



KDE Comprehensive School Improvement Plan

Lebanon Elementary School
Marion County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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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?

Lebanon Elementary is located within the city limits of Lebanon, KY, the geographical center of Kentucky. We currently have 432 students (PreK-5) that compromise our diverse population - 14.4% African American, 12.2%Hispanic, 1.8% Asian and 2.8 are of a mixed race. 48.9% are female and 51.1% are male. 76% of our students are on free or reduced lunch. Many of our students live within walking distance of our school, while others are transported for several miles from rural areas of our county.

The mobility rate of our school is curently at 7.86 .The district mobility rate is 3.18%. Our ELL population is 6.94% and the district ELL population is 2.02%. Special education students make up 17.59% of our population while the district percentage is 13.27. 48.8% of the teachers have a master's degree, 31.7% have a Rank I, and 9.8% have a Bachelor's degree.The average years experience for the teachers is 13.3.

Lebanon Elementary School is a proficient school for the 1st time in school history as well as being designated as a high progressing school. We remain a focus school based upon the previous year's progress of our students with disabilities. In order to improve our students with disabilities, we have provided our ECE teachers and staff with professional growth opportunities to better meet the needs of our students. We have also initiated the PASS program to assist students that have behavioral needs and are often unable to function in the classroom without some redirection. ECE students are now being assessed using AimsWeb that allows ECE teachers to chart student growth or lack of progress and provide probes in reading, math and writing for ECE students. We are also working to provide rigor for all students by providing access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

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.

The mission and vision statements were developed with input from teachers and staff as well as the SBDM Council. These provide the direction and motivation for all decisions made by the council. All decisions made regarding LES are based on whether they meet the guidelines set forth by the mission and belief statements.

VISION STATEMENT

We are a safe and caring community school with dedicated professionals that strive to provide opportunities for every child to learn at a high level every day.

Goals: By 2017, Lebanon Elementary School will:

- Provide each and every student, faculty, and staff member a safe and secure teaching and learning environment by creating an atmosphere where bullying and harassment are not tolerated.

- Have a student attendance rate of 97%.

- Meet K-PREP accountability Achievement and Gap goals for reading and mathematics proficiency.

- Will show growth in number of students who are proficient in Writing, Social Studies and Science.

- Will show growth at or exceeding state percentages as defined by KDE.

- LES will be labeled a Progressing school during this accountability cycle.

MISSION STATEMENT

Every Child...Every Day...Charging Forward

BELIEF STATEMENTS

All students can learn when they feel safe, accepted and valued.

High expectations for a challenging, engaging, real-world education is essential for each and every student.

LES will produce responsible, civic-minded citizens.

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.

Lebanon Elementary School is a Proficient school. Our math, social studies and writing showed growth this year. However, we will continue to work on social studies. Reading will also continue to be a focus for us over the next 2 years as we strive to get all students reading on grade level.

The district instructional coaches are providing assistance to teachers by modelling, finding resources and helping develop common and benchmark assessments for monitoring student growth. Their efforts have been a significant part of our school improvement.

Teachers were recently trained in Kagan strategies which promote student engagement in the classroom. By participating in these professional growth opportunities, our students are more engaged and will grow as they become more involved in their own learning.

Lebanon Elementary has instituted a Girls On the Run program that encourages positive emotional, social, mental and physical development. Physical activity is woven into the program to inspire an appreciation of fitness and to build habits that lead to a lifetime of health. We currently have 14 girls that are committed to this organization.

Many of our girls and boys participate in Little League basketball, football and baseball to learn the benefits of team sports and teamwork.

Our Academic Team continues to improve having placed in the district last year.

Additional Information

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

We are very proud of the progress that LES has made and we will continue to help our students achieve at high levels.

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2015-16 LES Comprehensive School Improvement Plan

Overview

Plan Name

2015-16 LES Comprehensive School Improvement Plan

Plan Description

DRAFT

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$5000
2	to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5% to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%.	Objectives: 2 Strategies: 3 Activities: 8	Organizational	\$20000
3	PGES - Increase the percentage of effective teachers, principals, and other professionals from _____ in 2015 to 100% in 2020.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$6000
4	Novice Goal - To decrease the percentage of novice students in reading from 19% in 2015 to 14% in 2016 and in math from 10.7% in 2015 to 5% in 2016	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$10000

Goal 1: The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.

Measurable Objective 1:

collaborate to increase our proficiency percentage for reading from 48.8% to 57.1%; math from 56.5% to 56.6%; Social Studies from 47.6% to 54.9%; and writing from 42.9% to 44.4% by 05/16/2016 as measured by KPREP, MAP and common assessments.

Strategy 1:

Intentional Curriculum Planning - Intentional planning will be the foundation of our work. All school staff will engage in activities that require intentional lesson plans congruent to standards, instructional strategies, higher level questioning, differentiation, engagement strategies, and aligned standards-based assessments. The purpose of this work will help us to focus on the "what". In other words, what are students expected to learn at each grade level and how will we engage them in learning in ways that they learn best.

Category: Continuous Improvement

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor teacher lesson planning to ensure the following essential elements are included: Identified Standard, Aligned Learning Target, Aligned and engaging Activities, Aligned Assessments, and Intentionally-planned higher order thinking questions.	Academic Support Program	08/11/2014	05/20/2016	\$0	No Funding Required	Principal, teachers, instructional coaches

Activity - Learning walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District learning walks and principal walkthroughs will occur to collect data and to provide instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, instructional coaches, district administrators, and peer observers so that feedback is provided to teachers.	Academic Support Program	08/11/2014	05/20/2016	\$0	No Funding Required	Principal, peer observers, district administrators, instructional coaches

Activity - Pacing guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and instructional coaches will work together to develop district pacing guides to ensure that students are exposed to all of the standards for each grade level. They will meet periodically throughout the year to improve or revise these pacing guides.	Academic Support Program	08/11/2014	05/20/2016	\$2000	District Funding	Teachers, instructional coaches
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Strategy 2:

Assessments and Data Analysis - Students will be assessed through common and benchmark assessments, MAP and KPREP. Teachers will participate in Professional Learning Communities that will examine what we want our students to learn through monitoring progress on standards and data collected from assessments, how we will know our students have attained mastery, and how we will support them if they have not demonstrated mastery.

Category: Continuous Improvement

Research Cited: DuFour, CASL

Activity - Kindergarten readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Kindergarten Readiness Screeners to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers. The school will hold a Kindergarten University/Kindergarten Registration activities prior to the start of school in the fall to transition students into kindergarten	Academic Support Program	08/07/2014	09/16/2016	\$3000	Title I Part A	Kindergarten Teachers, School Counselor,

Activity - Benchmark and Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop benchmark and common assessments and analyze these results in PLCs to see what standards have been mastered, what students have not mastered and what can be done to assist them in demonstrating mastery. Students will receive assistance from the ESS Daytime Waiver for small groups in literacy and math. The master schedule will be developed to assure that these small groups take place at least 4/5 days a week.	Academic Support Program	08/11/2014	05/20/2016	\$0	No Funding Required	Instructional coaches, principal, teacher, counselor, ESS Daytime waiver personnel

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continually monitor curriculum for program reviews and will submit documentation to the program review committees.	Academic Support Program	08/07/2014	05/20/2016	\$0	No Funding Required	Teachers, principal

Strategy 3:

Instructional supports - The principal will provide feedback to teachers on walk-throughs, lesson plans and assessments. The principal will also collaborate with instructional coaches and instructional supervisors,

Category: Principal PGES

Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal and instructional coaches will provide feedback through walk-throughs and lesson plans to ensure effective teaching practices are occurring in the classrooms. Coaches and principals will look for implementation of Kagan and for learning activities that are aligned with instructional outcomes and designed to challenge student thinking.	Professional Learning	08/11/2014	05/20/2016	\$0	No Funding Required	Principal, instructional coaches, instructional supervisors
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Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on content vocabulary by listing vocabulary in lesson plans, school-wide vocabulary of the week and consistent vocabulary across curriculum and grade levels.	Academic Support Program	09/21/2015	05/20/2016	\$0	No Funding Required	Teachers

Strategy 4:

PLCs - PLCs will be conducted bi-weekly throughout the school year. Instructional coaches will be an active participant in grade level PLCs to review data and plan for mastery and no-mastery of standards.

Category: Professional Learning & Support

Activity - Live scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches, along with classroom teachers, will conduct live scorings for student writing of on-demand writing and extended responses.	Direct Instruction	09/08/2015	06/30/2016	\$0	No Funding Required	Instructional coaches, teachers

Activity - PLC plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A PLC plan will be developed to direct school-wide PLCs in the main purpose of their meetings. This plan will include meeting dates and topics for discussion as well as dates and themes of faculty meetings.	Professional Learning	09/08/2015	06/30/2016	\$0	No Funding Required	Principal and LES leadership team

Goal 2: to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5% to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%.

Measurable Objective 1:

collaborate to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5 to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%. by 05/16/2016 as measured by KPREP, MAP and Common Assessments.

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Strategy 1:

Response to Intervention - Lebanon Elementary will develop a systematic process for examining data and planning interventions and enrichment activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student data will provide a means for continuous monitoring and revamping as necessary.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.	Academic Support Program	09/04/2015	05/13/2016	\$10000	State Funds	Counselor, teachers, principal

Measurable Objective 2:

collaborate to to increase proficiency for ECE students in reading from 15.8 to 41.7 and math from 21.1 to 53.3 by 05/22/2015 as measured by KPREP, MAP, common assessments and AIMS WEB.

Strategy 1:

Progress monitoring - Teachers will identify the ECE students and work to develop a plan for each one to improve their reading and math scores and monitor their progress regularly.

Category: Continuous Improvement

Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students will receive small group instruction where students can work on their individual needs	Direct Instruction	09/04/2015	05/20/2016	\$0	No Funding Required	Teachers, ECE teachers and staff

Strategy 2:

Rigor for all students - We will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based

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strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Activity - Inclusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Direct Instruction	09/04/2014	06/05/2015	\$0	No Funding Required	Regular ed. teachers, ECE teachers, principal
Activity - Collaboration/Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Professional Learning	08/07/2014	05/13/2016	\$10000	IDEA	ECE director, ECE support staff and teachers
Activity - Research-based strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Direct Instruction	08/06/2014	05/13/2016	\$0	District Funding	Instructional supervisors, ECE staff, principal, teachers
Activity - Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.).	Professional Learning	08/06/2014	05/13/2016	\$0	District Funding	ECE staff, ECE director, counselor
Activity - Monitoring/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ECE Core Team will meet weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Professional Learning	08/06/2014	05/20/2016	\$0	District Funding	ECE staff, ECE director
Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will focus on content vocabulary by listing vocabulary in lesson plans, school-wide vocabulary of the week and consistent vocabulary across curriculum and grade levels.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Teachers, principal
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Goal 3: PGES - Increase the percentage of effective teachers, principals, and other professionals from _____ in 2015 to 100% in 2020.

Measurable Objective 1:

collaborate to build capacity in principal, teacher, & other professional's understanding of the PGES components by 06/30/2016 as measured by next generation professionals data.

Strategy 1:

Professional Learning and Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS use, etc.

Category: Professional Learning & Support

Activity - PLCs, Staff Development Days and/or Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through PLC meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2013	06/30/2016	\$0	No Funding Required	District leaders & school leaders

Activity - District Leadership Team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2014	06/30/2016	\$5000	District Funding	District and school leaders

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000	State Funds	Instructional Supervisor, principals
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Measurable Objective 2:

demonstrate a behavior that provides documentation of the implementation of the Professional Growth and Effectiveness System by 06/30/2016 as measured by Board meetings minutes, superintendent evaluation in ASSIST, leadership team meeting agendas, certified evaluation plan..

Strategy 1:

Implementation and Monitoring Systems - Develop a district-level and school-level PGES implementation and monitoring systems referring to the PGES Implementation Timeline.

Category: Teacher PGES

Activity - Certified Evaluation Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	No Funding Required	instructional supervisor, 50/50 committee members

Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	No Funding Required	Instructional Supervisor

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0	No Funding Required	Superintendent, Instructional Supervisor, principals

Goal 4: Novice Goal - To decrease the percentage of novice students in reading from 19% in 2015 to 14% in 2016 and in math from 10.7% in 2015 to 5% in 2016

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Measurable Objective 1:

collaborate to decrease the novice percentages in reading and math from 19.0% to 14% in reading and from 10.7% to 5% in math by 06/30/2016 as measured by KPREP, MAP and common assessments.

Strategy 1:

RTI - Students scoring below the 20th percentile in reading and math on the MAP assessment will receive RTI services 3-4 times weekly from certified and classified staff. Students will be assessed using AimsWeb to monitor progress bi-weekly.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The schedule will be reconfigured to allow for students to receive RTI services 4 times weekly for reading and math in small group settings.	Direct Instruction	09/08/2015	06/30/2016	\$10000	State Funds	Teachers, Counselors, ESS daytime waiver personnel

Strategy 2:

Rigorous instruction - We will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Activity - Rigorous instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Professional Learning	07/27/2015	06/30/2016	\$0	District Funding	District staff, instructional coaches, ECE staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.	Academic Support Program	09/04/2015	05/13/2016	\$10000	Counselor, teachers, principal
RTI	The schedule will be reconfigured to allow for students to receive RTI services 4 times weekly for reading and math in small group settings.	Direct Instruction	09/08/2015	06/30/2016	\$10000	Teachers, Counselors, ESS daytime waiver personnel
Peer Observation Training	Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	06/01/2014	06/30/2016	\$1000	Instructional Supervisor, principals
Total					\$21000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration/Co-Teaching	ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Professional Learning	08/07/2014	05/13/2016	\$10000	ECE director, ECE support staff and teachers
Total					\$10000	

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Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten readiness	Teachers will use the Kindergarten Readiness Screeners to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers. The school will hold a Kindergarten University/Kindergarten Registration activities prior to the start of school in the fall to transition students into kindergarten	Academic Support Program	08/07/2014	09/16/2016	\$3000	Kindergarten Teachers, School Counselor,
Total					\$3000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pacing guides	Teachers and instructional coaches will work together to develop district pacing guides to ensure that students are exposed to all of the standards for each grade level. They will meet periodically throughout the year to improve or revise these pacing guides.	Academic Support Program	08/11/2014	05/20/2016	\$2000	Teachers, instructional coaches
Research-based strategies	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Direct Instruction	08/06/2014	05/13/2016	\$0	Instructional supervisors, ECE staff, principal, teachers
Rigorous instruction	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Professional Learning	07/27/2015	06/30/2016	\$0	District staff, instructional coaches, ECE staff
Monitoring/Feedback	The ECE Core Team will meet weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Professional Learning	08/06/2014	05/20/2016	\$0	ECE staff, ECE director

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District Leadership Team meetings	Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	06/10/2014	06/30/2016	\$5000	District and school leaders
Staff Training	ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, Rtl, etc.).	Professional Learning	08/06/2014	05/13/2016	\$0	ECE staff, ECE director, counselor
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certified Evaluation Committee	A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	instructional supervisor, 50/50 committee members
PLC plan	A PLC plan will be developed to direct school-wide PLCs in the main purpose of their meetings. This plan will include meeting dates and topics for discussion as well as dates and themes of faculty meetings.	Professional Learning	09/08/2015	06/30/2016	\$0	Principal and LES leadership team
PLCs, Staff Development Days and/or Faculty Meetings	Through PLC meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	10/01/2013	06/30/2016	\$0	District leaders & school leaders

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Lesson Planning	The principal will monitor teacher lesson planning to ensure the following essential elements are included: Identified Standard, Aligned Learning Target, Aligned and engaging Activities, Aligned Assessments, and Intentionally-planned higher order thinking questions.	Academic Support Program	08/11/2014	05/20/2016	\$0	Principal, teachers, instructional coaches
Small group instruction	ECE students will receive small group instruction where students can work on their individual needs	Direct Instruction	09/04/2015	05/20/2016	\$0	Teachers, ECE teachers and staff
Vocabulary	Teachers will focus on content vocabulary by listing vocabulary in lesson plans, school-wide vocabulary of the week and consistent vocabulary across curriculum and grade levels.	Academic Support Program	09/21/2015	05/20/2016	\$0	Teachers
Learning walks	District learning walks and principal walkthroughs will occur to collect data and to provide instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, instructional coaches, district administrators, and peer observers so that feedback is provided to teachers.	Academic Support Program	08/11/2014	05/20/2016	\$0	Principal, peer observers, district administrators, instructional coaches
Public Reporting of Progress	Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/01/2014	06/30/2016	\$0	Superintendent, Instructional Supervisor, principals
Live scoring	Instructional coaches, along with classroom teachers, will conduct live scorings for student writing of on-demand writing and extended responses.	Direct Instruction	09/08/2015	06/30/2016	\$0	Instructional coaches, teachers
Feedback	Principal and instructional coaches will provide feedback through walk-throughs and lesson plans to ensure effective teaching practices are occurring in the classrooms. Coaches and principals will look for implementation of Kagan and for learning activities that are aligned with instructional outcomes and designed to challenge student thinking.	Professional Learning	08/11/2014	05/20/2016	\$0	Principal, instructional coaches, instructional supervisors
Inclusion	All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Direct Instruction	09/04/2014	06/05/2015	\$0	Regular ed. teachers, ECE teachers, principal

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PGES Principal Points	A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Policy and Process	08/01/2014	06/30/2016	\$0	Instructional Supervisor
Vocabulary	Teachers will focus on content vocabulary by listing vocabulary in lesson plans, school-wide vocabulary of the week and consistent vocabulary across curriculum and grade levels.	Direct Instruction	08/10/2015	05/20/2016	\$0	Teachers, principal
Benchmark and Common Assessments	Teachers will develop benchmark and common assessments and analyze these results in PLCs to see what standards have been mastered, what students have not mastered and what can be done to assist them in demonstrating mastery. Students will receive assistance from the ESS Daytime Waiver for small groups in literacy and math. The master schedule will be developed to assure that these small groups take place at least 4/5 days a week.	Academic Support Program	08/11/2014	05/20/2016	\$0	Instructional coaches, principal, teacher, counselor, ESS Daytime waiver personnel
Program Reviews	Teachers will continually monitor curriculum for program reviews and will submit documentation to the program review committees.	Academic Support Program	08/07/2014	05/20/2016	\$0	Teachers, principal
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

DRAFT

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?

Questions we are trying to answer include: How do we eliminate novice students and move apprentice students to proficient or distinguished? What new strategies can we initiate or what programs can we eliminate to help us improve? What can we do for our gap group with disabilities to improve their achievement. The data tells us that we are a proficient/progressing school with an overall score of 69.4 in the 79th percentile and a focus school based on students with disabilities.

Our scores show:

12-13 Reading - 43.5 (GAP students 38.2)

13-14 Reading - 51.1 (GAP students 43.4) which shows growth of 7.6 (GAP students growth of 5.2);

14-15 reading - 48.8 (GAP students 44.6) which shows a decrease of 2.3(GAP students growth of 1.2)

12-13 Math - 45 (GAP students 39.5)

13-14 Math - 45.3 (GAP students 37.2) which shows an increase of .3 (GAP students decrease of 2.3)

14-15 Math - 57.6 (GAP students 51.8) which shows an increase of 12.3 (GAP students increase of 14.6)

12-13 - Science - 41.9 (GAP students 68.2)

13-14 Science - 41.9 (GAP students 38.9) which shows a decrease of 34.3 (GAP students a decrease of 29.3)

12-13 Social Studies - 47.6 (GAP students 44.2)

13-14 Social Studies - 34.8 (GAP students 24.5) which shows a decrease of 12.8 (GAP students a decrease of 19.7)

14-15 Social Studies - 47.5 (GAP students 45.3) which shows an increase of 12.7 (GAP students an increase of 20.8)

12-13 Writing - 33.3 (GAP students 22.4)

13-14 -Writing -34.8 (GAP students 26.9) which shows growth of 1.5 (GAP students growth of 4.5)

14-15 Writing - 45.9 (GAP students 43.4) which shows an increase of 11.1 (GAP students an increase of 16.5)

The TELL survey indicates that 71.7% of teachers agree that student conduct is managed effectively while the district is at 61.2, The survey also indicates that 80.2% of our teachers agree that the community supports our school, compared to 73% district wide. 80.1% of teachers agree that school leadership is effective, compared to 76.2% in the district.

Areas of Strengths

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

We are extremely proud to be a proficient/high progressing school. We grew from the 27th percentile to the 79th percentile in one year. We will celebrate the growth of our GAP students in Math - 14.6, Social Studies - 19.7, and Writing - 16.5.

Our instructional coaches were an integral part of our school improvement, by providing support, resources and data for our teachers. They continue to work closely with teachers and students in providing assistance with live scorings, resources and data analysis.

Opportunities for Improvement

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

Our reading scores for all students decreased by 2.3, even though our GAP students showed growth of 1.2. Our focus needs to be on teaching the standards, not the story. Students are being referred to RTI if they score below the 20th percentile on the MAP assessment. We have a reading and math interventionist that assist with RTI. We are providing Reading Recovery (CIM) and Read 180. We are working in small groups with literacy. We will continue to work on math, social studies, and writing. We are using interactive notebooks that give students hands-on learning and references.

Conclusion

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

In reading, we will continue to display and discuss the word of the week and create lessons that target vocabulary. In writing, we will improve classroom strategies for writing by developing a school-wide vertical alignment and improve the amount of time we spend teaching writing by allotting a set time daily or weekly for writing. In social studies, we will present social studies content from many perspectives, providing students more opportunities to engage in material at high-levels online, virtual field trips, interactive notebooks, and other experiences from outside sources. In math, we will teach common math vocabulary in each grade level by introducing key math terms to all students, review skills by using Simple Solutions to spiral back to previously taught standards, focus on providing small group instruction in math by offering center activities and improve retention of new concepts and make connections by using interactive notebooks in grades 2-5 and math journaling in grades K-1.

KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

DRAFT

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.

Measurable Objective 1:

collaborate to increase our proficiency percentage for reading from 48.8% to 57.1%; math from 56.5% to 56.6%; Social Studies from 47.6% to 54.9%; and writing from 42.9% to 44.4% by 05/16/2016 as measured by KPREP, MAP and common assessments.

Strategy1:

Intentional Curriculum Planning - Intentional planning will be the foundation of our work. All school staff will engage in activities that require intentional lesson plans congruent to standards, instructional strategies, higher level questioning, differentiation, engagement strategies, and aligned standards-based assessments. The purpose of this work will help us to focus on the "what". In other words, what are students expected to learn at each grade level and how will we engage them in learning in ways that they learn best.

Category: Continuous Improvement

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL

Activity - Learning walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District learning walks and principal walkthroughs will occur to collect data and to provide instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, instructional coaches, district administrators, and peer observers so that feedback is provided to teachers.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, peer observers, district administrators, instructional coaches

Activity - Pacing guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional coaches will work together to develop district pacing guides to ensure that students are exposed to all of the standards for each grade level. They will meet periodically throughout the year to improve or revise these pacing guides.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Teachers, instructional coaches

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor teacher lesson planning to ensure the following essential elements are included: Identified Standard, Aligned Learning Target, Aligned and engaging Activities, Aligned Assessments, and Intentionally-planned higher order thinking questions.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, teachers, instructional coaches

Strategy2:

Assessments and Data Analysis - Students will be assessed through common and benchmark assessments, MAP and KPREP. Teachers will participate in Professional Learning Communities that will examine what we want our students to learn through monitoring progress on standards and data collected from assessments, how we will know our students have attained mastery, and how we will support them if they have not demonstrated mastery.

Category: Continuous Improvement

Research Cited: DuFour, CASL

Activity - Kindergarten readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Kindergarten Readiness Screener to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers.	Academic Support Program	08/07/2014	09/03/2015	\$0 - No Funding Required	Kindergarten Teachers, School Counselor

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continually monitor curriculum for program reviews and will submit documentation to the program review committees.	Academic Support Program	08/07/2014	05/20/2016	\$0 - No Funding Required	Teachers, principal

Activity - Benchmark and Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop benchmark and common assessments and analyze these results in PLCs to see what standards have been mastered, what students have not mastered and what can be done to assist them in demonstrating mastery.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Instructional coaches, principal, teacher, counselor

Strategy3:

Instructional supports - The principal will provide feedback to teachers on walk-throughs, lesson plans and assessments. The principal will also collaborate with instructional coaches and instructional supervisors,

Category: Principal PGES

Research Cited:

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Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on content vocabulary by listing vocabulary in lesson plans, school-wide vocabulary of the week and consistent vocabulary across curriculum and grade levels.	Academic Support Program	09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coaches will provide feedback through walk-throughs and lesson plans to ensure effective teaching practices are occurring in the classrooms. Coaches and principals will look for implementation of Kagan and for learning activities that are aligned with instructional outcomes and designed to challenge student thinking.	Professional Learning	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, instructional coaches, instructional supervisors

Goal 2:

to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5% to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%.

Measurable Objective 1:

collaborate to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5 to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%. by 05/16/2016 as measured by KPREP, MAP and Common Assessments.

Strategy1:

Response to Intervention - Lebanon Elementary will develop a systematic process for examining data and planning interventions and enrichment activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student data will provide a means for continuous monitoring and revamping as necessary.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.	Academic Support Program	09/04/2015	05/13/2016	\$0 - No Funding Required	Counselor, teachers, principal

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.

Measurable Objective 1:

collaborate to increase our proficiency percentage for reading from 48.8% to 57.1%; math from 56.5% to 56.6%; Social Studies from 47.6% to 54.9%; and writing from 42.9% to 44.4% by 05/16/2016 as measured by KPREP, MAP and common assessments.

Strategy1:

Assessments and Data Analysis - Students will be assessed through common and benchmark assessments, MAP and KPREP. Teachers will participate in Professional Learning Communities that will examine what we want our students to learn through monitoring progress on standards and data collected from assessments, how we will know our students have attained mastery, and how we will support them if they have not demonstrated mastery.

Category: Continuous Improvement

Research Cited: DuFour, CASL

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continually monitor curriculum for program reviews and will submit documentation to the program review committees.	Academic Support Program	08/07/2014	05/20/2016	\$0 - No Funding Required	Teachers, principal

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Activity - Benchmark and Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop benchmark and common assessments and analyze these results in PLCs to see what standards have been mastered, what students have not mastered and what can be done to assist them in demonstrating mastery.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Instructional coaches, principal, teacher, counselor

Activity - Kindergarten readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Kindergarten Readiness Screener to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers.	Academic Support Program	08/07/2014	09/03/2015	\$0 - No Funding Required	Kindergarten Teachers, School Counselor

Strategy2:

Instructional supports - The principal will provide feedback to teachers on walk-throughs, lesson plans and assessments. The principal will also collaborate with instructional coaches and instructional supervisors,

Category: Principal PGES

Research Cited:

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on content vocabulary by listing vocabulary in lesson plans, school-wide vocabulary of the week and consistent vocabulary across curriculum and grade levels.	Academic Support Program	09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coaches will provide feedback through walk-throughs and lesson plans to ensure effective teaching practices are occurring in the classrooms. Coaches and principals will look for implementation of Kagan and for learning activities that are aligned with instructional outcomes and designed to challenge student thinking.	Professional Learning	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, instructional coaches, instructional supervisors

Strategy3:

Intentional Curriculum Planning - Intentional planning will be the foundation of our work. All school staff will engage in activities that require intentional lesson plans congruent to standards, instructional strategies, higher level questioning, differentiation, engagement strategies, and aligned standards-based assessments. The purpose of this work will help us to focus on the "what". In other words, what are students expected to learn at each grade level and how will we engage them in learning in ways that they learn best.

Category: Continuous Improvement

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor teacher lesson planning to ensure the following essential elements are included: Identified Standard, Aligned Learning Target, Aligned and engaging Activities, Aligned Assessments, and Intentionally-planned higher order thinking questions.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, teachers, instructional coaches

Activity - Pacing guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional coaches will work together to develop district pacing guides to ensure that students are exposed to all of the standards for each grade level. They will meet periodically throughout the year to improve or revise these pacing guides.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Teachers, instructional coaches

Activity - Learning walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District learning walks and principal walkthroughs will occur to collect data and to provide instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, instructional coaches, district administrators, and peer observers so that feedback is provided to teachers.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, peer observers, district administrators, instructional coaches

Goal 2:

to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5% to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%.

Measurable Objective 1:

collaborate to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5 to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%. by 05/16/2016 as measured by KPREP, MAP and Common Assessments.

Strategy1:

Response to Intervention - Lebanon Elementary will develop a systematic process for examining data and planning interventions and enrichment activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student data will provide a means for continuous monitoring and revamping as necessary.

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Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.	Academic Support Program	09/04/2015	05/13/2016	\$0 - No Funding Required	Counselor, teachers, principal

Measurable Objective 2:

collaborate to to increase proficiency for ECE students in reading from 15.8 to 41.7 and math from 21.1 to 53.3 by 05/22/2015 as measured by KPREP, MAP, common assessments and AIMS WEB.

Strategy1:

Rigor for all students - We will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Research Cited:

Activity - Research-based strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Direct Instruction	08/06/2014	05/13/2016	\$0 - District Funding	Instructional supervisors, ECE staff, principal, teachers

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Activity - Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Direct Instruction	09/04/2014	06/05/2015	\$0 - No Funding Required	Regular ed. teachers, ECE teachers, principal

Activity - Collaboration/Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Professional Learning	08/07/2014	05/13/2016	\$135000 - General Fund \$10000 - IDEA	ECE director, ECE support staff and teachers

Activity - Monitoring/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ECE Core Team will meet weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Professional Learning	08/06/2014	05/20/2016	\$0 - District Funding	ECE staff, ECE director

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.).	Professional Learning	08/06/2014	05/13/2016	\$0 - District Funding	ECE staff, ECE director, counselor

Strategy2:

Progress monitoring - Teachers will identify the ECE students and work to develop a plan for each one to improve their reading and math scores and monitor their progress regularly.

Category: Continuous Improvement

Research Cited:

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will receive small group instruction where students can work on their individual needs	Direct Instruction	09/04/2015	05/20/2016	\$0 - No Funding Required	Teachers, ECE teachers and staff

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

Goal 1:

The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.

Measurable Objective 1:

collaborate to increase our proficiency percentage for reading from 48.8% to 57.1%; math from 56.5% to 56.6%; Social Studies from 47.6% to 54.9%; and writing from 42.9% to 44.4% by 05/16/2016 as measured by KPREP, MAP and common assessments.

Strategy1:

Assessments and Data Analysis - Students will be assessed through common and benchmark assessments, MAP and KPREP. Teachers will participate in Professional Learning Communities that will examine what we want our students to learn through monitoring progress on standards and data collected from assessments, how we will know our students have attained mastery, and how we will support them if they have not demonstrated mastery.

Category: Continuous Improvement

Research Cited: DuFour, CASL

Activity - Kindergarten readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Kindergarten Readiness Screener to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers.	Academic Support Program	08/07/2014	09/03/2015	\$0 - No Funding Required	Kindergarten Teachers, School Counselor

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

Goal 1:

The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.

Measurable Objective 1:

collaborate to increase our proficiency percentage for reading from 48.8% to 57.1%; math from 56.5% to 56.6%; Social Studies from 47.6% to 54.9%; and writing from 42.9% to 44.4% by 05/16/2016 as measured by KPREP, MAP and common assessments.

Strategy1:

Assessments and Data Analysis - Students will be assessed through common and benchmark assessments, MAP and KPREP. Teachers will participate in Professional Learning Communities that will examine what we want our students to learn through monitoring progress on

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standards and data collected from assessments, how we will know our students have attained mastery, and how we will support them if they have not demonstrated mastery.

Category: Continuous Improvement

Research Cited: DuFour, CASL

Activity - Kindergarten readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Kindergarten Readiness Screener to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers.	Academic Support Program	08/07/2014	09/03/2015	\$0 - No Funding Required	Kindergarten Teachers, School Counselor

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.

Measurable Objective 1:

collaborate to increase our proficiency percentage for reading from 48.8% to 57.1%; math from 56.5% to 56.6%; Social Studies from 47.6% to 54.9%; and writing from 42.9% to 44.4% by 05/16/2016 as measured by KPREP, MAP and common assessments.

Strategy1:

Assessments and Data Analysis - Students will be assessed through common and benchmark assessments, MAP and KPREP. Teachers will participate in Professional Learning Communities that will examine what we want our students to learn through monitoring progress on standards and data collected from assessments, how we will know our students have attained mastery, and how we will support them if they have not demonstrated mastery.

Category: Continuous Improvement

Research Cited: DuFour, CASL

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continually monitor curriculum for program reviews and will submit documentation to the program review committees.	Academic Support Program	08/07/2014	05/20/2016	\$0 - No Funding Required	Teachers, principal

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Activity - Kindergarten readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Kindergarten Readiness Screener to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers.	Academic Support Program	08/07/2014	09/03/2015	\$0 - No Funding Required	Kindergarten Teachers, School Counselor

Activity - Benchmark and Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop benchmark and common assessments and analyze these results in PLCs to see what standards have been mastered, what students have not mastered and what can be done to assist them in demonstrating mastery.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Instructional coaches, principal, teacher, counselor

Strategy2:

Intentional Curriculum Planning - Intentional planning will be the foundation of our work. All school staff will engage in activities that require intentional lesson plans congruent to standards, instructional strategies, higher level questioning, differentiation, engagement strategies, and aligned standards-based assessments. The purpose of this work will help us to focus on the "what". In other words, what are students expected to learn at each grade level and how will we engage them in learning in ways that they learn best.

Category: Continuous Improvement

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL

Activity - Pacing guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional coaches will work together to develop district pacing guides to ensure that students are exposed to all of the standards for each grade level. They will meet periodically throughout the year to improve or revise these pacing guides.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Teachers, instructional coaches

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor teacher lesson planning to ensure the following essential elements are included: Identified Standard, Aligned Learning Target, Aligned and engaging Activities, Aligned Assessments, and Intentionally-planned higher order thinking questions.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, teachers, instructional coaches

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Activity - Learning walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District learning walks and principal walkthroughs will occur to collect data and to provide instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, instructional coaches, district administrators, and peer observers so that feedback is provided to teachers.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, peer observers, district administrators, instructional coaches

Strategy3:

Instructional supports - The principal will provide feedback to teachers on walk-throughs, lesson plans and assessments. The principal will also collaborate with instructional coaches and instructional supervisors,

Category: Principal PGES

Research Cited:

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coaches will provide feedback through walk-throughs and lesson plans to ensure effective teaching practices are occurring in the classrooms. Coaches and principals will look for implementation of Kagan and for learning activities that are aligned with instructional outcomes and designed to challenge student thinking.	Professional Learning	08/11/2014	05/20/2016	\$0 - No Funding Required	Principal, instructional coaches, instructional supervisors

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on content vocabulary by listing vocabulary in lesson plans, school-wide vocabulary of the week and consistent vocabulary across curriculum and grade levels.	Academic Support Program	09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers

Goal 2:

to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5% to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%.

Measurable Objective 1:

collaborate to to increase proficiency for ECE students in reading from 15.8 to 41.7 and math from 21.1 to 53.3 by 05/22/2015 as measured by KPREP, MAP, common assessments and AIMS WEB.

Strategy1:

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Rigor for all students - We will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Research Cited:

Activity - Research-based strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Direct Instruction	08/06/2014	05/13/2016	\$0 - District Funding	Instructional supervisors, ECE staff, principal, teachers

Activity - Monitoring/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ECE Core Team will meet weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Professional Learning	08/06/2014	05/20/2016	\$0 - District Funding	ECE staff, ECE director

Activity - Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Direct Instruction	09/04/2014	06/05/2015	\$0 - No Funding Required	Regular ed. teachers, ECE teachers, principal

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.).	Professional Learning	08/06/2014	05/13/2016	\$0 - District Funding	ECE staff, ECE director, counselor

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Activity - Collaboration/Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Professional Learning	08/07/2014	05/13/2016	\$135000 - General Fund \$10000 - IDEA	ECE director, ECE support staff and teachers

Strategy2:

Progress monitoring - Teachers will identify the ECE students and work to develop a plan for each one to improve their reading and math scores and monitor their progress regularly.

Category: Continuous Improvement

Research Cited:

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will receive small group instruction where students can work on their individual needs	Direct Instruction	09/04/2015	05/20/2016	\$0 - No Funding Required	Teachers, ECE teachers and staff

Measurable Objective 2:

collaborate to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5 to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%. by 05/16/2016 as measured by KPREP, MAP and Common Assessments.

Strategy1:

Response to Intervention - Lebanon Elementary will develop a systematic process for examining data and planning interventions and enrichment activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student data will provide a means for continuous monitoring and revamping as necessary.

Category: Continuous Improvement

Research Cited:

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.	Academic Support Program	09/04/2015	05/13/2016	\$0 - No Funding Required	Counselor, teachers, principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.9 in 2012-2013 to 69.5 in 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math for the non-duplicated gap students by 05/23/2014 as measured by results from KPREP, MAP and teacher-made assessments..

Strategy1:

Compass Learning - Students in the non-duplicated gap group will be provided opportunities to participate in Compass Learning.

Category:

Research Cited:

Activity - Compass learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
60 minutes weekly of Compass Learning on individual pathways	Academic Support Program	10/15/2013	05/23/2014	\$20000 - Title I Part A	Teachers

Strategy2:

ESS - Students in the non-duplicated gap group will be provided ESS to improve their math and reading skills.

Category:

Research Cited:

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS	Academic Support Program	10/14/2013	05/23/2014	\$6000 - District Funding	ESS staff, teachers, and principal

Goal 2:

to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5% to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%.

Measurable Objective 1:

collaborate to to increase proficiency for ECE students in reading from 15.8 to 41.7 and math from 21.1 to 53.3 by 05/22/2015 as measured by KPREP, MAP, common assessments and AIMS WEB.

Strategy1:

Progress monitoring - Teachers will identify the ECE students and work to develop a plan for each one to improve their reading and math scores and monitor their progress regularly.

Category: Continuous Improvement

Research Cited:

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE students will receive small group instruction where students can work on their individual needs	Direct Instruction	09/04/2015	05/20/2016	\$0 - No Funding Required	Teachers, ECE teachers and staff

Strategy2:

Rigor for all students - We will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Research Cited:

Activity - Research-based strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Direct Instruction	08/06/2014	05/13/2016	\$0 - District Funding	Instructional supervisors, ECE staff, principal, teachers

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Activity - Collaboration/Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Professional Learning	08/07/2014	05/13/2016	\$135000 - General Fund \$10000 - IDEA	ECE director, ECE support staff and teachers

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.).	Professional Learning	08/06/2014	05/13/2016	\$0 - District Funding	ECE staff, ECE director, counselor

Activity - Monitoring/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ECE Core Team will meet weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Professional Learning	08/06/2014	05/20/2016	\$0 - District Funding	ECE staff, ECE director

Activity - Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Direct Instruction	09/04/2014	06/05/2015	\$0 - No Funding Required	Regular ed. teachers, ECE teachers, principal

Measurable Objective 2:

collaborate to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5 to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%. by 05/16/2016 as measured by KPREP, MAP and Common Assessments.

Strategy1:

Response to Intervention - Lebanon Elementary will develop a systematic process for examining data and planning interventions and enrichment activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student data will provide a means for continuous monitoring and revamping as necessary.

Category: Continuous Improvement

Research Cited:

SY 2015-2016

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.	Academic Support Program	09/04/2015	05/13/2016	\$0 - No Funding Required	Counselor, teachers, principal

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.

Measurable Objective 1:

collaborate to increase our proficiency percentage for reading from 48.8% to 57.1%; math from 56.5% to 56.6%; Social Studies from 47.6% to 54.9%; and writing from 42.9% to 44.4% by 05/16/2016 as measured by KPREP, MAP and common assessments.

Strategy1:

Assessments and Data Analysis - Students will be assessed through common and benchmark assessments, MAP and KPREP. Teachers will participate in Professional Learning Communities that will examine what we want our students to learn through monitoring progress on standards and data collected from assessments, how we will know our students have attained mastery, and how we will support them if they

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have not demonstrated mastery.

Category: Continuous Improvement

Research Cited: DuFour, CASL

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continually monitor curriculum for program reviews and will submit documentation to the program review committees.	Academic Support Program	08/07/2014	05/20/2016	\$0 - No Funding Required	Teachers, principal

KDE Assurances - School

Introduction

KDE Assurances - School

DRAFT

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	All teachers are highly qualified. In the event that a long term substitute was needed, parents would then be notified.	

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

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

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

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

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

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

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

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

DRAFT

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Students, teachers, parents, staff

DRAFT

Relationship Building

Overall Rating: 3.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Lebanon Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

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Advocacy

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

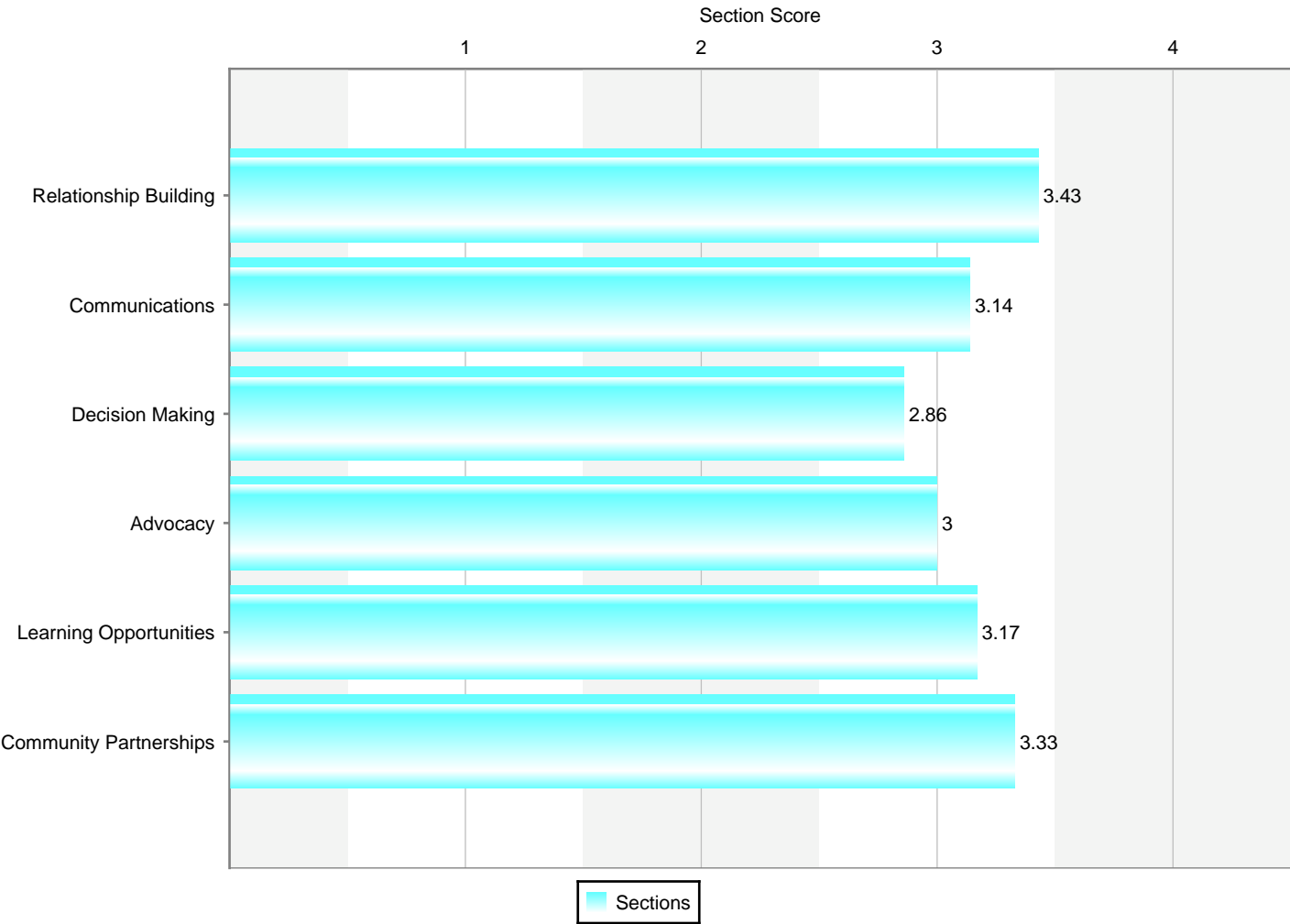
Reflect upon your responses to each of the Missing Piece objectives.

We do want our parents to be involved in our school and the education of their children. We must include more opportunities for parents to become involved through SBDM elections and committees. We also need to reach outside our walls to involve community members to become a part of our school family by inviting them to be active participants in school improvement. We want to provide more Family Nights so parents can see what students are doing in the classroom.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

Parent members of our SBDM were invited to share ideas or make suggestions on our school improvement plan at our regular meeting. Meetings are always held at times to accommodate parents' working schedules.

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

Teachers and Parent/Teacher SBDM members participated in the development of our CSIP. Their responsibility was to provide input on the goals, objectives, strategies, and activities that make up the plan.

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

Our CSIP will be posted on our school web site. It will also be shared with our PTO and SBDM council. Progress will be reported at council meetings and progress will be recorded in the SBDM minutes which are available on the website.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Yes it was adopted 10-15-2013.	Emergency Plan Policy

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	It was adopted 10-15-2013.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	Those were distributed by the district facility director.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	It is scheduled for our November 2015 meeting.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Yes on August 3, 2015.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	November 15, 2013	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	All doors are locked during the school day. Visitors must buzz the office for entrance into the building. Visitors must sign in and all staff have identification badges.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire 8/12/15 Earthquake 8/13/2015 Lockdown 8/13/2015 Severe Weather 8/13/2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

1. Teacher Prep Programs - Lack of courses on diverse learning and cultural awareness; lack of experiences; limited applicant pools
2. Student Efficacy -(lack of knowledge on how to communicate and help students living poverty to set goals and to build grit; lack of opportunities for multiple opportunities to display content mastery
3. Perception of parental involvement - teacher lack of understanding; lack of adjustments to our behavior when data informs us that parent involvement is disproportional; lack of resources and partnerships with appropriate agencies to provide additional student supports
4. Working conditions - physical school environment does not always reflect and display the best qualities of our students and community and use it to strive for excellence - lack of display of student quality work; more professional learning opportunities; lack of new facilities (appropriate space); lack of guidance and support from leadership - communications; teacher assignments aligned to strengths of individual teacher)

What sources of data were used to determine the barriers?

Observations, learning walks, class size reports, teacher retention reports, school achievement data, TELL survey reports, equity tab on the school and district report cards, highly qualified reports, PGES effectiveness data, free and reduced lunch percentages for schools, percentage of student sub-groups in each school and any other relevant data have been examined to help find area of strength and improvements

What are the root causes of those identified barriers?

Teacher Prep Programs
 Student Efficacy
 Perception of Parental Involvement
 Working conditions

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

It says that 12.5.% of the teachers are exemplary and 87.5% are effective.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Each school's SBDM council has a student assignment policy that are reviewed each year..

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

No teachers at LES are teaching out-of-field. The average of years experience of the teachers is 13.9. Therefore student assignment decisions are made using data to see that classes are equally divided with low income, minority, and ELL.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

There is an exit survey to help us identify ways that we can continue to retain our teachers. Partnerships have been strengthened with surrounding universities and their teacher prep programs to increase observation and student teaching experience; Participate in the exit interview processes at these sites.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

We work with surrounding colleges and universities to ensure that teachers have had effective training and are aware of the diversity of our students. This is always posed as a questions during the interview process Our district has developed a partnership with Campbellsville University world language department in which international students work with our ESL population.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The turnover percentage of teachers is 24.3 according to the equity data on our school report card. The teachers who did leave left for various reasons - not because they didn't want to be here. Professional development academies are offered monthly to differentiate the learning opportunities and are based upon teacher request.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

First year teachers are in the KTIP program working closely with a resource teacher. New teachers in Marion County attend new teacher induction professional development. Schools conduct staff development on poverty and how it affects our students. Monthly PD academies are held to address different topics by request from all teachers but especially new teachers.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

87.5% of the teachers are accomplished and 12/5% are exemplary. Principal and instructional coaches are monitoring student learning data along with frequent visits to the classroom to observe. Coaching feedback is a priority of the district and professional learning is on-going for these groups so that we are constantly learning of ways to support and help teachers be more effective in a classroom.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

On the TELL survey, LES was at 71.8% in managing student behavior, state - 84.4 and district 66.2. In community support our school was 80.2% in agreement whereas the state was at 85.2 and the district at 73%. In school leadership the teachers were 80.1% in agreement, state was 87.1 and the district was 76.2. 82% of the teachers agree or strongly agree that there are sufficient resources for Professional growth. 71`% agree or strongly agree that professional learning is differentiated to meet individual teacher needs. The results are analyzed district-wide to help determine learning topics for leadership meetings along with other needs needed.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal 1: to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5% to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%.

Strategy 1:

Response to Intervention - Lebanon Elementary will develop a systematic process for examining data and planning interventions and enrichment activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student data will provide a means for continuous monitoring and revamping as necessary.

Activities: Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.

Measurable Objective 1: collaborate to increase proficiency for the Lebanon Elementary Gap students in reading from 44.8% to 51.9%; math from 51.5 to 52%; social studies from 46.3% to 49.6% and writing from 40.7% to 42%. by 05/16/2016 as measured by KPREP, MAP and Common Assessments.

Strategy 1:

Progress monitoring - Teachers will identify the ECE students and work to develop a plan for each one to improve their reading and math scores and monitor their progress regularly.

Category: Continuous Improvement

Activities:

Strategy 2: Rigor for all students - We will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Activity - Small group instruction

ECE students will receive small group instruction where students can work on their individual needs

Activity - Inclusion Activity

All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.

ECE staff will be trained along with support staff in collaboration/coteaching strategies as well as alternate assessment strategies.

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