:

__Multilingual, list language(s) _____

__Experience with disabilities _____

__Ham radio or CB radio experience _____

__Knowledge of community resources _____

__Other knowledge or skills _____

__Other knowledge or skills_____

__CPR __AED __Hazardous materials __Firefighting

__Emergency medical __Media relations __Incident debriefing

Explain or clarify items checked, if needed_____

_____

_____

II. Special Considerations:

Emergency Response Team Assignments

In general, Incident Command System (ICS) or Emergency Response Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school Emergency Response Team assignments (reference page 56 of the Emergency Management Resource Guide).

Title	Name Location and Numbers	Alternate Name Location and Numbers
Incident Command: Principal	Jason Baragary 7001	Tina Southwood 7002
Safety Official: Security, Law Enforcement	Pat Wollam 7056	Amy Waite 7149
Public Information Official: Media Liaison	Jason Baragary 7001	Lisa Overstreet 7014
Liaison Official: Liaison to Outside Agencies	Traci Gould 7012	Lisa Overstreet 7014
Planning/Intelligence: Situation Analysis	Theresa Wicker 7039 Stacy Stults 7127	Samantha Crumbaker 7134 Shelby Pryor 7155
Operations: Student Accounting and Release	Dina Gribbons 7007 Donna English 7010	Marlena Humphrey 7164 Stacy Stults 7127
Operations: Facility and Environmental	Carol Waters 7165	Amy Waite 7149
Operations: First Aid, CPR, Medical	Keith Mulkins 7128	Traci Gould 7012 Cindy Rosson 7000 Rhona Peercy 7008
Operations: Crisis Intervention and Response	Pat Wollam 7056 Amy Waite 7149	Traci Gould 7012
Operations: Food, water, sanitation	Cafeteria Staff	Donna English 7010
Logistics: Communications	Cindy Rosson 7000 Shelby Pryor 7155	Theresa Wicker 7039
Logistics: Supplies	Marlena Humphrey 7164 Stacy Stults 7127	Amy Waite 7149
Administration and Finance: Documentation	Rhonda Peercy 7008 Karen German 7169	Donna English 7010

Students / Staff Needing Special Assistance

TEACHER SURVEY

Instructions: Teachers are to fill in the name of any student in their class who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.):

Student/Staff Name	Assistance Needed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SIGNATURE:_____

ROOM:_____

Students / Staff Needing Special Assistance

MASTER LIST

Using the information from individual Teacher/Staff Survey forms, the Emergency Response Team maintains a master list of students/staff needing special assistance in the event of an emergency. A designated collection point for these students should be established in conjunction with emergency responders. This should be done on each floor of the building.

Students/Staff Name	Assistance Needed Individual to Provide Assistance
SEE ATTACHED LIST	

Classroom and Building "Hazard Hunt"

ALL STAFF Instructions: The Emergency Response Team is interested in identifying any special circumstances which exist in our school or near our campus which present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plant, rivers/streams), etc. Please describe any such potential hazards below, and actions requested to mitigate:

Potential Hazard	Action Requested to Mitigate the Hazard
See Page 14	

SIGNATURE: _____ **ROOM:** _____

Classroom and Building "Hazard Hunt"

MASTER LIST (Mitigation Plan)

Each Emergency Response Team is required to identify circumstances unique to its school/campus/ facility that present unique risks to persons or property. These may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another school, etc.

Using information from "Classroom and Building 'Hazard Hunt' forms", as well as insights from Emergency Response Team members, list below any specific risks or potential hazards needing special consideration and plans to address them (copy form as needed):

Potential Hazard	Action Needed to Mitigate the Hazard	Person Responsible	Date Completed
No sidewalk ramps at rear of building for wheelchair exit.	Wheelchair access added to sidewalk in rear of building	Admin/District	

Assembly Area Outdoors, for Standard Evacuation

Use the following worksheet to plan for evacuation from the building to an on-site or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

1. Examine floor plans, site plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines, chain link fences (electrical hazard), facilities containing hazardous materials, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.

2. Designate each of the following in the Assembly Area:

Command Post - **Grassy area in the front of the school (North of main entrance)**

Access for emergency vehicles - **Circle drive in front and around school**

Student assembly areas (by grade level or team, etc.) - **In lines by grade level in grassy area between front parking lot and Blue Lick Road (North of main entrance)**

Heliport landing area for air medical (if traffic gridlock prevents vehicular access) - **Field beside BLMS back parking lot**

First aid area - **Church parking lot north of main entrance to the school**

Psychological first aid area - **At nearest to school staff parking lot entrance**

Student release - **Grassy area in the front of the school (North of main entrance)**

Media area - **Bullitt Lick Middle School Parking Lot**

3. Communicate Student Accounting and Release procedures to parents.

Off-Site Evacuation Location: Walking Distance

In inclement weather, it may be necessary to move students to an Off-Site Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an Off-Site Evacuation location within **walking distance** from the school. Coordinate your planning with Central Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Off-Site Evacuation Locations and secure MOUs.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
Bullitt Lick Middle School	Principal, Kevin Conners
555 West Blue Lick Road	502-869-5400
Shepherdsville, KY 40165	
(Address)	

Secondary Location	Lead Contact / Phone
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

Call Bullitt Lick if we need to use their facility for evacuation purposes

Off-Site Evacuation Location: Requiring Transport

Use the following worksheet to plan for evacuation from the building to an Off-Site Evacuation location **requiring transport** from the school. Coordinate your planning with Central Office, other schools, etc.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Off-Site Evacuation Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Off-Site Evacuation Location.
2. Consider factors such as roadways (for potential traffic "gridlock"), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish a MOU for Off-Site Evacuation Locations (schools across town may serve as alternate site for each other).
4. Designate each of the following:

Off-Site Evacuation Location	Lead Contact / Phone
Bullitt Central High School	Principal, Joe Pat Lee
1330 Highway 44 East	502-869-6000
Shepherdsville, KY 40165	
(Address)	

Secondary Location	Lead Contact / Phone
Roby Elementary School	Principal, Hannah Scott
1148 Highway 44 East	502-869-7200
Shepherdsville, KY 40165	
(Address)	

USE SPACE BELOW for any special planning needs or for coordinating your school's plan with other schools or buildings on the same campus.

Call Bullitt Central High School if we need their facilities for evacuation purposes. Should BCHS not be available Roby Elementary School will be contacted to use as an alternate location

School Accountability and Release

Each school needs to establish a specific plan for school accountability and release. Use the following worksheet to describe how your school will account for students, staff, visitors and other persons in the building in the event of an evacuation. If Wi-Fi is not available, a paper copy of the names of students and staff should be available.

1. List below steps or procedures staff will take to assure school accountability and release (i.e., teachers report to team leader, who reports to "School Accountability and Release" member of the school's Emergency Response Team, who reports to principal):

   Teachers will take attendance after students are safely removed from potential harm using +/- clipboard system. Designated team will reunify students with their appropriate class. Any students unaccounted for should be reported to Dina Gribbons and Jason Baragary immediately.

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency?

   Any student that is released must be signed out with the classroom teacher by an adult that is listed on a student's emergency card. All adults must show a picture ID before a student is released to them. Parents will be directed to the appropriate teacher via the Student Accounting and Release Station located in front of the student area.

Schedule for Emergency Operations Training

Each school should prepare a schedule of emergency operations training annually. You may also use the worksheet below to outline a schedule for training events, drills, etc.

Month	Training Event and Who is to be Trained	Person Responsible	Comments
July			
August	Opening Day EMP training with all staff -Conduct **two fire drills**	Jason Baragary Tina Southwood	
September	-Conduct one fire drill -Conduct earthquake drill, lockdown drill and severe weather drill	Jason Baragary Tina Southwood	
October	Faculty Meeting - Staff will receive updated and approved EMP and instruction of emergency procedures -Conduct one fire drill	Lisa Overstreet Jason Baragary Tina Southwood	
November	-Conduct one fire drill	Jason Baragary Tina Southwood	
December	-Conduct one fire drill	Jason Baragary Tina Southwood	
January	-Conduct earthquake drill, lockdown drill, and severe weather drill	Jason Baragary Tina Southwood	

February	-Conduct one fire drill	Jason Baragary Tina Southwood	
March	FacultyMeeting - Staff will review emergency procedures -Conduct one fire drill	Lisa Overstreet Jason Baragary Tina Southwood	Review of severe weather drills and shelter in place procedures
April	-Conduct one fire drill	Jason Baragary Tina Southwood	
May	-Conduct one fire drill	Jason Baragary Tina Southwood	
June			

Drill Schedule and Log

Special note: As of 2013, all four emergency response drills (fire, lockdown, severe weather and earthquake) must be conducted within the first 30 days of the new school year and must be conducted again in January (see Appendix D: Kentucky Department of Education Guidance For: Senate Bill 8/ House Bill 354 Emergency Management Planning For Schools and Districts).

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: **Two fire drills in the first month of school, and one per month each following month.**

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1st:					
2nd:					
3rd:					
4th:					
5th:					
6th:					
7th:					
8th:					
9th:					
10th:					
11th:					

12th:					

Earthquake Drills:

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Severe Weather Safe Area:

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Lockdown:

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Emergency Team "Toolbox"

Each school's Emergency Response Team should consider developing a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the Emergency Response Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

- ☐ Copies of the all forms completed in the development of the school or facility Emergency Response Plan (Chain of Command, Students Needing Assistance, etc.)
- ☐ Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas
- ☐ Blueprints of school building(s), including utilities
- ☐ Record (video) inside and outside of the building and grounds
- ☐ Map of local streets with evacuation route (Off-Site Evacuation Location requiring Transport)
- ☐ Flash lights (recommend the type that does not require batteries)
- ☐ First aid kit and latex gloves (and other types for latex-sensitive persons)
- ☐ Faculty/staff roster (including emergency contacts)
- ☐ Student roster (including emergency contacts for parents)
- ☐ Safety Data Sheet (SDS)
- ☐ Two-way radios and/or cellular phones available
- ☐ Battery powered AM/FM radio and spare batteries (wind-up radios)
- ☐ Several legal pads and ink pens
- ☐ Grease boards and markers (or dry erase boards)
- ☐ White peel-off stickers and markers (for name tags use permanent markers)
- ☐ Local telephone directory
- ☐ Lists of the district personnel's contact list
- ☐ Lists of other emergency phone numbers
- ☐ Other_____
- ☐ Other_____
- ☐ Other_____

SHEPHERDSVILLE ELEMENTARY -School-Centered Emergency Management and Recovery

Emergency Quick Reference Guide *for*

Bullitt County Public Schools

Emergency Management Team Assignments

Principal: Jason Baragary
Team Leader: Tina Southwood

Team Members and Assignments:

Stacy Brown- STEM – x-7038

Sarah Davis- Sp. Ed.- x-7056

Keith Mulkins- GYM- x-7128

Jessica Smith- 2nd grade- x-7150

Todd Spencer- EBD- x-7041

Becky Taylor- Sp. Ed. x-7071

Jesika Clark- 5th grade -x-7170

Jason Baragary Principal x-7001

Tina Southwood- Asst. Prin. x-7002

First Aid Qualified Staff Members

Jessica Minotti- 2nd grade
Sarah Cornett Sped
Amy Waite, Librarian
Shawna Perry, sped
Teresa Crump, sped
Lauren Rayborn, 2nd Grade

List of Emergency Telephone Numbers

Fire Department	543-7074
Police Dispatch	543-7074
Sheriff's Office	543-2514
State Police	270-766-5078
Jesse Bacon, Superintendent	606-748-3844
Adrienne Usher, Asst. Superintendent	270-925-3528
Tom Brillhart, Director Of Operations	812-399-2373
Patrick Durham , Dir. of Elementary Education	502-271-7060
Rachel Bramlage-Schomburg, Dir. of Secondary Schools	802-6565
Jason Baragary, Principal	319-521-5343
Tina Southwood , Assistant Principal	270-723-4774
Lisa, Overstreet, Counselor	500-1123
Carol Waters, Custodian	544-2489
George Brock, Maintenance Supervisor	931-6183
Tony Roth, Interim Director of Bldg. & Grounds	639-3454
David Phelps, Director of Transportation	639-8478
Sarah Smith, School Safety Director	338-7161

Communication Procedure

Step 1 Emergency Services **911**
Tell the Dispatcher your location, your name, the nature of the problem, and the services you require.
Step 2 If it is necessary to send anyone to the hospital by ambulance, send a staff member along to serve as a liaison between the hospital and school administrator with instructions to relay progress reports as soon as possible.
Step 3 Report Situation to
Jesse Bacon, Superintendent or
Adrienne Usher, Assistant Superintendent or
Tom Brillhart, Director of Operations

Procedural Statement for Principals

Each school's Emergency Procedure Plan will be updated yearly to better reflect the necessary actions required to minimize the loss of life and injury to persons and property. The Building Principal will be the planning coordinator and will involve the necessary staff to accomplish the objectives. Faculty responsibility for implementation of the plan will be assigned by position. Assignment of duties to specific individuals does not relieve other schools employees from acting in their areas of responsibility in emergencies. At least once a year, within ten (10) days after school starts, the principal will arrange for a faculty meeting, the purpose of which shall be reviewing the validity of the plan and to update the staff regarding new procedures. A chain of command will be created and will include names and phone numbers of the persons to succeed the principal in the event of his/her absence or incapacitation.

Alternative School Location (Example)

SHEPHERDSVILLE ELEM.. to BULLITT LICK MIDDLE-X- 5400
In the event an alternate site is needed, a phone call MUST be made to alert the administration in the alternate site and the Superintendent.

School-Centered Emergency Management and Recovery

Emergency Quick Reference Guide *for*

Bullitt County Public Schools

Emergency Procedures

Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The principal, or designee, will activate appropriate emergency procedures, based on the situation. Emergency procedures are outlined below.

Evacuation/Safe Area

When announcement or alarm sounds:

- Take the closest and safest way to designated safe area as posted (use secondary route if primary route is blocked or hazardous)
- Take roll book for student accounting
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Go to designated Assembly Area
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- Wait for further instructions

Lockdown

When the announcement is made:

- Students are to be cleared from the halls immediately and to report to nearest available classroom
- Assist those needing special assistance
- Close and lock all windows and doors and do not leave for any reason
- Stay away from all doors and windows and move students to interior walls and drop
- Shut off lights
- BE QUIET!
- Wait for further instructions

Drop, Cover and Hold

(For use in earthquake or other imminent danger to building or immediate surroundings)

When the command "Drop" is made:

- DROP – to the floor, take cover under a nearby desk or table and face away from the windows
- COVER - your eyes by leaning your face against your arms
- HOLD - on to the table or desk legs, and maintain present location/position
- Assist those needing special assistance
- Wait for further instructions

Bomb Threat

- If you are the first person to know of a bomb threat, notify the office immediately.
- All two way radio and cellular phone communication is ceased.
- Follow evacuation orders given by the principal.

(All individuals answering the phone should be trained in the completion of the BOMB THREAT – SCHOOL REPORT)

Fire / Explosion

- Sound fire alarm
- Notify the office
- Follow evacuation procedures

Fire and Disaster Drill information should be posted in every room in the school.)

Hazardous Accidents

- Notify the office
- Move students away from immediate vicinity of danger
- Wait for instructions to evacuate or ***shelter in place***
- If ***shelter in place*** is required close all doors and windows ♦ Seal gaps in doors and windows ♦ Wait for additional instructions

Hostage Situation

- Notify the office
- Keep students in classroom until further notice
- Be prepared to follow ***lockdown*** procedures if directed to do so

Kidnapping / Lost Child

- Notify the office with description of suspect and/ lost child
- Move students away from area of abduction
- Be prepared to follow ***lockdown*** procedures if directed to do so

Accidents at School

- Notify the office
- Call 911 *only* if an imminent risk to life or safety is present
- Provide First Aid – For serious injury do not move the injured individual
- If illness is determined to be by poisoning call the Poison Control Center 800-222-1222

Severe Weather / Natural Disaster

Earthquake

Initiate Drop, Cover, and Hold ♦ If no cover is available, get against inside doorway or inside wall, cover head, and avoid windows ♦ Leave door open ♦ Do not run through building ♦After initial shock follow evacuation procedures ♦ If outside move away from building, avoid power lines, lie face down, wait for shocks to subside ♦ Wait for further instructions

Tornado

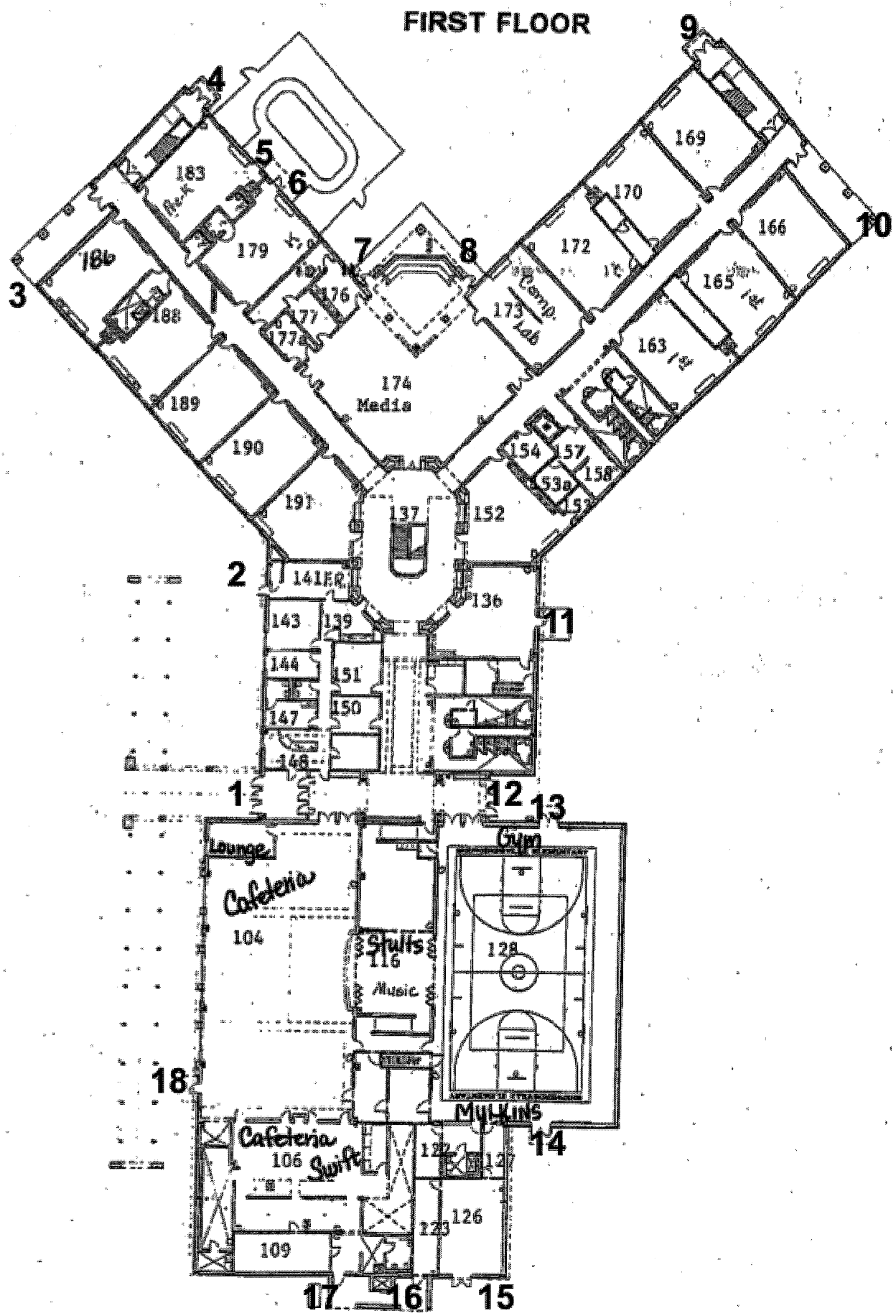
Follow Disaster Drill diagram posted in room ♦Take protective seated position with hands and arms covering head and face ♦ Follow standard student accounting procedures ♦ Wait for further instructions

Weapons

- If danger exists direct students to immediate shelter
- Notify the office without alerting students or suspect
- Use extreme caution and do not confront the suspect
  - If you are threatened with a weapon follow suspects directions
- Wait for administrative response / police assistance

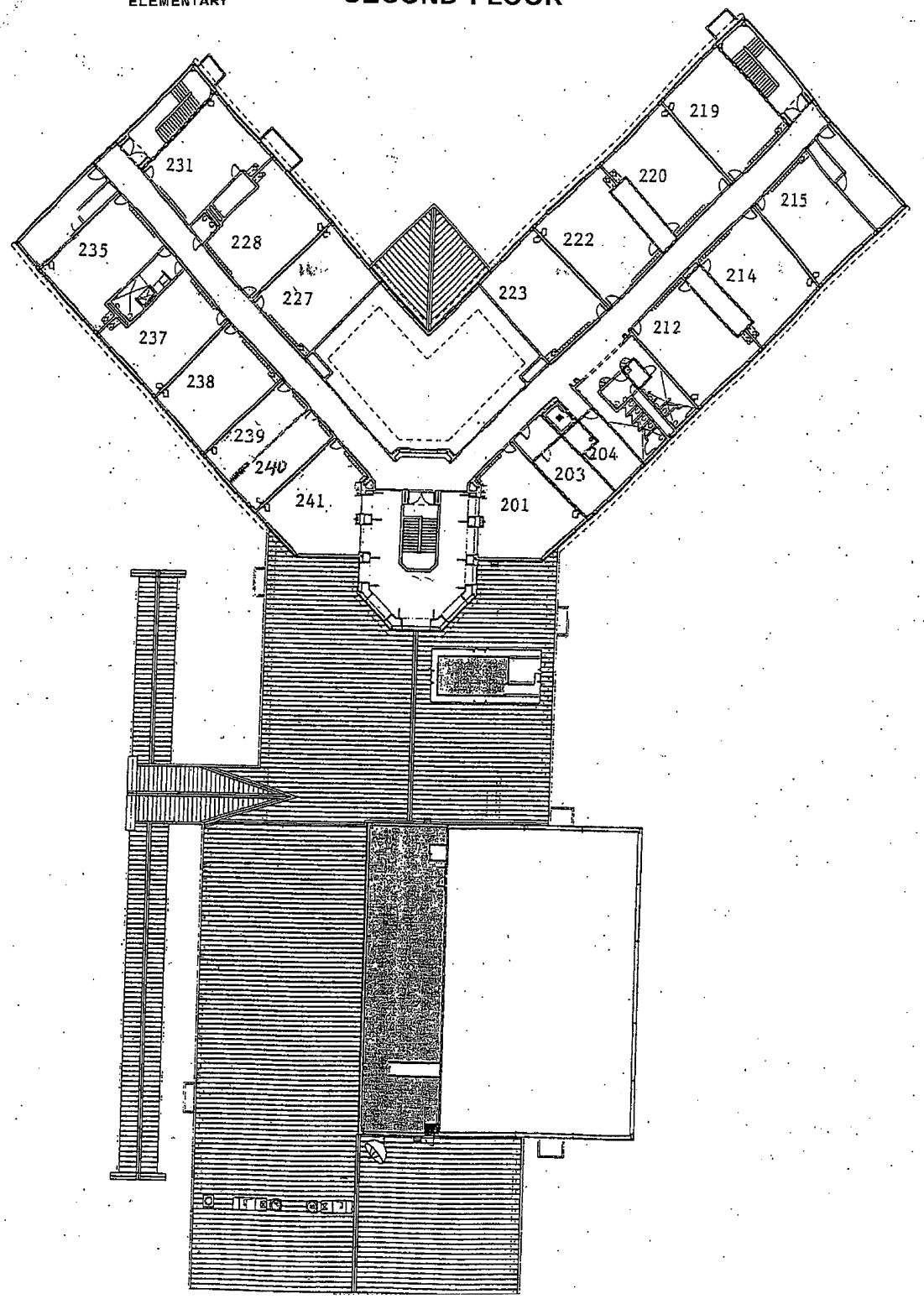
SHEPHERDSVILLE ELEMENTARY

FIRST FLOOR



SHEPHERDSVILLE ELEMENTARY

SECOND FLOOR



Severe Weather Evacuation Procedures

- **Tornado/Severe Weather**
  a. Move class to safe area designated in plan (page 31 on EMP) and listed below.
  b. Students kneel and cover their heads.
  c. Voice Levels are 0.
  d. Teachers will monitor student safety and well-being throughout.
  e. If outside, GET INSIDE!!!!!
  f. If needed, students can assemble in multiple rows, however a lane down the middle of the hallway is necessary at all times. SAFETY is FIRST.

Classroom assignments during severe weather:

Classrooms **179, 183, 186, and 188** will use the restrooms in their classrooms.
Classrooms **136, 152, 174, 190, and 191** will use the main hallway (bordered by the restrooms and the offices) classroom 189 will stay in the kindergarten hallway, and assemble outside of room 191.
Classrooms **227, 228, 231, 233, 235, 237, and 238** will use stairwell 4 and assemble along the special ed and kindergarten hallways (assemble along classrooms 177, 179, 183, 186, and 188).
Classrooms **201, 239, 240, and 241** will use the main stairwell and assemble along the kindergarten hallway (assemble along classrooms 189, and 190).
Classrooms **163, 165, 166, 170, and 172** will assemble at the end of their hallway (students cannot be past the end of room 173)
Classrooms **212, 214, 215, 217, 219, 220, 222, and 223** will use stairwell 10 and assemble along the first grade hallway, filling in where the first grade classrooms leave off.

Fire Evacuation Procedures

- **Fire drills & Evacuation Drills**
  a. Check hallway for safety
  b. Line up students down a wall away from door
  c. Grab clipboard and emergency kit
  d. Turn off lights
  e. Close door behind last person
  f. Follow emergency routes (you must know your alternatives as well) to safe location **Fire Drill Exit Route - Exit procedures listed on next page**

Exit 1 gather in a line in the grassy area north of the visitor parking lot: Rooms: 104 (Cafeteria), 174 (Library), 189, 190, 239, 240, 241, 201
Exit 3 gather in a line in the grassy area north of the visitor parking lot: Rooms 179, 183, 186, 188, 189, 227, 228, 231, 233, 235, 237, 238
Exit 10 walk north east around the school and gather in a line in the grassy area north of the visitor parking lot: Rooms: 163, 165, 166, 170, 172, 173, 212, 214, 215, 217, 219, 220, 222, 223
Rooms 116 (Music Room), 128 (Gym) use Exit 12 **Rooms 136 and 152 use Exit 11** ***After exiting walk north east around the school and gather in a line in the grassy area north of the visitor parking lot* *May re-enter through exit 1***

Upon being given the all clear signal classes will re-enter the building.

- 1st floor classes that exited using exit 3 will re-enter using exit 3.
- 2nd floor classes that exited using exit 3 will re-enter using exit 1.
- 1st floor classes that exited using exit 10 will re-enter using exit 10
- 2nd floor classes that exited using exit 10 will re-enter using exit 12

Supervision of Students Plan
Shepherdsville Elementary 2021-22

Arrival/Departure:

- Bus loading/unloading areas have at minimum 2 certified staff members assigned for AM and PM duty.
- AM car rider area- There will be at least 2 staff members assisting and a non classroom teacher to assist our preschool students to their classrooms
- PM car rider area will always have at least 3 certified staff members assigned each day. Currently we have 5+ certified staff members working together as we walk EACH child to their vehicle.

Cafeteria:

- AM breakfast includes a minimum of 2 certified staff members helping our students eat in a timely manner. These staff members are responsible for ensuring all adults and non SES aged persons enter the building at the front desk.
- Lunch duty involves a Classified Cafeteria Monitor. The Principal, Assistant Principal, and Counselor may provide additional supervision when needed. Cafeteria monitors are primarily working to ensure students are following school-wide expectations, receive a nutritious meal, and are safe. They are also required to monitor adult activity in the cafeteria as well.

Hallways, Restrooms, and Playground:

- All certified and classified staff take responsibility for the implementation of our core values at SES. All expectations are expected to be enforced. Certified teachers are responsible for their classes when they are transitioning in the hallway, taking restroom breaks, or engaging in physical activity on the playground.
- Students are not to be placed unsupervised in the hallway for behavioral reasons.
- Recess is monitored by all certified staff present. Staff members are to monitor activities by moving or taking sections to monitor. At no time shall staff congregate in one area and not monitor activities appropriately.

Student Monitoring before/after school:

- All staff are responsible for ALL students.
- Homeroom teachers monitor students by standing in or close to their classroom doorway for arrival and departures.
- Staff members with homerooms are responsible for greeting each student as they enter their classroom and providing farewells as students leave for dismissal.
- After school clubs/functions involving students are the responsibility of the specific club/team/function's sponsor or coach. The sponsor/coach is required to follow school expectations and maintain proper monitoring practices. Dismissal from after school functions must be orderly and safe.
- Before/After school activities will utilize the CAR RIDER # system to ensure more efficient student releases.

Field Trips:

- Certified Staff are responsible for the events of the field trip and supervision of ALL students and adults associated with SES. SES staff members attending field trips (classified staff, special education staff, etc.)
- Field trips are educational opportunities to expand our students' understanding of the world and their communities. SES is expected to be an example of a positive culture that embraces learning and respect.

Supervision of students plan
Revised:

2021-22 Phase Three: Professional Development Plan for Schools
Shepherdsville Elementary

2021-22 Phase Three: Professional Development Plan for Schools

Shepherdsville Elementary
Jason Baragary
527 W Blue Lick Road
Shepherdsville, Kentucky, 40165
United States of America

Diagnostics

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Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools 3

2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The Mission Statement of Shepherdsville Elementary: We are a safe and caring community school with dedicated professionals who give every child, every chance, every day.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Based upon our needs assessment a huge factor in supporting student learning will continue to be based upon our ability to continue to grow our staff's instructional capacity, specifically in the area of extending and remediating students based upon their mastery of standards. Second, we must develop and deploy an MTSS system that provides the student specific services that will support their instructional and social and emotional learning to ensure they are able to be their best selves.

3. How do the identified **top two priorities** of professional development relate to school goals?

In reality, the needs identified above are very similar to the needs we had a year ago. Not because we've not made progress, but because the needs identified can't be entirely addressed in one calendar year, especially a year that was as non-traditional as 2020-2021 was. We still need to focus on recognizing and addressing the individual needs of students whether they are students who are considered economically disadvantaged, students with disabilities, English Learner students, or students who have been identified for Gifted and Talented services. As a staff we have raised the level of engagement amongst our students, now we need to focus our efforts on delivering effective instruction and making enrichment and remediation/intervention an intentional part of our planning. Our second focus works in conjunction with our first identified need. Because we have a number of students with different needs we need to acknowledge and prepare instructional practices that will allow us to address learning gaps or account for different social and emotional needs. This starts with our MTSS practices. For SES to continue to grow we will need to ensure that our MTSS practices are sound and are addressing student needs.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

As we've worked to increase the instructional capacity of our staff we've raised the floor of instructional rigor and increased our student engagement. We do still have areas of growth within those domains, however the next large goal is for us to consider how our instructional process will address student remediation and extension within the context of classroom instruction. From a short term standpoint

we've made this an important focus in our team PLCs to ensure that remediation and extension are an active part of the planning process. From a long term perspective we need to see increased collaboration between our interventionists and classroom teachers to fully align the instructional practices both groups utilize to support student learning.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

If implemented appropriately we most certainly want to see increased mastery of standards among all students which would also equate to improved student achievement. However, if we effectively plan for remediation and extension within our lessons we can expect to more efficiently address student needs, meaning we can better manage our instructional time and get more out of it.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Common formative assessment in classrooms, district benchmark assessments, whole school feedback (ELEOT) specific to progress monitoring and feedback.

4d. Who is the targeted audience for the professional development?

All school staff personnel will benefit from professional development that is presented, based upon financial flexibility we will have to determine if all staff could attend professional learning or if targeted staff will be able to attend and then present to the rest of staff.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, support staff, teachers, and school administration will be positively impacted by the professional learning.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Professional Learning has been devoted to this, some staff have had their schedules adjusted to support the aims of our school, we may need to consider Title 1 funding for specific resources or trainings for staff, specifically related to differentiation within instruction.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching cycles, and continued work in PLCs will continue be vital. PDSA and PLC work and Plus/Deltas to solicit feedback and determine next steps will be necessary throughout the process as well.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Time will be devoted in PLC meetings and faculty meetings for implementation which means it will be noted on agendas. ELEOT data that is compiled will be used to gauge effectiveness and will also be mark of implementation.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

For our second priority much of the success comes from allowing our staff to collaborate in relation to our general classroom instruction and our MTSS processes. We do have a number of interventionists in the building who work to support student learning, however in the past we've struggled to connect the work of our MTSS team to the work of student learning in the classroom. From a short term perspective we've reconfigured how our MTSS system is implemented at SES. Long term though, this is more about opening up the mindset of our staff (to be clear they are not averse to adapting their classroom, they just need support in implementing) and developing a process that revolves around the shared responsibility of supporting student learning.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended outcome would be to have a stronger connection between MTSS instruction and general education instruction. It would be assured that our MTSS practices would be a response to the learning that was taking place in the general education classroom. We would also hope to see more and continued collaboration between our MTSS staff and general education teachers as it relates to student learning.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our MTSS meetings, behavior data, common formative assessment data, district benchmarks, and KSA data will all serve as indicators for for success.

5d. Who is the targeted audience for the professional development?

All staff who support student learning will be the targeted audience. As mentioned above this will be impacted by our financial flexibility which will require us to consider whether or not all staff will be able to attend professional learning opportunities or specific staff will attend and present to other student support staff.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All staff and students will be directly or indirectly impacted by this professional learning. Staff will be directly impacted and students will indirectly impacted initially and as our capacity grows we can expect that students will see more direct benefits.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

We do need to consider how we can create more opportunities for our MTSS staff to work in collaboration with the general education teachers they work with, in that sense time is a real challenge due to the constraints of the schedule. We will need to utilize the time we do have together effectively and work to support promoting a mindset of shared responsibility.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Potential continued follow up trainings and time within staff faculty meetings will be needed to gauge progress. PDSA work and Plus/Deltas to solicit feedback and determine next steps will be necessary throughout the process as well.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Professional learning agendas, Walk-through ELEOT data, and behavior data to determine the effectiveness of implementation of services. MTSS PLCs will also consider the interventions in place and determine the effectiveness of them and what other supports are needed for specific students.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan
Shepherdsville Elementary

2021-2022 Phase Three: Comprehensive School Improvement Plan

Shepherdsville Elementary
Jason Baragary
527 W Blue Lick Road
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Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached Goal Builder

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Shepherdsville Elementary Goal Builder		•

2021-22 Phase Three: Executive Summary for Schools
Shepherdsville Elementary

2021-22 Phase Three: Executive Summary for Schools

Shepherdsville Elementary
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Table of Contents

2021-22 Phase Three: Executive Summary for Schools 3

2021-22 Phase Three: 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 School (SES) is a Pre-school-5th Grade school of about 535 students. We are one of the larger elementary schools in Bullitt County which includes 13 elementary schools overall. We serve students from different demographics and with a number of different needs. While not overt and obvious we have seen shifts in our demographics over the past three years which have required us to adapt and adjust how we serve our families. Currently 72.5% of our students qualify for free or reduced lunch which is an increase of about 3% over the past three years, and is the highest concentration of students in the district. 2.8% of our students qualify as EL students, which is consistent with the 2020-2021 school year, but a steady increase from three years ago. EL populations in Bullitt County have steadily grown over the past three years and we expect that to continue. Almost 16% of our students qualify for a variety of Special Education Services and in doing so require us to consistently monitor to ensure provide appropriate services are provided. In the 2021-2022 school year SES added a second MSD unit which has required a higher allocation of resources to support those students with disabilities. A challenge our school faces is transiency with our students, and (in the past) transiency with our staff. We've come to understand that transiency with our families can be difficult to combat, though because we know it is our reality we can plan accordingly. However, in regards to staff transiency SES has worked to create an environment to which staff members want to belong. In the past three years SES has seen a lower number of staff members leaving, going into the 2021-2022 school year SES added one staff member due to being allocated another position based upon district staffing plans. This represents a huge shift for SES and has allowed us to move forward as a staff and focus on continuing to serve our students effectively.

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 is focused on embodying the mission and vision statements we've created for our community. Programs that we utilize through ESS and Title 1 funding ensure that we we give students the opportunity to be successful and provide the student specific supports that they need. We also provide opportunities outside of normal school day with multiple clubs, activities and sports for students engage with the school in multiple ways.

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.

-Moved out of CSI status after the 2018-2019 school year. -Significantly lower staff turnover leading into the 2021-2022 school year compared to years past. -Novice reduction in writing from 43.2% in 2019 to 11.8% in 2021 based upon KPREP assessment.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

SES has an incredibly high number of dedicated staff members who all want to see students be successful. The SES community has an incredibly high number of members who all want to see students be successful as well. The effort put in by the people in this building has set a foundation that will allow us to help our students be their best selves and help them reach their goals. We know there is a lot of work ahead of us and that there are going to be significant challenges as well. However, we as a staff have committed to doing the right work to help each student be their best self.

Attachment Summary

Attachment Name	Description	Associated Item(s)