



2023-2024 Shepherdsville Elementary Continuous Improvement Diagnostic

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

<u>2023-2024 Phase One: Continuous Improvement Diagnostic for Schools</u>	<u>3</u>
---	----------

2023-2024 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 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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


Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. 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.**


The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety



**BULLITT COUNTY
PUBLIC SCHOOLS**

INSTRUCTIONAL VISION



AUTHENTIC LEARNING EXPERIENCES

Academic Standards + Graduate Profile Competencies= Authentic Learning Experiences
Experiences are a balance of traditional, transitional, AND transformational

STUDENT VOICE AND AGENCY

Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

COMMUNITY PARTNERSHIPS

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

DEMONSTRATIONS OF LEARNING

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

AUTHENTIC ASSESSMENTS

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	51.5	Orange	51.8	Yellow
State Assessment Results in science, social studies and writing	53.8	Yellow	60.2	Green
English Learner Progress	N/A	N/A	N/A	N/A
Quality of School Climate and Safety	73.5	Orange	72.8	Orange
Postsecondary Readiness (high schools and districts only)	N/A	N/A	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A	N/A	N/A
<p>Priorities/Concerns from Needs Assessment for Schools List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. <i>(this would be identified from novice/apprentice, etc.)</i></p>				
<p>SES Key Elements Chart Evidence 2023-2024</p> <ol style="list-style-type: none"> Supporting students with disabilities to increase proficiency in both Math and Reading towards novice reduction. Increase the number of students scoring proficient in Science and reduce the number of students scoring novice. 				

Processes, Practices, or Conditions to be Addressed from Key Elements Template (this comes from Phase II School Key Elements Table)

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Subject School Report Card → Academic Performance → Assessment Results → Progress Towards State Goals	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 (drop down menu... maximum of 3 KCWPs)	Plan/Do (for ISI schools these should be evidence-based practices for subgroup documented on ISI Evidence-Based Practices table below)	Study & Act (Select a data source, write notings, and next steps; Document date of review)	Funding (Select fund and then enter amount)
---	---------------------	-----------------------	--------------------------	---	---	---	--

<p>Reading</p>	<p>38%</p>	<p>42.6%</p>	<p>48.6%</p>	<p>Implement components of the Gold Standard PBL to promote authentic and engaging learning tasks for all students in both Math and Reading.</p> <p>Further implementation of the co-teach model to ensure students with disabilities have access to core instruction</p>	<p>iReady</p> <p>Noticings: Our initial diagnostic showed that to begin the year 65.73% of our students were considered below grade level in Reading and 89.85% were considered below grade level in Math.</p> <p>Action: Schedule Reading Improvement meetings for students identified, ensure that the five components of reading are being taught with fidelity, and create avenues for rigorous instruction within all grade levels.</p> <p>Date: 10/9/23</p> <p>Eleot Data</p> <p>Noticings: Analysis of ELEOT data at the end of the 2022-2023 school year revealed opportunities for growth in ensuring students can connect their learning to real life and demonstrating that they understand and can verbalize their learning goals.</p> <p>Action: Training through PBL Works and continued support in authentic learning to support student engagement and rigorous and relevant learning experiences for students.</p> <p>Date: 5/24/23</p>	<p>Title 1 (Federal)</p> <p>\$60,000 salary for a certified math interventionist.</p> <p>ESS Funds (State)</p> <p>\$4,000 to partially fund a classified math/reading interventionist.</p> <p>ESSER Funds (Fede...)</p> <p>\$6,000 lesson plan development and PBL training.</p> <p>Bullitt Literacy Pro...</p> <p>\$75,000 salary/benefits for certified interventionist</p> <p>Title 1 (Federal)</p> <p>\$15,000 salary for classified interventionist in math/reading and STEM.</p> <p>ESSER Funds (Fede...)</p> <p>\$14,000 for staff to attend Ron Clark Academy training.</p>
<p>Math</p>	<p>30%</p>	<p>36.8%</p>	<p>43.4%</p>			
<p>Achievement Gap</p> <p>Reading...</p> <p>Student...</p>	<p>Reading: Below 5%</p> <p>Math: 10%</p>	<p>Reading: 19.4%</p> <p>Math: 17.2%</p>	<p>Reading: 27.9%</p> <p>Math: 21.3%</p>			

<p>Science</p>	<p>15%</p>	<p>29.3%</p>	<p>36.7%</p>	<p>Utilize TCI Science Curriculum to ensure rigorous and essential standards are being taught and assessed.</p> <p>Develop a master schedule that allows for authentic and protected time for all grade levels to teach Science, Social Studies, and Writing with regularity and to fidelity.</p>	<p>Student Work Samples</p> <p>Noticings: Students in lower grade levels have limited understanding and access to foundational learning within Social Studies and Science</p> <p>Action: Explore avenues to ensure students have access to consistent grade level content on a regular basis. Consider curriculum for students that are not in tested grade levels to ensure aligned instruction.</p> <p>Date: 3/23/23</p> <p>Staff Feedback Survey</p> <p>Noticings: Staff surveys and feedback during facilitator meetings suggest that teachers need more protected time for science and social studies across grade levels, especially in non tested grade levels.</p> <p>Action: Ensure that the master schedule is created and enacted in a way that allows consistent and protected time for content standards to be taught to fidelity</p> <p>Date: 5/17/23</p>	<p></p>
<p>Social Studies</p>	<p>39%</p>	<p>42.5%</p>	<p>49.7%</p>			
<p>Writing</p>	<p>38%</p>	<p>41.8%</p>	<p>52.1%</p>			
<p>English Learner Progress</p>	<p>Suppressed</p>	<p>Suppressed</p>	<p>Suppressed</p>	<p>Monitoring at a school level</p>	<p>ELS</p> <p>Noticings: Continued need for staff to be trained in EL best practices</p> <p>Action: Attendance for identified staff members at EL Workshop with the goal of transferring knowledge to other staff members</p> <p>Date: 11/2/23</p>	

<p>Quality of School Climate and Safety</p>	<p>73.5</p>	<p>76.0</p>	<p>78.5</p>	<p>Implementation of the Character Strong Curriculum to be utilized during social and emotional learning time each week.</p> <p>Review of current house system and development of opportunities and experiences that allow students to interact positively with one another, another create role models within the building.</p> <p>Review of PBIS common language and expectations to ensure alignment among students and staff to ensure clear and consistent communication to students.</p>	<p>IMPACT Data</p> <p>Notings: IMPACT Survey data (from 2021-2022) revealed that the majority of staff members don't feel that students are supportive in their interactions with one another.</p> <p>Action: Task PBIS and Culture and Climate committees with creating opportunities for students to develop positive role models and mentors in the building, and develop methods for students to be celebrated amongst classrooms and school-wide.</p> <p>Date: 7/27/23</p> <p>Student Voice (Surveys, etc)</p> <p>Notings: 34% of students feel that students being mean to one another is not a problem at our school based upon the 2023 KSA assessment. This is an increase from 27% in 2022.</p> <p>Action: Continued focus on efforts to create experiences in which students get to interact positively with one another in the building. Implementation of the Character Strong Curriculum aimed at explicitly teaching positive attributes.</p> <p>Date: 10/30/23</p>	
<p>Title: Schoolwide Evidence (documentation of title 1 events, surveys, etc. with dates, etc.)</p> <ul style="list-style-type: none"> Title One Fall Literacy Events (8/8/23 and 12/7/23), Title One Parent Survey (late One Spring Family Event (3/7/23) 						

<p>Addendum for Schools Identified for Targeted or Comprehensive Support</p> <p>In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)(c) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(c) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.</p>	<p>Special Considerations for Targeted Support and Improvement (TSI) Including Additional Targeted Support and Improvement (ATSI) Schools</p> <p>TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIP. TSI stakeholders, including the principal and other school leaders/teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart.</p>	<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: Our administrative team reviewed data around the learning culture around SWD, specifically the most recent Quality of School Climate and Safety survey. Based upon the data SWD do have a better sense of belonging and safety in comparison to the school as a whole, suggesting that our efforts have had a positive impact.</p>	<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response: Shepherdsville Elementary School will be using school resources to support and compensate time in professional learning communities to our special education staff as they focus their professional learning and work with students in goal setting. The study cited above was reviewed by our instructional leadership and administration team and our Site Based Decision Making Council. Their research shows "Differentiated teaching provides appropriate challenge for all students in a class. It does so by responding to student differences in readiness, interest and learning profile." We will implement this strategy by developing effective co-teaching models for classrooms with students with disabilities to ensure that differentiated instruction is able to regularly be provided to challenge students and respond to their differences. We believe this is a level 1 evidence because "Hattie (2012) found an effect size of 1.07 for Response to Intervention."</p>
<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: School administration (Principal, Assistant Principal, Instructional Coach, Guidance Counselor) will be focused on identifying inequities that Students with Disabilities (SWD) are facing and developing a response to address the inequities that we discover. Through dedicated time in instructional leadership meetings school administration will reflect on the results of our implemented actions and change actions to ensure that SWD have access to grade level content and support to increase levels of achievement.</p>	<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: Our administrative team has consistently monitored, evaluated, and worked to address barriers that have contributed to inequities among SWD. Due to a number of staffing factors ensuring that SWD have access to consistent co-teaching practices has been a challenge. The district has allocated our school another special education teacher to support our efforts.</p>	<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: Our administrative team reviewed data around the learning culture around SWD, specifically the most recent Quality of School Climate and Safety survey. Based upon the data SWD do have a better sense of belonging and safety in comparison to the school as a whole, suggesting that our efforts have had a positive impact.</p>	<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response: Shepherdsville Elementary School will be using school resources to support and compensate time in professional learning communities to our special education staff as they focus their professional learning and work with students in goal setting. The study cited above was reviewed by our instructional leadership and administration team and our Site Based Decision Making Council. Their research shows "Differentiated teaching provides appropriate challenge for all students in a class. It does so by responding to student differences in readiness, interest and learning profile." We will implement this strategy by developing effective co-teaching models for classrooms with students with disabilities to ensure that differentiated instruction is able to regularly be provided to challenge students and respond to their differences. We believe this is a level 1 evidence because "Hattie (2012) found an effect size of 1.07 for Response to Intervention."</p>

Evidence-based Activity (Evidence-based Practices website)	Evidence Citation	Uploaded in CIP
Implement Co-Teaching (differentiated) models for instruction across all grade levels.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Resources:

- [What Works Clearinghouse \(WWC\) User Guide](#)
- [Elevating Evidence Resources: Clearinghouses and Databases](#)
- [Open Access Journals in Education](#)



2023-2024 Phase One: Executive Summary Shepherdsville
Elementary

2023-2024 Phase One: Executive Summary for Schools

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

Table of Contents

2023-2024 Phase One: Executive Summary for Schools	3
--	---

2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

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 approximately 72.3% of our students qualify for free or reduced lunch which is relatively stable in comparison to the previous three years, and is among the highest concentration of students in the district. 5.2% of our students qualify as EL students as of now and we've consistently increased the number of EL students we serve over the past three years. EL populations in Bullitt County have steadily grown over the past three years and we expect that to continue. Just under 19% of our students qualify for a variety of Special Education Services and including high numbers of both EBD and MMD students. Those factors that require us to consistently monitor to ensure that appropriate services are provided. A challenge our school faces is transiency with our students. 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 and we've worked to create systems that can help us proactively envelop new students into our school culture and identify any specific needs they may have.

School Stakeholders

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

As a title one school we offer opportunities to students and families to include them in the school community, and we have both a full time family liaison and family resource coordinator who work to eliminate barriers to education, whether they be attendance related, or resource related. Our SBDM seeks to include all stakeholders and communicate programs and information in a transparent way, thereby including as many people in the process as possible.

School's Purpose

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

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 give students the opportunity to be successful and provide the specific supports that they need. We also provide opportunities outside of the normal school day with multiple clubs, activities and sports for students to 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.

Based upon previous achievement data SES's academic goals are as follows:

Increase the number of students scoring proficient or distinguished in reading to 39.5% in grades 3-5

Increase the number of students scoring proficient or distinguished in math to 33.5% in grades 3-5

Increase the number of students with disabilities scoring proficient or distinguished in reading to 15.2% in grades 3-5

Increase the number of students with disabilities scoring proficient or distinguished in math to 17.2% in grades 3-5

Increase the number of students designated EL scoring EL proficient or distinguished in reading to 17.6% in grades 3-5

To reach these goals our staff has worked to familiarize ourselves with the Project Based Learning process as well as authentic learning activities that aim to increase both engagement and rigor in the classroom. The majority of our staff has

participated in PBL Works training as well received supports in authentic learning. Staff members have become much more aware of the PBL process and had opportunities and planning time to develop both PBLs and shift towards learning tasks that are more authentic to the real world. We believe that doing so will allow our students to understand the relevance of their learning and allow them to connect it to the real world.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2023-2024 Shepherdsville Elementary School Safety Report

2023-2024 Phase One: School Safety Report

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

Table of Contents

<u>2023-2024 Phase One: School Safety Report</u>	3
--	---

2023-2024 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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) and is a copy maintained in the school office?

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, 8/16/23

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,

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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)
-----------------	-------------	--------------------



2022-23 Phase Two: The Needs Assessment for Schools
Shepherdsville Elementary

2022-23 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	7

2022-23 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 different types of data. Specifically we regularly review student assessment data, behavior data, culture and climate data, and feedback on specific programs. 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.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

All goals, objectives, strategies, and activities revolved around returning back to in-person instruction connected to refocusing and realigning the PLC process work at the school level and moving towards training on the essential standards process for all schools to begin implementation the next school year. The focus of the previous year was acknowledging and addressing the gaps and needs that were either created or exacerbated by the Covid-19 pandemic. This was done through focusing on strengthening the PLC process and ensuring the MTSS process is deployed with fidelity and adaptable to the unique needs of students.

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See Attached

ATTACHMENTS

Attachment Name

 SES Needs Assessment

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See Attached

ATTACHMENTS

Attachment Name

 SES Needs Assessment

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

See Attached

ATTACHMENTS

Attachment Name

 SES Needs Assessment

Strengths/Leverages

6. 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.

See Attached

ATTACHMENTS

Attachment Name

 SES Needs Assessment

Evaluate the Teaching and Learning Environment

7. 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.



See Attached

ATTACHMENTS

Attachment Name

 SES Key Elements 2022-2023

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>SES Key Elements 2022-2023</u>		• 7
 <u>SES Needs Assessment</u>		• 3 • 4 • 5 • 6



2023-2024 Phase Two: School Assurances Shepherdsville
Elementary

2023-2024 Phase Two: School Assurances

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

12/10/2023

Shepherdsville Elementary

Table of Contents

2023-24 Phase Two: School Assurances

3

2023-24 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

No

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

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

No

N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, 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

No

N/A

COMMENTS

5. 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

No

N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). 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

7. 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

8. 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

9. 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

10. 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

11. The school educates teachers, specialized instructional support personnel, principals, 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

12. 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

13. 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

14. 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

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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
- No
- N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) 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

No

N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

No

N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

No

N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

No

N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

No

N/A

COMMENTS

22. 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

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. In a school 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.

Yes

No

N/A

COMMENTS

24. In a school 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.

Yes

No

N/A

COMMENTS

25. In a school 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.

Yes

No

N/A

COMMENTS

26. In a school 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.

Yes

No

N/A

COMMENTS

27. In a school 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.

Yes

No

N/A

COMMENTS

28. In a school 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.

Yes

No

N/A

COMMENTS

29. In a school 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.

Yes

No

N/A

COMMENTS

30. In a school 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.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. 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).

Yes

No

N/A

COMMENTS

32. 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.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2023-2024 Phase Three: Comprehensive School Improvement Plan Shepherdsville Elementary

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2023-24 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, Baldrige, 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

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 template in the attachment area directly 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.

Please see attached goal builder document.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Shepherdsville Elementary CSIP,</u> <u>2023-2024</u>		