KDE Comprehensive School

Improvement Plan

Lebanon Middle School

Marion County

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TABLE OF CONTENTS

KDE Compliance and Accountability - Schools

KDE Assurances - School

The Missing Piece

Improvement Plan Stakeholder Involvement

School Safety Report

Equitable Access Diagnostic

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.

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.

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 Middle School Is located in Lebanon, Kentucky, a mostly industrial and farming community. We have an enrollment of 435 students and 45 staff members (26 certified and 19 classified). Our student population includes 72% free/reduced lunch, 18% minority, and 10% special needs, 20% gifted/talented, and 60% participating in extra-curricular activities.

Over the last three years, our demographics have remained consistent, with ever increasing enrollment during that time period. With students from 3 local feeder schools, our student population brings diverse student backgrounds to the table. Three languages are spoken at LMS (Spanish, English, and Japenese).

Lebanon Middle School experienced a change in leadership in January 2014, when Christina McRay was assigned as Interim and later full-time principal. The school is served by a principal, assistant principal, counselor, youth service center, and full-time school nurse to meet the needs of all students.

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.

MISSION: The mission of Lebanon Middle School is to educate students to become proficient learners and responsible, contributing members of society.

VISION: Expect Success @ LMS

2015-2016 THEME: "TEAM: Together Everyone Achieves More"

Lebanon Middle School staff holds high expectations for all students and it shows. The staff is very familiar with the curriculum and instruction for their content area and most have a clear vision of the process required for student learning. Our curriculum is well defined and laid out on teacher's year long plans and lessons. They are encouraged to include literacy in every content area and connect learning to other subjects and will continue to be a main focus in the second half of this school year. With the implementation of 21st Century Skills in all content areas, teachers are encouraged to incorporate activities around our spring theme of "LITERACY: Reading, Writing, Speaking, Listenening...and THINKING!" Ongoing professional development and PLC work around literacy will be our focus in the Spring 2016, particularly in the area of Reading for understanding.

Lebanon Middle School is very fortunate to have the services of three district instructional coaches in the areas of Math, English, and Science. Though we don't have them in our building every day, teachers maximize the time spent with the coaches when they ARE here. Modeling high rigor lessons, co-teaching, and working together to analyze student data are just a sampling of the work teachers and coaches are doing to help take student achievement to the next level at LMS.

One area for growth is helping students develop a clear understanding of content connection beyond the classroom. Our community supports and values the work at LMS; however, making families and community aware of our expectations and vision remains a top priority. Through the use of our school website, our Facebook and Twitter pages and the One Call Now system, we strive to put the information out for all to see, to help us develop a sense of community belonging. Each grade level is planning a night to showcase student work and how across the curriculum learning can benefit the student. As teachers are learning to collaborate more, they are using project based learning, peer modeling, and hands-on learning. By incorporating more technology and hands-on learning, the staff is able to make learning more holistic. We will continue to work to ensure that parents and all stakeholders understand our message and can have a voice in school initiatives and improvement areas.

Assessment is undergoing many changes in Kentucky and we are trying to stay ahead of the game by using a variety of methods to assess and monitor students. Students get immediate feedback in many cases with the use of Senteo clickers and online scoring. Students are provided time to go back and correct answers for a better understanding, but more emphasis needs to be on mastering skills and having the opportunity for students to engage in academic interventions, extended projects, and inquiry-based learning. Our master schedule allows math and reading intervention at Tier 2 and 3, as part of the student's daily schedule, that allows targeted interventions based on data, grouping and re-teaching based on standards mastery need, and simply collaborating at grade level teams to ensure the needs of all students are being met. As the staff begins to collaborate more, we believe that more opportunities for this type of student engagement will take place.

Providing time and opportunities for colleagues to work together has been a focus in our school, and that work will continue with a more focused approach implemented during the PLC time each week (some with the principal, others with teachers working together in grade level teams). Teachers are encouraged to meet during their common planning and look more closely at student achievement and meeting the needs of individuals. The continuation of the PGES Peer Observation process will open the door to rich reflection and discussion among and between teachers, with more than half of our certified staff taking place in the Peer Observation process. This process will help us develop a deeper understanding of quality classroom instruction,

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.

For the first time in school history, LMS was named a Proficient/Progressing school in 2014! Lebanon Middle School has consistently scored above the national norm on the Explore exam, which demonstrates our students' college and career readiness. All areas in the Kentucky accountability model (Achievement, Gap, Growth, CCR, and Program Review) scored at or above the state average in 2014, with growth in On-Demand Writing a highlight in 2015.

While 2014 saw great progress, 2015 was not as promising, but we will not let that bring us down. Our teachers and students take great pride in setting goals and achieving them, with a school-wide focus on continous growth for ALL (including teachers and students). 2015 has proven already to be a great year for GROWTH, including our main focus on Standards-based Instruction in every classroom, every day!

Three year goals include raising Math and Reading scores on the KPREP exam, continuing to maintain our level of excellence in the areas of Program Review, increase the level of student voice within the school, and continue to pursue parent and community involvement. Our students participate and achieve at high levels in the areas of extra curricular and athletic activities and our goal is for ALL students to be involved in something. Therefore, we will continue to strive to offer activities that help bridge the connection between student interests and school activity offerings, creating a sense of belonging that will help establish a strong foundation for student success both in and out of the classroom.

Additional Information

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

LMS is a school that has the students' best interest at the heart of everything we do. We strive to understand and address individual student needs and developmental challenges. Many programs that have been put into place have begun to show significant positive impact on students. Each grade level team works hard to create close, respectful relationships with the students on a daily basis. Some teachers have students more than once throughout the day and get to know them very well. Teachers discuss student concerns and needs during PLC meetings and make a point to mentor students that show at-risk signs or individual needs.

Through after school programs, students have an opportunity to become involved in clubs or intramurals. They select an area of interest and meet with other students to share common interests (ie student-led book clubs), compete in challenges and games. It gives students that are not involved in an organized sport an opportunity to belong to a team or group, and see teacher sponsors in a new light that can help build relationships that will have a positive effect on classroom performance.

LMS continues to strive for parents and community members to be involved, as they play an integral role in our school success!

2015-2016 LMS School Improvement Plan

Overview

Plan Name

2015-2016 LMS School Improvement Plan

Plan Description

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	Proficiency goal- Increase proficiency rates as follows: Reading from 39.2% in 2011-12 to 72.6% in 2018-19; Math from 47% in 2011-12 to 72.9% in 2018-19; SS from 60.8% in 2011-12 to 79.5% in 2018-19; and Writing from 33.7% in 2011-12 to 70.9% in 2018-19.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	$5000
2	GAP Goal- Increase GAP proficiency rates as follows: Reading from 31.5% in 2011-12 to 68.3% in 2018-19; Math from 34.5% in 2011-12 to 67.8% in 2018-19; SS from 47.6% in 2011-12 to 73.7% in 2018-19; and Writing from 25.4% in 2011-12 to 66.1% in 2018-19.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	$1000
3	CCR Goal- LMS students will increase the percent of students reaching proficiency in reading on KPREP, from 50.4% in 2014-15 to 72.6% in 2018-19.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$200
4	PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	$0
5	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Proficiency goal- Increase proficiency rates as follows: Reading from 39.2% in 2011-12 to 72.6% in 2018-19; Math from 47% in 2011-12 to 72.9% in 2018-19; SS from 60.8% in 2011-12 to 79.5% in 2018-19; and Writing from 33.7% in 2011-12 to 70.9% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency rate increase, as follows: Reading from 51.2% in 2013-14 to 56.2% in 2015-16; Math from 44.8% in 2013-14 to 56.6% in 2015-16; SS from 62.3% in 2013-14 to 67.2% in 2015-16; and Writing from 46.2% in 2013-14 to 53.4% in 2015-16. by 05/13/2016 as measured by KPREP Assessment. .

Strategy 1:

Intentional Curriculum Planning - Intentional planning will be the foundation of our work throughout all facets. All school staff will engage in activities that require intentional planning of lessons 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
Weekly lesson plans, tailored to meet the standards in a rigorous, meaningful way. Ensuring standards-based instruction in every classroom, every day. Learning walks with peer observation system that can develop strong connections between teachers and their content. Use of instructional coaches for resources, modeling, and collaboration for strong lessons. Learning targets, "I can" statements, and focused bellwork as part of daily instruction in all classrooms. Standards-based flashbacks in all core areas, once per week. Kagan Structures/cooperative learning embedded in daily instruction. District planning across schools and grade levels to guarantee a viable curriculum for all students. Planning and implementation of Gradual Release Model for instruction in all math classrooms daily.	Academic Support Program	10/12/2015	05/02/2016	$1000	General Fund	All Staff

Strategy 2:

Enrichment/Intervention - Continuous focus of meeting the academic needs of ALL students.

Category: Continuous Improvement

Activity - Enrichment/Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Data-driven decisions made to place students in all available academic interventions: enrichment/intervention periods to meet the needs for both math and reading intervention and enrichment (embedded in daily schedule), including fully integrated Tier 2 and Tier 3 RTI program; before school/AM tutoring for all students; after-school and daytime ESS to address student content gaps; small group instruction in the classroom; targeted grouping of students in the classroom for student-to-student intervention; digital learning platforms (including Compass Learning Learning, Moby Max, etc) with pathways designed to fill skill gaps.	Academic Support Program	10/12/2015	05/02/2016	$3000	District Funding	RTI staff for daily interventions; All staff for morning/AM tutoring; ESS-hired staff.

Strategy 3:

Literacy across all content areas - LITERACY: Reading, Writing, Speaking, Listening...and THINKING! will be a key component of Spring work.

Category: Continuous Improvement

Activity - Embedded literacy in daily instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emebdded literacy strategies in all content areas; incorporating opportunities for students to read, write, speak, and listen in their classrooms daily; Professional development with staff regarding literacy components and their effect on student learning; use of instructional coaches to help develop instructional strategies that embed the 21st Century Skills of literacy. To be implemented: Professional development for staff that incorporates "literacy strategy of the month"; content-focused literature from various platforms (ReadWorks.org; StemScopes; ActivelyLearn.org)	Academic Support Program	08/05/2015	05/13/2016	$500	General Fund	All staff

Measurable Objective 2:

complete a portfolio or performance that demonstrates proficiency in the Program Review areas of Arts/Humanities, PLCS, and Writing by 05/02/2016 as measured by Program Review rubric scoring.

Strategy 1:

Program Review focus - Continuous focus on implementing and providing opportunities in all areas of Program Review

Category: Continuous Improvement

Activity - Program Review Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LMS will provide varied opportunities for exposure in the Program Review areas. Activities will include, but are not limited to: career-related guest speakers and field trips; guest artists; chorus & band opportunities and concerts, including public student performances for both families and communities; art displays in both school and community areas; exposure to Broadway music and performances, including theater, art, and dance; visiting authors; letters to author, and many other varied activities.	Academic Support Program	08/05/2015	05/02/2016	$500	General Fund	Program Review staff members, all staff with implementation of Program Review ideals

Goal 2: GAP Goal- Increase GAP proficiency rates as follows: Reading from 31.5% in 2011-12 to 68.3% in 2018-19; Math from 34.5% in 2011-12 to 67.8% in 2018-19; SS from 47.6% in 2011-12 to 73.7% in 2018-19; and Writing from 25.4% in 2011-12 to 66.1% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency as follows: Reading from 43.2% in 2013-14 to 49.3% in 2015-16; Math from 36.9% in 2013-14 to 48.4% in 2015-16; Social Studies from 53.6% in 2013-14 to 57.9% in 2015-16; and Writing from 36.7% in 2013-14 to 45.8% in 2015-16 by 05/13/2016 as measured by KPREP assessment scores.

Strategy 1:

Targeted identification of GAP students - Identifying our GAP population will help us target their academic growth and achievement. We can't help them improve if we don't know who they are.

Category: Continuous Improvement

Activity - Identifying GAP students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide data disaggregation to determine critical need areas; teacher created Student Growth Reports (SGR) with GAP students identified and interventions identified; selecting SGR students for morning tutoring and afternoon ESS; data analysis and monitoring of student progress for those in gap groups; continued focus on growth for all; focus on student engagement and interventions for gap students; focus on relationships between adults and gap students to foster a sense of opportunity and belonging.	Academic Support Program	10/12/2015	05/13/2016	$0	General Fund	All staff

Strategy 2:

Collaborative planning - Involving all stakeholders in the academic process for gap students will help faciliate the learning and growth of students.

Category: Continuous Improvement

Activity - Student Success Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cross-curricular planning to meet the needs of gap students; working with counselor to meet the needs of students identified with learning barriers and those with addtional learning supports needed for success; providing growth opportunities for all students, with intentional targeting of gap students (i.e. Patriot Leadership Academy & Student Council); collaboration with school and district ECE staff to identify areas of need for student improvement; continuous focus on parent involvement in the intervention process;	Academic Support Program	01/04/2016	05/13/2016	$0	General Fund	All staff

Strategy 3:

Reading and Writing Intervention - Focus on reading and writing intervention processes and techniques will help students achieve in all content areas.

Category: Continuous Improvement

Activity - Writing intevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Live Scoring with assistance of instructional coach (direct and timely feedback on the writing process) with follow-up instruction based on Live Scoring data; targeted intervention through use of intervention/enrichment period to target gaps in writing skills, especially for gap students; focus on real-world writing to develop context for academic success; timed writing activities one day per week.	Direct Instruction	10/12/2015	05/13/2016	$0	General Fund	ELA staff for live scoring and enrichment period intervention; all staff for incorporating writing intervention into all classes

Activity - Reading intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Read 180 program with identified high need kids; focused implentation of literacy strategies across curriculum for all students; double block of reading and writing instruction daily, with additional enrichment instruction as needed; reading intervention services in the regular classroom with trained reading intervention teacher; vocabulary focus; targeted intervention through use of online platforms (ie. Compass Learning program & Moby Max); Accelerated Reader program targeted at appropriate lexile level for each student.	Academic Support Program	10/12/2015	05/13/2016	$0	Title I Schoolwide	All staff; reading intervetion teacher

Strategy 4:

Rigor for all students - LMS 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 - 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; instructional assistants intentionally scheduled to meet the needs of students with the greatest need to be able to participate in the classroom curriculum.	Academic Support Program	10/12/2015	05/13/2016	$0	General Fund	ECE staff, all teachers

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.	Academic Support Program	08/05/2015	05/13/2016	$0	District Funding	All staff; district personnel as needed for training

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. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/13/2016	$1000	District Funding, District Funding	District staff

Activity - Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE & intervention 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.). Staff training for ALL staff in Tier 1 RTI strategies and services.	Professional Learning	08/05/2015	05/13/2016	$0	District Funding	ECE & intervention staff; all teachers

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.	Academic Support Program	08/05/2015	05/13/2016	$0	District Funding	ECE Core team

Goal 3: CCR Goal- LMS students will increase the percent of students reaching proficiency in reading on KPREP, from 50.4% in 2014-15 to 72.6% in 2018-19.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency in preparation for meeting the college and career readiness standard in Reading by 05/13/2016 as measured by KPREP assessment results and ACT linking studies..

Strategy 1:

College and Career Plan of Action - Teachers and staff will provide instruction and test taking strategies relevant to the content. Teachers will expose students to career exploration.

Category: Career Readiness Pathways

Activity - College and Career	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career fair day for all 8th grade students; college and workforce site visits; ILP's, student projects/research, guest speakers, community partnerships will take place throughout the year to allow student to explore careers and goals they have set.	Career Preparation/Orientation	08/05/2015	05/13/2016	$0	No Funding Required	ILP for all students with school counselor; 8th grade teachers and YSC center staff for career fair and college visit planning, in collaboration with school counselor and ATC College and Career Coach

Activity - Practice Explore Exam/ACT prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Practice Explore Exam available to all students, with data disaggregation to help students and families understand opportunities for future success on the ACT; provide opportunities and information for ACT prep for students who show interest in middle school.	Career Preparation/Orientation	10/12/2015	05/13/2016	$200	General Fund	School counselor and principal

Goal 4: PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) 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 professional's data. .

Strategy 1:

Professional Learning and Support - Principals, and in turn teachers, 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	General Fund	District leaders, school leaders, and staff members

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	$0	General Fund	District and School Leaders

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/02/2014	06/30/2016	$0	General Fund	Instructional Supervisor, principals

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 SBDM minutes, certified evaluation plan documents.

Strategy 1:

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

Implementation

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.	Policy and Process	12/11/2013	06/30/2016	$0	General Fund	Selected members of 50/50 committee and district personnel

Activity - PGES Principal's Points Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will create and share a weekly PGES Principal's Points Newsletter. School administration will share that newsletter or parts of the newsletter, as deemed appropriate.	Policy and Process	08/06/2014	06/30/2016	$0	General Fund	District personnel, school principal

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic reporting of progress will be made during SBDM meetings and via email to appropriate district personnel.	Policy and Process	08/06/2014	06/30/2016	$0	General Fund	School administration

Goal 5: Novice Reduction Goal

Measurable Objective 1:

collaborate to reduce the % of students scoring novice in math from 15.1% and in reading from 23.4% in 2014-15 to less than 10% by 2020 by 06/30/2016 as measured by state and local assessments.

Strategy 1:

Progress Monitoring with On-going Interventions - Continuous monitoring of student progress in the classroom will ensure all students have goals and are making

adequate progress in the classroom to meet those goals.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuous monitoring of student progress and full implementation of the district and school RTI plan to meet the needs of students scoring in the 0-30th% percentile on state and local assessments, in addition to before and after school intervention programs to address skill gaps and student needs.	Academic Support Program	08/05/2015	06/30/2016	$0	General Fund	Intervention teachers; support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading intervention	Implementation of Read 180 program with identified high need kids; focused implentation of literacy strategies across curriculum for all students; double block of reading and writing instruction daily, with additional enrichment instruction as needed; reading intervention services in the regular classroom with trained reading intervention teacher; vocabulary focus; targeted intervention through use of online platforms (ie. Compass Learning program & Moby Max); Accelerated Reader program targeted at appropriate lexile level for each student.	Academic Support Program	10/12/2015	05/13/2016	$0	All staff; reading intervetion teacher
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/13/2016	$1000	District staff
Staff Training	ECE & intervention 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.). Staff training for ALL staff in Tier 1 RTI strategies and services.	Professional Learning	08/05/2015	05/13/2016	$0	ECE & intervention staff; all teachers

Enrichment/Intervention	Data-driven decisions made to place students in all available academic interventions: enrichment/intervention periods to meet the needs for both math and reading intervention and enrichment (embedded in daily schedule), including fully integrated Tier 2 and Tier 3 RTI program; before school/AM tutoring for all students; after-school and daytime ESS to address student content gaps; small group instruction in the classroom; targeted grouping of students in the classroom for student-to-student intervention; digital learning platforms (including Compass Learning Learning, Moby Max, etc) with pathways designed to fill skill gaps.	Academic Support Program	10/12/2015	05/02/2016	$3000	RTI staff for daily interventions; All staff for morning/AM tutoring; ESS-hired 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.	Academic Support Program	08/05/2015	05/13/2016	$0	ECE Core team
Collaboration/Co-Teaching	ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/05/2015	05/13/2016	$0	All staff; district personnel as needed for training
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. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/13/2016	$0	District staff
				Total	$4000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identifying GAP students	School-wide data disaggregation to determine critical need areas; teacher created Student Growth Reports (SGR) with GAP students identified and interventions identified; selecting SGR students for morning tutoring and afternoon ESS; data analysis and monitoring of student progress for those in gap groups; continued focus on growth for all; focus on student engagement and interventions for gap students; focus on relationships between adults and gap students to foster a sense of opportunity and belonging.	Academic Support Program	10/12/2015	05/13/2016	$0	All staff

KDE Comprehensive School Improvement Plan

Lebanon Middle School

Program Review Action Plan	LMS will provide varied opportunities for exposure in the Program Review areas. Activities will include, but are not limited to: career-related guest speakers and field trips; guest artists; chorus & band opportunities and concerts, including public student performances for both families and communities; art displays in both school and community areas; exposure to Broadway music and performances, including theater, art, and dance; visiting authors; letters to author, and many other varied activities.	Academic Support Program	08/05/2015	05/02/2016	$500	Program Review staff members, all staff with implementation of Program Review ideals
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	$0	District and School Leaders
Lesson planning	Weekly lesson plans, tailored to meet the standards in a rigorous, meaningful way. Ensuring standards-based instruction in every classroom, every day. Learning walks with peer observation system that can develop strong connections between teachers and their content. Use of instructional coaches for resources, modeling, and collaboration for strong lessons. Learning targets, "I can" statements, and focused bellwork as part of daily instruction in all classrooms. Standards-based flashbacks in all core areas, once per week. Kagan Structures/cooperative learning embedded in daily instruction. District planning across schools and grade levels to guarantee a viable curriculum for all students. Planning and implementation of Gradual Release Model for instruction in all math classrooms daily.	Academic Support Program	10/12/2015	05/02/2016	$1000	All Staff
Practice Explore Exam/ACT prep	Practice Explore Exam available to all students, with data disaggregation to help students and families understand opportunities for future success on the ACT; provide opportunities and information for ACT prep for students who show interest in middle school.	Career Preparation/Orientation	10/12/2015	05/13/2016	$200	School counselor and principal
Student Success Teams	Cross-curricular planning to meet the needs of gap students; working with counselor to meet the needs of students identified with learning barriers and those with addtional learning supports needed for success; providing growth opportunities for all students, with intentional targeting of gap students (i.e. Patriot Leadership Academy & Student Council); collaboration with school and district ECE staff to identify areas of need for student improvement; continuous focus on parent involvement in the intervention process;	Academic Support Program	01/04/2016	05/13/2016	$0	All staff

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	06/02/2014	06/30/2016	$0	Instructional Supervisor, principals
Response to Intervention	Continuous monitoring of student progress and full implementation of the district and school RTI plan to meet the needs of students scoring in the 0-30th% percentile on state and local assessments, in addition to before and after school intervention programs to address skill gaps and student needs.	Academic Support Program	08/05/2015	06/30/2016	$0	Intervention teachers; support staff
PGES Principal's Points Newsletter	District personnel will create and share a weekly PGES Principal's Points Newsletter. School administration will share that newsletter or parts of the newsletter, as deemed appropriate.	Policy and Process	08/06/2014	06/30/2016	$0	District personnel, school principal
Writing intevention	Live Scoring with assistance of instructional coach (direct and timely feedback on the writing process) with follow-up instruction based on Live Scoring data; targeted intervention through use of intervention/enrichment period to target gaps in writing skills, especially for gap students; focus on real-world writing to develop context for academic success; timed writing activities one day per week.	Direct Instruction	10/12/2015	05/13/2016	$0	ELA staff for live scoring and enrichment period intervention; all staff for incorporating writing intervention into all classes
Public Reporting of Progress	Periodic reporting of progress will be made during SBDM meetings and via email to appropriate district personnel.	Policy and Process	08/06/2014	06/30/2016	$0	School administration
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.	Policy and Process	12/11/2013	06/30/2016	$0	Selected members of 50/50 committee and district personnel
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; instructional assistants intentionally scheduled to meet the needs of students with the greatest need to be able to participate in the classroom curriculum.	Academic Support Program	10/12/2015	05/13/2016	$0	ECE staff, all teachers

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, and staff members
Embedded literacy in daily instruction	Emebdded literacy strategies in all content areas; incorporating opportunities for students to read, write, speak, and listen in their classrooms daily; Professional development with staff regarding literacy components and their effect on student learning; use of instructional coaches to help develop instructional strategies that embed the 21st Century Skills of literacy. To be implemented: Professional development for staff that incorporates "literacy strategy of the month"; content-focused literature from various platforms (ReadWorks.org; StemScopes; ActivelyLearn.org)	Academic Support Program	08/05/2015	05/13/2016	$500	All staff
				Total	$2200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career	Career fair day for all 8th grade students; college and workforce site visits; ILP's, student projects/research, guest speakers, community partnerships will take place throughout the year to allow student to explore careers and goals they have set.	Career Preparation/Orientation	08/05/2015	05/13/2016	$0	ILP for all students with school counselor; 8th grade teachers and YSC center staff for career fair and college visit planning, in collaboration with school counselor and ATC College and Career Coach
				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.

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?

Data will drive the initiatives in our academic plan for success. As a staff, we have analyzed this data to provide us with the necessary information to improve student's performance. The breakdown of the data has valuable information that lets the teacher reflect upon methodology and content. Teachers have a projected list of proficient students and have developed a plan for the delivery target.

During our summer data retreat, the data indicated that our boys struggle more in reading than our girls. Our teachers have made an intentional effort to include more readings that are of interest to our male population.

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?

Through data analysis, our staff have found that our students continue to grow in the areas of Reading and On-Demand Writing. In all areas, we celebrate the fact that the academic expectations of our students are held at a high level. Teachers and staff hold our students accountable, while offering resources to help them grow and succeed. Resources include ESS, re-teaching, remediation, RTI, computer/technology research based programs, and a strong plan for formative assessment. Through the use of MAP and weekly flashback assessments we celebrate the success of our students. We acknowledge and recognize the proficient and distinguished performing students with an assembly, hallway of success, and the top 20 board in each grade level. Schoolwide morning tutoring allow more time for teachers to assist students in areas of need. Student reflection and goal setting is a priority each nine weeks for students to take ownership of their education.

Opportunities for Improvement

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

While we reduced the number of novice across most subjects, we are now concentrating on the huge bubble of students scoring Apprentice in both math and reading. We have developed many strategies to assist with teaching that will take learning to the next level, including weekly flashback assessments, use of technology to engage students (ie Compass Learning and Read 180), higher level questioning and problem solving skills, higher expectations for learning, and differentiated instruction in the classroom. The implementation of a strong RTI program (Tier 2 and 3, with training on Tier 1 interventions for all staff) has helped our students show growth in both math and reading. We will also focus literacy instruction throughout the school so that students feel more confident in their ability to read across all contents.

Conclusion

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

Lebanon Middle School will continue on our quest for "174 days of Success", meaning that every day counts. We only have limited amounts of time with each student each day, so we are going to maximize that time by limiting interruptions, focusing on standards based instruction every day, and assessing students for mastery. When a student is falling behind or struggling, safety nets will be in place to help catch them. Our goal is focus on the "whole child", putting interventions in place as needed to help all students succeed.

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.

Planning and Accountability Requirements

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

Goal 1:

PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.

Measurable Objective 1:

demonstrate a behavior that provides documentation of the implementation of the Teacher Professional Growth and Effectiveness System by 07/31/2015 as measured by by SBDM meetings minutes, leadership team meeting and PLC agendas, and the MCPS certified evaluation plan..

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - PGES Principal Points Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will create and share a weekly PGES Principals Points Newsletter. School administration will share that newsletter or parts of the newsletter, as deemed appropriate.	Professional Learning	08/06/2014	05/15/2015	$0 - No Funding Required	District personnel and school administration

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic reporting of progress will be made during SBDM meetings and via email to appropriate district personnel.	Policy and Process	08/06/2014	05/15/2015	$0 - No Funding Required	School administration

Measurable Objective 2:

collaborate to to build capacity with the Teacher PGES System. Goal and objective data will be set in 2015 after baseline data has been received from the first year of implementation by 07/01/2016 as measured by as measured by next generation professionals data..

Strategy1:

Professional Learning and Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher understanding of the new teacher 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

Research Cited:

Activity - PLCs, Staff Development Days and/or Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through plc meetings and/or faculty meetings principals will provide teachers 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 new teacher effectiveness system. Professional dialogue will center around the use of PGES rubric and teacher effectiveness during all post-observation conferences.	Professional Learning	08/04/2014	07/31/2015	$0 - No Funding Required	Principals, teachers

Activity - Principal participation at district Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal or designee will participate in bimonthly district leadership meetings to be held, with PGES updates added to each agenda. This will provide on-going and just-in-time training, materials and resources for principals that can, in turn, be shared with staff. 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	08/06/2014	05/15/2015	$0 - No Funding Required	Principal or designee

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules during a staff release day.Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	08/06/2014	05/15/2015	$0 - District Funding	All staff

Goal 2:

Novice Reduction Goal

Measurable Objective 1:

collaborate to reduce the % of students scoring novice in math from 15.1% and in reading from 23.4% in 2014-15 to less than 10% by 2020

by 06/30/2016 as measured by state and local assessments.

Strategy1:

Progress Monitoring with On-going Interventions - Continuous monitoring of student progress in the classroom will ensure all students have goals and are making adequate progress in the classroom to meet those goals.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continuous monitoring of student progress and full implementation of the district and school RTI plan to meet the needs of students scoring in the 0-30th% percentile on state and local assessments, in addition to before and after school intervention programs to address skill gaps and student needs.	Academic Support Program	08/05/2015	06/30/2016	$0 - General Fund	Intervention teachers; support staff

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

Goal 1:

Proficiency goal- Increase proficiency rates as follows: Reading from 39.2% in 2011-12 to 72.6% in 2018-19; Math from 47% in 2011-12 to 72.9% in 2018-19; SS from 60.8% in 2011-12 to 79.5% in 2018-19; and Writing from 33.7% in 2011-12 to 70.9% in 2018-19.

Measurable Objective 1:

complete a portfolio or performance that demonstrates proficiency in the Program Review areas of Arts/Humanities, PLCS, and Writing by 05/02/2016 as measured by Program Review rubric scoring.

Strategy1:

Program Review focus - Continuous focus on implementing and providing opportunities in all areas of Program Review

Category: Continuous Improvement

Research Cited:

Activity - Program Review Action Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LMS will provide varied opportunities for exposure in the Program Review areas. Activities will include, but are not limited to: career-related guest speakers and field trips; guest artists; chorus & band opportunities and concerts, including public student performances for both families and communities; art displays in both school and community areas; exposure to Broadway music and performances, including theater, art, and dance; visiting authors; letters to author, and many other varied activities.	Academic Support Program	08/05/2015	05/02/2016	$500 - General Fund	Program Review staff members, all staff with implementation of Program Review ideals

Measurable Objective 2:

demonstrate a proficiency rate increase, as follows: Reading from 51.2% in 2013-14 to 56.2% in 2015-16; Math from 44.8% in 2013-14 to

56.6% in 2015-16; SS from 62.3% in 2013-14 to 67.2% in 2015-16; and Writing from 46.2% in 2013-14 to 53.4% in 2015-16. by 05/13/2016 as measured by KPREP Assessment. .

Strategy1:

Enrichment/Intervention - Continuous focus of meeting the academic needs of ALL students.

Category: Continuous Improvement

Research Cited:

Activity - Enrichment/Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data-driven decisions made to place students in all available academic interventions: enrichment/intervention periods to meet the needs for both math and reading intervention and enrichment (embedded in daily schedule), including fully integrated Tier 2 and Tier 3 RTI program; before school/AM tutoring for all students; after-school and daytime ESS to address student content gaps; small group instruction in the classroom; targeted grouping of students in the classroom for student-to-student intervention; digital learning platforms (including Compass Learning Learning, Moby Max, etc) with pathways designed to fill skill gaps.	Academic Support Program	10/12/2015	05/02/2016	$3000 - District Funding	RTI staff for daily interventions; All staff for morning/AM tutoring; ESS-hired staff.

Strategy2:

Intentional Curriculum Planning - Intentional planning will be the foundation of our work throughout all facets. All school staff will engage in activities that require

intentional planning of lessons 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	Funding Amount & Source	Staff Responsible
Weekly lesson plans, tailored to meet the standards in a rigorous, meaningful way. Ensuring standards-based instruction in every classroom, every day. Learning walks with peer observation system that can develop strong connections between teachers and their content. Use of instructional coaches for resources, modeling, and collaboration for strong lessons. Learning targets, "I can" statements, and focused bellwork as part of daily instruction in all classrooms. Standards-based flashbacks in all core areas, once per week. Kagan Structures/cooperative learning embedded in daily instruction. District planning across schools and grade levels to guarantee a viable curriculum for all students. Planning and implementation of Gradual Release Model for instruction in all math classrooms daily.	Academic Support Program	10/12/2015	05/02/2016	$1000 - General Fund	All Staff

Strategy3:

Literacy across all content areas - LITERACY: Reading, Writing, Speaking, Listening...and THINKING! will be a key component of Spring work.

Category: Continuous Improvement

Research Cited:

Activity - Embedded literacy in daily instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Emebdded literacy strategies in all content areas; incorporating opportunities for students to read, write, speak, and listen in their classrooms daily; Professional development with staff regarding literacy components and their effect on student learning; use of instructional coaches to help develop instructional strategies that embed the 21st Century Skills of literacy. To be implemented: Professional development for staff that incorporates "literacy strategy of the month"; content-focused literature from various platforms (ReadWorks.org; StemScopes; ActivelyLearn.org)	Academic Support Program	08/05/2015	05/13/2016	$500 - General Fund	All staff

Goal 2:

GAP Goal- Increase GAP proficiency rates as follows: Reading from 31.5% in 2011-12 to 68.3% in 2018-19; Math from 34.5% in 2011-12 to 67.8% in 2018-19; SS from 47.6% in 2011-12 to 73.7% in 2018-19; and Writing from 25.4% in 2011-12 to 66.1% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency as follows: Reading from 43.2% in 2013-14 to 49.3% in 2015-16; Math from 36.9% in 2013-14 to 48.4% in 2015-16; Social Studies from 53.6% in 2013-14 to 57.9% in 2015-16; and Writing from 36.7% in 2013-14 to 45.8% in 2015-16 by 05/13/2016 as measured by KPREP assessment scores.

Strategy1:

Targeted identification of GAP students - Identifying our GAP population will help us target their academic growth and achievement. We can't help them improve if we don't know who they are.

Category: Continuous Improvement

Research Cited:

Activity - Identifying GAP students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide data disaggregation to determine critical need areas; teacher created Student Growth Reports (SGR) with GAP students identified and interventions identified; selecting SGR students for morning tutoring and afternoon ESS; data analysis and monitoring of student progress for those in gap groups; continued focus on growth for all; focus on student engagement and interventions for gap students; focus on relationships between adults and gap students to foster a sense of opportunity and belonging.	Academic Support Program	10/12/2015	05/13/2016	$0 - General Fund	All staff

Strategy2:

Reading and Writing Intervention - Focus on reading and writing intervention processes and techniques will help students achieve in all

content areas.

Category: Continuous Improvement

Research Cited:

Activity - Writing intevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Live Scoring with assistance of instructional coach (direct and timely feedback on the writing process) with follow-up instruction based on Live Scoring data; targeted intervention through use of intervention/enrichment period to target gaps in writing skills, especially for gap students; focus on real-world writing to develop context for academic success; timed writing activities one day per week.	Direct Instruction	10/12/2015	05/13/2016	$0 - General Fund	ELA staff for live scoring and enrichment period intervention; all staff for incorporating writing intervention into all classes

Activity - Reading intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Read 180 program with identified high need kids; focused implentation of literacy strategies across curriculum for all students; double block of reading and writing instruction daily, with additional enrichment instruction as needed; reading intervention services in the regular classroom with trained reading intervention teacher; vocabulary focus; targeted intervention through use of online platforms (ie. Compass Learning program & Moby Max); Accelerated Reader program targeted at appropriate lexile level for each student.	Academic Support Program	10/12/2015	05/13/2016	$0 - Title I Schoolwide	All staff; reading intervetion teacher

Strategy3:

Collaborative planning - Involving all stakeholders in the academic process for gap students will help faciliate the learning and growth of

students.

Category: Continuous Improvement

Research Cited:

Activity - Student Success Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-curricular planning to meet the needs of gap students; working with counselor to meet the needs of students identified with learning barriers and those with addtional learning supports needed for success; providing growth opportunities for all students, with intentional targeting of gap students (i.e. Patriot Leadership Academy & Student Council); collaboration with school and district ECE staff to identify areas of need for student improvement; continuous focus on parent involvement in the intervention process;	Academic Support Program	01/04/2016	05/13/2016	$0 - General Fund	All staff

Strategy4:

Rigor for all students - LMS 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 - 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.	Academic Support Program	08/05/2015	05/13/2016	$0 - District Funding	All staff; district personnel as needed for training

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. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/13/2016	$1000 - District Funding $0 - District Funding	District staff

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; instructional assistants intentionally scheduled to meet the needs of students with the greatest need to be able to participate in the classroom curriculum.	Academic Support Program	10/12/2015	05/13/2016	$0 - General Fund	ECE staff, all teachers

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE & intervention 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.). Staff training for ALL staff in Tier 1 RTI strategies and services.	Professional Learning	08/05/2015	05/13/2016	$0 - District Funding	ECE & intervention staff; all 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.	Academic Support Program	08/05/2015	05/13/2016	$0 - District Funding	ECE Core team

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Proficiency goal- Increase proficiency rates as follows: Reading from 39.2% in 2011-12 to 72.6% in 2018-19; Math from 47% in 2011-12 to 72.9% in 2018-19; SS from 60.8% in 2011-12 to 79.5% in 2018-19; and Writing from 33.7% in 2011-12 to 70.9% in 2018-19.

Measurable Objective 1:

complete a portfolio or performance that demonstrates proficiency in the Program Review areas of Arts/Humanities, PLCS, and Writing by 05/02/2016 as measured by Program Review rubric scoring.

Strategy1:

Program Review focus - Continuous focus on implementing and providing opportunities in all areas of Program Review

Category: Continuous Improvement

Research Cited:

Activity - Program Review Action Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LMS will provide varied opportunities for exposure in the Program Review areas. Activities will include, but are not limited to: career-related guest speakers and field trips; guest artists; chorus & band opportunities and concerts, including public student performances for both families and communities; art displays in both school and community areas; exposure to Broadway music and performances, including theater, art, and dance; visiting authors; letters to author, and many other varied activities.	Academic Support Program	08/05/2015	05/02/2016	$500 - General Fund	Program Review staff members, all staff with implementation of Program Review ideals

Measurable Objective 2:

demonstrate a proficiency rate increase, as follows: Reading from 51.2% in 2013-14 to 56.2% in 2015-16; Math from 44.8% in 2013-14 to 56.6% in 2015-16; SS from 62.3% in 2013-14 to 67.2% in 2015-16; and Writing from 46.2% in 2013-14 to 53.4% in 2015-16. by 05/13/2016 as measured by KPREP Assessment. .

Strategy1:

Intentional Curriculum Planning - Intentional planning will be the foundation of our work throughout all facets. All school staff will engage in activities that require

intentional planning of lessons 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	Funding Amount & Source	Staff Responsible
Weekly lesson plans, tailored to meet the standards in a rigorous, meaningful way. Ensuring standards-based instruction in every classroom, every day. Learning walks with peer observation system that can develop strong connections between teachers and their content. Use of instructional coaches for resources, modeling, and collaboration for strong lessons. Learning targets, "I can" statements, and focused bellwork as part of daily instruction in all classrooms. Standards-based flashbacks in all core areas, once per week. Kagan Structures/cooperative learning embedded in daily instruction. District planning across schools and grade levels to guarantee a viable curriculum for all students. Planning and implementation of Gradual Release Model for instruction in all math classrooms daily.	Academic Support Program	10/12/2015	05/02/2016	$1000 - General Fund	All Staff

Strategy2:

Enrichment/Intervention - Continuous focus of meeting the academic needs of ALL students.

Category: Continuous Improvement

Research Cited:

Activity - Enrichment/Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data-driven decisions made to place students in all available academic interventions: enrichment/intervention periods to meet the needs for both math and reading intervention and enrichment (embedded in daily schedule), including fully integrated Tier 2 and Tier 3 RTI program; before school/AM tutoring for all students; after-school and daytime ESS to address student content gaps; small group instruction in the classroom; targeted grouping of students in the classroom for student-to-student intervention; digital learning platforms (including Compass Learning Learning, Moby Max, etc) with pathways designed to fill skill gaps.	Academic Support Program	10/12/2015	05/02/2016	$3000 - District Funding	RTI staff for daily interventions; All staff for morning/AM tutoring; ESS-hired staff.

Strategy3:

Literacy across all content areas - LITERACY: Reading, Writing, Speaking, Listening...and THINKING! will be a key component of Spring

work.

Category: Continuous Improvement

Research Cited:

Activity - Embedded literacy in daily instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Emebdded literacy strategies in all content areas; incorporating opportunities for students to read, write, speak, and listen in their classrooms daily; Professional development with staff regarding literacy components and their effect on student learning; use of instructional coaches to help develop instructional strategies that embed the 21st Century Skills of literacy. To be implemented: Professional development for staff that incorporates "literacy strategy of the month"; content-focused literature from various platforms (ReadWorks.org; StemScopes; ActivelyLearn.org)	Academic Support Program	08/05/2015	05/13/2016	$500 - General Fund	All staff

Goal 2:

GAP Goal- Increase GAP proficiency rates as follows: Reading from 31.5% in 2011-12 to 68.3% in 2018-19; Math from 34.5% in 2011-12 to

67.8% in 2018-19; SS from 47.6% in 2011-12 to 73.7% in 2018-19; and Writing from 25.4% in 2011-12 to 66.1% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency as follows: Reading from 43.2% in 2013-14 to 49.3% in 2015-16; Math from 36.9% in 2013-14 to 48.4% in 2015-

16; Social Studies from 53.6% in 2013-14 to 57.9% in 2015-16; and Writing from 36.7% in 2013-14 to 45.8% in 2015-16 by 05/13/2016 as

measured by KPREP assessment scores.

Strategy1:

Targeted identification of GAP students - Identifying our GAP population will help us target their academic growth and achievement. We can't

help them improve if we don't know who they are.

Category: Continuous Improvement

Research Cited:

Activity - Identifying GAP students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide data disaggregation to determine critical need areas; teacher created Student Growth Reports (SGR) with GAP students identified and interventions identified; selecting SGR students for morning tutoring and afternoon ESS; data analysis and monitoring of student progress for those in gap groups; continued focus on growth for all; focus on student engagement and interventions for gap students; focus on relationships between adults and gap students to foster a sense of opportunity and belonging.	Academic Support Program	10/12/2015	05/13/2016	$0 - General Fund	All staff

Strategy2:

Collaborative planning - Involving all stakeholders in the academic process for gap students will help faciliate the learning and growth of

students.

Category: Continuous Improvement

Research Cited:

Activity - Student Success Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-curricular planning to meet the needs of gap students; working with counselor to meet the needs of students identified with learning barriers and those with addtional learning supports needed for success; providing growth opportunities for all students, with intentional targeting of gap students (i.e. Patriot Leadership Academy & Student Council); collaboration with school and district ECE staff to identify areas of need for student improvement; continuous focus on parent involvement in the intervention process;	Academic Support Program	01/04/2016	05/13/2016	$0 - General Fund	All staff

Strategy3:

Rigor for all students - LMS 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 - 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.	Academic Support Program	08/05/2015	05/13/2016	$0 - District Funding	All staff; district personnel as needed for training

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; instructional assistants intentionally scheduled to meet the needs of students with the greatest need to be able to participate in the classroom curriculum.	Academic Support Program	10/12/2015	05/13/2016	$0 - General Fund	ECE staff, all teachers

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE & intervention 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.). Staff training for ALL staff in Tier 1 RTI strategies and services.	Professional Learning	08/05/2015	05/13/2016	$0 - District Funding	ECE & intervention staff; all teachers

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. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/13/2016	$1000 - District Funding $0 - District Funding	District staff

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.	Academic Support Program	08/05/2015	05/13/2016	$0 - District Funding	ECE Core team

Strategy4:

Reading and Writing Intervention - Focus on reading and writing intervention processes and techniques will help students achieve in all content areas.

Category: Continuous Improvement

Research Cited:

Activity - Writing intevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Live Scoring with assistance of instructional coach (direct and timely feedback on the writing process) with follow-up instruction based on Live Scoring data; targeted intervention through use of intervention/enrichment period to target gaps in writing skills, especially for gap students; focus on real-world writing to develop context for academic success; timed writing activities one day per week.	Direct Instruction	10/12/2015	05/13/2016	$0 - General Fund	ELA staff for live scoring and enrichment period intervention; all staff for incorporating writing intervention into all classes

Activity - Reading intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Read 180 program with identified high need kids; focused implentation of literacy strategies across curriculum for all students; double block of reading and writing instruction daily, with additional enrichment instruction as needed; reading intervention services in the regular classroom with trained reading intervention teacher; vocabulary focus; targeted intervention through use of online platforms (ie. Compass Learning program & Moby Max); Accelerated Reader program targeted at appropriate lexile level for each student.	Academic Support Program	10/12/2015	05/13/2016	$0 - Title I Schoolwide	All staff; reading intervetion teacher

Goal 3:

CCR Goal- LMS students will increase the percent of students reaching proficiency in reading on KPREP, from 50.4% in 2014-15 to 72.6% in 2018-19.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency in preparation for meeting the college and career readiness standard in Reading by 05/13/2016 as measured by KPREP assessment results and ACT linking studies..

Strategy1:

College and Career Plan of Action - Teachers and staff will provide instruction and test taking strategies relevant to the content. Teachers will expose students to career exploration.

Category: Career Readiness Pathways

Research Cited:

Activity - Practice Explore Exam/ACT prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practice Explore Exam available to all students, with data disaggregation to help students and families understand opportunities for future success on the ACT; provide opportunities and information for ACT prep for students who show interest in middle school.	Career Preparation/ Orientation	10/12/2015	05/13/2016	$200 - General Fund	School counselor and principal

Activity - College and Career	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career fair day for all 8th grade students; college and workforce site visits; ILP's, student projects/research, guest speakers, community partnerships will take place throughout the year to allow student to explore careers and goals they have set.	Career Preparation/ Orientation	08/05/2015	05/13/2016	$0 - No Funding Required	ILP for all students with school counselor; 8th grade teachers and YSC center staff for career fair and college visit planning, in collaboration with school counselor and ATC College and Career Coach

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:

Proficiency goal- Increase proficiency rates as follows: Reading from 39.2% in 2011-12 to 72.6% in 2018-19; Math from 47% in 2011-12 to 72.9% in 2018-19; SS from 60.8% in 2011-12 to 79.5% in 2018-19; and Writing from 33.7% in 2011-12 to 70.9% in 2018-19.

Measurable Objective 1:

complete a portfolio or performance that demonstrates proficiency in the Program Review areas of Arts/Humanities, PLCS, and Writing by 05/02/2016 as measured by Program Review rubric scoring.

Strategy1:

Program Review focus - Continuous focus on implementing and providing opportunities in all areas of Program Review

Category: Continuous Improvement

Research Cited:

Activity - Program Review Action Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LMS will provide varied opportunities for exposure in the Program Review areas. Activities will include, but are not limited to: career-related guest speakers and field trips; guest artists; chorus & band opportunities and concerts, including public student performances for both families and communities; art displays in both school and community areas; exposure to Broadway music and performances, including theater, art, and dance; visiting authors; letters to author, and many other varied activities.	Academic Support Program	08/05/2015	05/02/2016	$500 - General Fund	Program Review staff members, all staff with implementation of Program Review ideals

Measurable Objective 2:

demonstrate a proficiency rate increase, as follows: Reading from 51.2% in 2013-14 to 56.2% in 2015-16; Math from 44.8% in 2013-14 to 56.6% in 2015-16; SS from 62.3% in 2013-14 to 67.2% in 2015-16; and Writing from 46.2% in 2013-14 to 53.4% in 2015-16. by 05/13/2016 as measured by KPREP Assessment. .

Strategy1:

Intentional Curriculum Planning - Intentional planning will be the foundation of our work throughout all facets. All school staff will engage in activities that require

intentional planning of lessons 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	Funding Amount & Source	Staff Responsible
Weekly lesson plans, tailored to meet the standards in a rigorous, meaningful way. Ensuring standards-based instruction in every classroom, every day. Learning walks with peer observation system that can develop strong connections between teachers and their content. Use of instructional coaches for resources, modeling, and collaboration for strong lessons. Learning targets, "I can" statements, and focused bellwork as part of daily instruction in all classrooms. Standards-based flashbacks in all core areas, once per week. Kagan Structures/cooperative learning embedded in daily instruction. District planning across schools and grade levels to guarantee a viable curriculum for all students. Planning and implementation of Gradual Release Model for instruction in all math classrooms daily.	Academic Support Program	10/12/2015	05/02/2016	$1000 - General Fund	All Staff

Strategy2:

Literacy across all content areas - LITERACY: Reading, Writing, Speaking, Listening...and THINKING! will be a key component of Spring

work.

Category: Continuous Improvement

Research Cited:

Activity - Embedded literacy in daily instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Emebdded literacy strategies in all content areas; incorporating opportunities for students to read, write, speak, and listen in their classrooms daily; Professional development with staff regarding literacy components and their effect on student learning; use of instructional coaches to help develop instructional strategies that embed the 21st Century Skills of literacy. To be implemented: Professional development for staff that incorporates "literacy strategy of the month"; content-focused literature from various platforms (ReadWorks.org; StemScopes; ActivelyLearn.org)	Academic Support Program	08/05/2015	05/13/2016	$500 - General Fund	All staff

Strategy3:

Enrichment/Intervention - Continuous focus of meeting the academic needs of ALL students.

Category: Continuous Improvement

Research Cited:

Activity - Enrichment/Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data-driven decisions made to place students in all available academic interventions: enrichment/intervention periods to meet the needs for both math and reading intervention and enrichment (embedded in daily schedule), including fully integrated Tier 2 and Tier 3 RTI program; before school/AM tutoring for all students; after-school and daytime ESS to address student content gaps; small group instruction in the classroom; targeted grouping of students in the classroom for student-to-student intervention; digital learning platforms (including Compass Learning Learning, Moby Max, etc) with pathways designed to fill skill gaps.	Academic Support Program	10/12/2015	05/02/2016	$3000 - District Funding	RTI staff for daily interventions; All staff for morning/AM tutoring; ESS-hired staff.

Goal 2:

GAP Goal- Increase GAP proficiency rates as follows: Reading from 31.5% in 2011-12 to 68.3% in 2018-19; Math from 34.5% in 2011-12 to 67.8% in 2018-19; SS from 47.6% in 2011-12 to 73.7% in 2018-19; and Writing from 25.4% in 2011-12 to 66.1% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency as follows: Reading from 43.2% in 2013-14 to 49.3% in 2015-16; Math from 36.9% in 2013-14 to 48.4% in 2015-16; Social Studies from 53.6% in 2013-14 to 57.9% in 2015-16; and Writing from 36.7% in 2013-14 to 45.8% in 2015-16 by 05/13/2016 as measured by KPREP assessment scores.

Strategy1:

Collaborative planning - Involving all stakeholders in the academic process for gap students will help faciliate the learning and growth of students.

Category: Continuous Improvement

Research Cited:

Activity - Student Success Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-curricular planning to meet the needs of gap students; working with counselor to meet the needs of students identified with learning barriers and those with addtional learning supports needed for success; providing growth opportunities for all students, with intentional targeting of gap students (i.e. Patriot Leadership Academy & Student Council); collaboration with school and district ECE staff to identify areas of need for student improvement; continuous focus on parent involvement in the intervention process;	Academic Support Program	01/04/2016	05/13/2016	$0 - General Fund	All staff

Strategy2:

Reading and Writing Intervention - Focus on reading and writing intervention processes and techniques will help students achieve in all

content areas.

Category: Continuous Improvement

Research Cited:

Activity - Reading intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Read 180 program with identified high need kids; focused implentation of literacy strategies across curriculum for all students; double block of reading and writing instruction daily, with additional enrichment instruction as needed; reading intervention services in the regular classroom with trained reading intervention teacher; vocabulary focus; targeted intervention through use of online platforms (ie. Compass Learning program & Moby Max); Accelerated Reader program targeted at appropriate lexile level for each student.	Academic Support Program	10/12/2015	05/13/2016	$0 - Title I Schoolwide	All staff; reading intervetion teacher

Activity - Writing intevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Live Scoring with assistance of instructional coach (direct and timely feedback on the writing process) with follow-up instruction based on Live Scoring data; targeted intervention through use of intervention/enrichment period to target gaps in writing skills, especially for gap students; focus on real-world writing to develop context for academic success; timed writing activities one day per week.	Direct Instruction	10/12/2015	05/13/2016	$0 - General Fund	ELA staff for live scoring and enrichment period intervention; all staff for incorporating writing intervention into all classes

Strategy3:

Rigor for all students - LMS 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 - 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.	Academic Support Program	08/05/2015	05/13/2016	$0 - District Funding	All staff; district personnel as needed for training

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; instructional assistants intentionally scheduled to meet the needs of students with the greatest need to be able to participate in the classroom curriculum.	Academic Support Program	10/12/2015	05/13/2016	$0 - General Fund	ECE staff, all teachers

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE & intervention 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.). Staff training for ALL staff in Tier 1 RTI strategies and services.	Professional Learning	08/05/2015	05/13/2016	$0 - District Funding	ECE & intervention staff; all teachers

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. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/13/2016	$0 - District Funding $1000 - District Funding	District staff

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.	Academic Support Program	08/05/2015	05/13/2016	$0 - District Funding	ECE Core team

Strategy4:

Targeted identification of GAP students - Identifying our GAP population will help us target their academic growth and achievement. We can't help them improve if we don't know who they are.

Category: Continuous Improvement

Research Cited:

Activity - Identifying GAP students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide data disaggregation to determine critical need areas; teacher created Student Growth Reports (SGR) with GAP students identified and interventions identified; selecting SGR students for morning tutoring and afternoon ESS; data analysis and monitoring of student progress for those in gap groups; continued focus on growth for all; focus on student engagement and interventions for gap students; focus on relationships between adults and gap students to foster a sense of opportunity and belonging.	Academic Support Program	10/12/2015	05/13/2016	$0 - General Fund	All staff

Goal 3:

CCR Goal- LMS students will increase the percent of students reaching proficiency in reading on KPREP, from 50.4% in 2014-15 to 72.6% in 2018-19.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency in preparation for meeting the college and career readiness standard in Reading by 05/13/2016 as measured by KPREP assessment results and ACT linking studies..

Strategy1:

College and Career Plan of Action - Teachers and staff will provide instruction and test taking strategies relevant to the content. Teachers will expose students to career exploration.

Category: Career Readiness Pathways

Research Cited:

Activity - College and Career	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career fair day for all 8th grade students; college and workforce site visits; ILP's, student projects/research, guest speakers, community partnerships will take place throughout the year to allow student to explore careers and goals they have set.	Career Preparation/ Orientation	08/05/2015	05/13/2016	$0 - No Funding Required	ILP for all students with school counselor; 8th grade teachers and YSC center staff for career fair and college visit planning, in collaboration with school counselor and ATC College and Career Coach

Activity - Practice Explore Exam/ACT prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practice Explore Exam available to all students, with data disaggregation to help students and families understand opportunities for future success on the ACT; provide opportunities and information for ACT prep for students who show interest in middle school.	Career Preparation/ Orientation	10/12/2015	05/13/2016	$200 - General Fund	School counselor and principal

KDE Assurances - School

Introduction

KDE Assurances - School

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.	N/A		

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	RTI Program	

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		

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		

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		

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	http://www.marion.kyschools.us/docs//userfiles/2/my%20files/2014-15%20sip/lms%20school%20improvement%20plan%202014-15.pdf?id=543389	

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		

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		

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.

Stakeholders

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

School administrators (Christina McRay and Jeremy McGuire)

Teachers (PLC work)

Parents (SBDM Members)

Relationship Building

Overall Rating: 3.14

	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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.57

	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	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 staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	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.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.71

	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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

	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

Advocacy

Overall Rating: 2.83

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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: 2.67

	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 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 allows parents access to most classrooms by appointment only.	Apprentice

	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: 2.83

	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 leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	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).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	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.

Strengths: Outreach to parents and community stakeholders; parent involvement is on the increase as witnessed by active participation in parent nights and school events; community partnerships with career awareness & student leadership; greater effort to present data to parents/guardians in a "user friendly" manner (i.e. data night);

Areas for growth: communicating results to all stakeholders; parent involvement in SBDM committees; learning opportunities for parents;

Actions: Continue to share results of learning and achievement with all stakeholders and community members. Continue to strengthen partnerships with business and community leaders to help us advance student achievement (Mentoring, career fairs, etc)

Report Summary

Scores By Section

Section Score
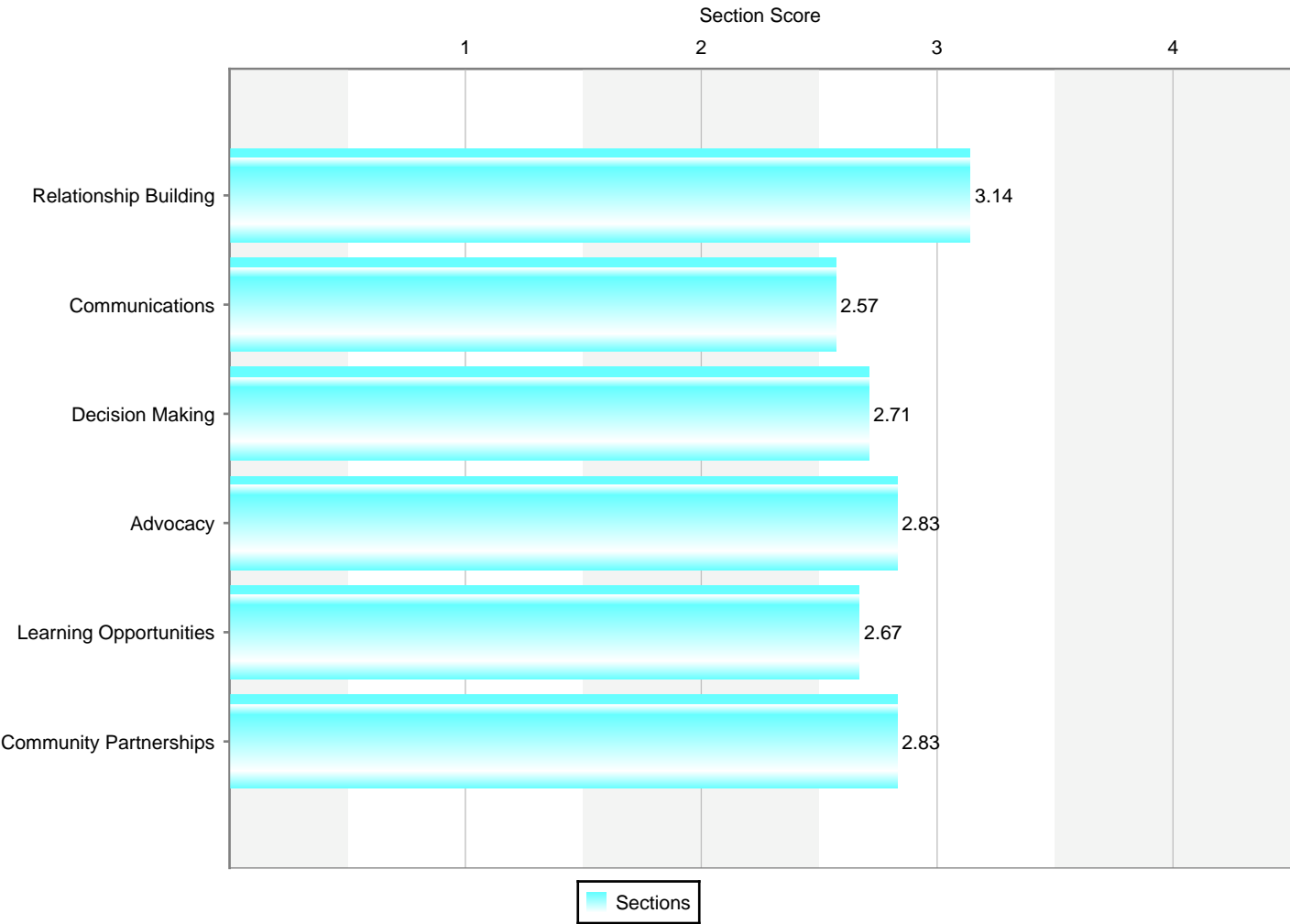
Sections

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.

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.

Throughout the school year, teachers and support staff focus on school and student data to make decisions in areas of improvement. Through the PLC process, teams of teachers compiled strategies and activities that will help us reach our school goals. SBDM members (both parent and teacher members) play an active role in analyzing school achievement data, identifying areas for growth, and providing input on scheduling and other considerations that can help improve student services around achievement. SBDM, with input from staff, focus on policy review and updates, and update accordingly to best serve the needs of all students and stakeholders.

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

Parent SBDM members (analyze school performance and policies; review data to help create goals & input on strategies that can help parents be more informed; edit and approve plan)
Teachers and school staff (refine & develop strategies and activities to help meet plan objectives)
School administrators (draft plan; share plan with community stakeholders)

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

The final plan will be board approved, posted on both the school and district websites, as well as hard copies available in the school office and posted on school bulletin boards for public viewing. Progress updates/progress notes will be conducted a minimum of 2 times per school year through the SBDM council, with minutes shared with all community stakeholders.

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.

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	October 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Adopted October 2014	

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		

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	Been reviewed at staff meeting and with teachers and students. Will review with council at November SBDM meeting (November 11, 2015)	

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	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		

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 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 exterior doors locked during school hours. Entry through front door only through buzzer system. Check out of students through window and parents waiting in the atrium/entryway that does not have access to other students (do not need to enter the building to check out the student). ID checked with all unknown checkouts. Visitor badges required of all building visitors. All staff wear name badges with photo identification.	

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 Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire drills: 8/17/2015, 9/16/2015, 10/26/2015 Lockdown: 9/16/2015 Severe Weather/Tornado: 9/16/2015 Lockdown: 9/16/2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with 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".

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?

I. Student Efficacy (student conduct over-representation in certain sub-groups with discipline data; lack of knowledge on how to communicate and help students living in poverty to set goals and build persistence to future success; lack of opportunities for students to have multiple opportunities to display content mastery)

II. Perceptions of Parental Involvement (teacher lack of understanding; lack of adjustments to our behaviors when data informs us that parent involvement is disproportional; lack of resources and partnerships with appropriate agencies to provide additional student supports)

What sources of data were used to determine the barriers?

Class size reports, district 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, figuring percentage of student sub-groups @ LMS, and any other relevant data have been examined to help find areas of strength and areas of growth.

What are the root causes of those identified barriers?

I: generational poverty; lack of community awareness to the needs of identified sub-groups to succeed; lack of parent knowledge about opportunities and resources available to help students succeed;

II: teacher lack of understanding regarding how to help parents & families in poverty; resources that can reach out to families in their native language.

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

In the 2014-2015 school year, all teachers (100%) who were evaluated under the PGES system were rated accomplished. The teachers on this year's cycle, in the early stages of evaluation, are scoring in the developing and accomplished category. We continue to work to develop teachers in the areas of understanding student needs and communicating with families. We have made great strides in those areas so far (with grade level Facebook pages, regular website updates, written and oral school updates through newsletters and OneCall Now messages), however, there is still work to do to meet the needs of ALL families.

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.

LMS has a student assignment policy that is 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?

Principals and school counselors, with collaboration from school staff, assign students to classrooms based upon multiple sources of data.

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

LMS only had one teacher leave the district this year. School leadership has worked with local university's teacher prep programs, and participated in recruitment activities/fairs at those universities to recruit the best new graduates to our school, participating in program exit interviews and encouraging prospective teachers to apply within our school and school system. The district is examining supplemental benefits to ensure the best price for benefits are being secured so take-home pay is maximized.

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?

When interviewing prospective teachers, candidates are asked to present scenarios where they have had success reaching students with diverse learning needs, and in many cases present a "mini-lesson" that helps the interview committee choose the best candidate to meet the needs of a diverse student population. LMS has also benefited from a partnership with Campbellsville University's world language department, in which international students work in our classrooms to support students and teachers.

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

LMS has a culture of "family", which creates a workplace that lends itself to teacher retention. Turnover is very light at LMS, and any new teacher is welcomed and mentored through the school and grade-level team to ensure success for that teacher. At the district level, teacher PD academies are held monthly to differentiate the learning opportunities based on teacher requests and needs. Several teachers from LMS have volunteered or been recruited to share at the PD academies, showing our level of professionalism and commitment to steady growth.

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

New teacher induction program is a priority for our district. Secondary district instructional coaches (which are able to be at LMS at least 2 days per week) provide on-going support throughout the school year. Monthly PD academies help address different topics by request from all teachers, but especially new teachers (examples include: "Kagan 101" for teachers who were not in the district for the initial training or want a refresher; GradeCam and Compass Learning PD academies for those who are new to the programs).

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

School leadership, along with instructional coaches and district personnel, are monitoring student learning data along with frequent visits to the classroom to observe and provide feedback. Coaching feedback is a priority at LMS, to help make classroom visits more productive and a growth opportunity that can help the teacher be more effective at meeting student needs in the classroom. Teachers have frequent conversations with principals about areas of concern or areas they would like to know more about. Principals strive to be a support and seek out additional resources, as needed.

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

TELL survey results are analyzed at the school and district level to help determine learning topics for school-wide PDs and learning opportunities in PLCs. When an opening exists, staff members are encouraged to recruit qualified applicants to the positions.

Questions

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

Our proficiency goals, gap goal, and CCR goals all include activities that support equitable access for our students @ LMS. A particular focus in growth for all students, in the areas of both academics and leadership. Our first annual Patriot Leadership Academy targeted at least 20% minority/sub-group membership to provide equal representation for our student body. Teachers have completed/complete data disaggregation to identify students in sub-groups that need intervention or extension, based on their individual learning level. All teachers are LMS are expected to create learning opportunities that challenge all students in a culturally sensitive, inclusive environment.