

2019 Phase Two: The Needs Assessment for Schools_09262018_16:56

Phase Two: The Needs Assessment for Schools

Lebanon Junction Elementary
Daniel Mullins
10920 South Preston Highway
Lebanon Junction, Kentucky, 40150
United States of America

Last Modified: 10/31/2018
Status: Locked

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3

Protocol 4

Current State 5

Priorities/Concerns 6

Trends 7

Potential Source of Problem..... 8

Strengths/Leverages 9

ATTACHMENT SUMMARY..... 10

Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The process for reviewing, analyzing, and applying data results is an ongoing process throughout the school year. Each week, PLC teams meet with Brandy Howard, Instructional Coach, to discuss team needs and data, focusing on next steps based on informal and formal assessment results. Monthly, each grade level PLC meets with the RTI team to discuss student progress and needs, moving students between the RTI Tiers based on assessment data, teacher and teacher input. The RTI Team consists of certified teacher Tara Jenkins and classified staff Angie Wales, Jess Gilbert, and Crystal Thompson, as well as Cathy Bryant who serves as the certified teacher through the Read to Achieve grant, working with K-3 students needing the most intense reading intervention. These RTI PLCs also look at MAP scores after each of the three assessment windows. Monthly, Susan Robertson meets with the ABRI Committee, which is comprised of school administration and a staff member from each grade level team. ABRI meets to discuss progress toward yearly goals in the targeted areas for academic growth, also analyzing MAP scores and discussing trends and needs within each grade level. These committee meetings take place on Bullitt Days and minutes are documented and available within the school google drive folder for all staff to access. Following each committee meeting, time is allotted for each committee to share out their discussion from the day to allow for questions and greater input and knowledge of each committee's actions. Each fall, the Lebanon Junction Elementary leadership team (principal, counselor, instructional coach) analyze state test scores and present this information to staff. As data is available, the principal present it to the site based council. MAP results (percentage of student on grade level, percentage of students below grade level) are presented to the council after each assessment window and state test results are presented each fall. In order to gather further stakeholder input, sessions to discuss school improvement are provided at times and locations convenient to stakeholders.

ATTACHMENTS

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

Current State

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

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: *LJES scored 68.1 on Proficiency Indicator compared to the benchmark set at 60.5. The district score = 68.9 and state score = 70.5. (KPREP) *LJES Reading Index = 67.6 compared to the district score of 70 and state score of 71.9. LJES scored 50% Proficient and Distinguished in Reading compared to the district score of 53.5% and state score of 54.6%. (KPREP) *LJES Math Index = 68.6 compared to the district score of 67.8 and state score of 69.1. LJES scored 49.6% Proficient and Distinguished in Math compared to the district score of 47.8% and state score of 48.9%. (KPREP) *LJES scored 67.0 on the Separate Academic Indicator compared to the benchmark set at 52.6. The district score = 59.8 and state score = 64.8. (KPREP) *LJES Science Index = 56.8 compared to the district score of 56 and state score of 58.7. LJES scored 25.7% Proficient and Distinguished in Science compared to the district score of 26.8% and state score of 30.9%. (KPREP) *LJES Social Studies Index = 77.0 compared to the district score of 66.2 and state score of 72.6. LJES scored 57.9% Proficient and Distinguished in Social Studies compared to the district score of 44.9% and state score of 53.0%. (KPREP) *LJES Writing Index = 67.1 compared to the district score of 57.3 and state score of 63.0. LJES scored 42.1% Proficient and Distinguished in Writing compared to the district score of 33.5% and state score of 40.5%. (KPREP) *LJES scored 15.1 on Growth Indicator compared to the benchmark set at 15.8. The district score = 16.5 and state score = 17.1. (KPREP) *LJES Reading Growth Index = 17.5 compared to the district score of 19.3 and state score of 19.7. (KPREP) *LJES Math Growth Index = 12.7 compared to the district score of 13.7 and state score of 14.5. (KPREP) *LJES saw an 8.1% increase in Math Novice scores from 2017-2018. (KPREP) *LJES saw a 12.1% decrease in Writing Novice from 2017-2018. (KPREP) *42% of students are labeled "less than catch up" in Reading (KPREP) *54% of students are labeled "less than catch up" in Math (KPREP) *54.4% of K-5 students are scoring below grade level in Math and 45.6% are on grade level or above. (Fall 2018 MAP) *52.5% of 2-5 students are scoring below grade level in Reading and 47.5% are on grade level or above (Fall 2018 MAP) Non-Academic Current State: *Teacher Attendance: Teacher attendance rate for the 2017 school year was 91.62%, a decrease from 92.7% in 2016 and 94.63% in 2015. The number of behavior referrals has decreased to 44 in 2017 from _____ in 2016.

ATTACHMENTS

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

Priorities/Concerns

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

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

*The Reading Index is 67.6, a score that is below both the district and the state scores. *Math Novice increased 8.1%. *42% of students are labeled as 'less than catch up' in Reading and 54% are labeled as 'less than catch up' in Math. *The school Growth Indicator is 15.1, a score that is below both the district and state scores as well as the benchmark that has been set for schools. *Students with disabilities continue to score well below other groups (all students, free/reduced lunch) in all areas. This group more than doubles the Novice percentage of the other groups.

ATTACHMENTS

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

Trends

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

*Reading scores have remained stagnant with little movement in any achievement level. This is a significant area of concern as students do not seem to be growing in the area of reading, with the percentage of Novice students hovering around 25% for the past 5 years. *Math scores over the past 5 years have remained somewhat consistent, only changing 4 to 5 percentage points within each achievement level. Those changes are not sustained, and achievement levels ebb back and forth between the same 4-5 points. With Reading and Math achievement both remaining relatively consistent with approximately half of students not performing at the Proficient level, this represents a problem with the core programs for each curriculum.

ATTACHMENTS

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

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

LJES will focus its resources and efforts on KCWP 2, ensuring that the delivery of core instruction is strong and meets the standard for each content area while ensuring that students have opportunities to actively engage in lessons.

ATTACHMENTS

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

Strengths/Leverages

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



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

*Decrease in Writing Novice by 12.1%. *LJES scored 49.6% Proficient/Distinguished in Math compared to the district score of 47.8% and state score of 48.9%. *The Separate Academic Indicator score is 67.0, well above the benchmark of 52.6 set by the state. This score is also above the district score of 59.8 and state score of 64.8. *Behavior referrals decreased from 221 in SY2016 to 145 in SY2017.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 LJES Gap Group data	Gap Group data for the last 4 years to analyze trends.	
 Needs Assessment step by step	Needs Assessment guide used with staff to guide through the process of completing needs assessment and analyzing data.	...

2019 Phase Two: School Assurances_09262018_16:57

Phase Two: School Assurances

Lebanon Junction Elementary
Daniel Mullins
10920 South Preston Highway
Lebanon Junction, Kentucky, 40150
United States of America

Last Modified: 10/02/2018
Status: Locked

TABLE OF CONTENTS

Introduction.....	3
School Assurances.....	4
ATTACHMENT SUMMARY.....	9

Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Transition activities planned in collaboration with the preschool classroom teacher and the preschool department. Activities include transition meetings for parents, Kindergarten kickoff to allow an opportunity for students/parents to meet the kindergarten staff, open house, and opportunities for kindergarten teachers to meet with the preschool teacher to share information and strategies that work with each child. Preschool staff also assist in the student assignment process as they know their students best. From current CSIP (2018): By December 2018, LJES will increase Kindergarten readiness from 39% ready to 45% ready as reported by Brigance data. KCWP #6: Establishing Learning Culture and Environment - Continuous Learning Activities Utilize the School Readiness Coach to inform parents and the community of kindergarten readiness activities through social media, newsletters, and parent nights directed at early childhood, working with parents on how to best prepare their child to enter school. (SWP 1, 2, 4, 5, 7, 8) Utilize RTA grant funds (requirements) to collaborate with classroom teachers through instruction and family nights focused on literacy components. (SWP1, 2, 3, 4, 6, 7, 8)

ATTACHMENTS

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

Professional Development

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Professional development this school year included session for Eureka Math, a schoolwide initiative, presented by 4 staff members who attended training in Colorado and brought that training back to staff. Follow-up sessions were provided through faculty meetings and Bullitt Days for customization of the program (presented by staff members who attended this specific session). Other sessions include implementation of the Formative 5 Success Skills and Trauma Informed Care, presented by the district psychologist and Chris Sweigert from OVEC. Classified were invited to attend all sessions as they also work closely with students.

ATTACHMENTS

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

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

A comprehensive needs assessment was conducted with staff input through committee meetings, faculty meetings, PLCs, and Bullitt Day. Parent/stakeholder surveys were used to gather feedback.

ATTACHMENTS

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

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Professional development sessions were planned as a result of the comprehensive needs assessment. School assessment data indicates a weakness in the area of math, and through staff conversation, vertical alignment and a consistent math program was a missing piece within the school. Training in the program was provided.

ATTACHMENTS

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

Instructional Strategies

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The use of evidence-based instructional strategies is planned through the use of the core math program. Book studies and discussions in PLCs and faculty meetings further deepens staff knowledge of strategies.

ATTACHMENTS

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

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Targeted assistance strategies are used with identified students as as they are placed within the RTI tiers. Students are further supported within the classroom by certified staff and research-based programs that support student learning, helping to identify gaps within student understanding.

ATTACHMENTS

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

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The school monitors the progress of targeted assistance strategies through monthly PLC meetings where all staff involved with the students are involved in the discussion. Classroom teachers use data in weekly PLC meetings.

ATTACHMENTS

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

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The school sought out parents for participation in revising and providing input on the Parent Compact and Family Engagement Policy. Feedback was taken and the committee revised the policy to submit to the school Council.

ATTACHMENTS

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

Teacher Quality

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

All teachers are highly qualified.

ATTACHMENTS

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

Title I Application

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

All staff listed within the Title 1 application work closely with the school's most at-risk students to provide support and increase student achievement.

ATTACHMENTS

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

Paraeducators

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

All paraeducators are working closely with students throughout the day in whole group and small group activities.

ATTACHMENTS

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

Paraeducator Non-Instructional Duties

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

- ☒ Yes
- ☐ No
- ☐ N/A






COMMENTS

Non-instructional duties for paraeducators are on an as-needed basis (preschool bus monitor) and do not interfere with the daily activities of the paraeducator.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017 Needs Assessment on Bullitt Day agenda	2017 Needs Assessment meeting with staff on a Bullitt Day	3
 2018-2019 PD Plan	2018-2019 PD Plan	2
 Goal Builder 2018	2018 CSIP	1
 PD Plan 2018-2019	PD Plan 2018-2019	4
 Parent Involvement Policy	Parent Involvement Policy	8

2019 Phase Two: School Safety Report_09262018_16:57

Phase Two: School Safety Report

Lebanon Junction Elementary

Daniel Mullins

10920 South Preston Highway

Lebanon Junction, Kentucky, 40150

United States of America

Last Modified: 09/26/2018

Status: Locked

TABLE OF CONTENTS

School Safety Diagnostic for Schools3

Questions Related to the Adoption and Implementation of the Emergency Plan.....4

ATTACHMENT SUMMARY.....6

Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

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

Yes

ATTACHMENTS

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

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

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

Yes

ATTACHMENTS

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

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

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

Yes

ATTACHMENTS

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

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

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

Yes

ATTACHMENTS

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

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

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

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

August 14, 2018

ATTACHMENTS

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

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

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

Please provide the date the school completed this discussion.

August 7, 2018

ATTACHMENTS

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

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

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

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

Yes

ATTACHMENTS

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

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

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

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

Yes

ATTACHMENTS

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

ATTACHMENT SUMMARY

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

**2019 Phase Three: Comprehensive Improvement Plan for
Schools_11292018_07:11**

Phase Three: Comprehensive Improvement Plan for Schools

Lebanon Junction Elementary
Daniel Mullins
10920 South Preston Highway
Lebanon Junction, Kentucky, 40150
United States of America

Last Modified: 12/18/2018
Status: Locked

TABLE OF CONTENTS

Comprehensive Improvement Plan for Schools 3

ATTACHMENT SUMMARY 4

Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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


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

N/A

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2019 CSIP	2019 CSIP	

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:

For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.

For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.

- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): Increase the combined (reading and math) index for proficient and distinguished students from 68.1 to 75.0 as measured by KPREP by 2021.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the percentage of proficient/distinguished students in reading from 50.0% to 55% by Spring 2019.	KCWP 2: Design and Deliver Instruction * Addressing this process ensures that core instruction is provided to every student utilizing evidence-based strategies.	Teachers meet in collaborative teams (PLCs) weekly to design lessons and analyze student progress data, focusing on questions 3 (intervention) and 4 (enrichment) in the PLC process. (SWP 1, 3, 9)	Data Analysis Protocol focused on PLC questions 3 and 4		\$0
Increase the percentage of proficient/distinguished students in math from 49.6% to 55% by Spring 2019.		Teachers meet in vertical teams to map curriculum, identifying instructional gaps and determining standards mastery. (SWP 1, 4, 5) Staff will receive professional development in best practices and high yield instructional strategies to plan strategically for lessons. (SWP 1, 3, 4, 5, 10) Teachers will be trained in leading students to “unpack the standards” to construct student-friendly learning targets, ensuring students will demonstrate mastery of the	Standards Mastery Checklists used by classroom teachers Lesson Plans showing strategies planned in various content areas Eleot Tool Common Formative Assessments created to address varying DOK levels of questions for each standard		\$0

		success criteria within each learning target. (SWP 1, 2, 4, 9)			
		Teachers will be trained in and implement Gradual Release of Responsibility using the Workshop Model. (SWP 1, 2, 3, 4, 10)	Lesson Plans structured to reflect the Workshop Model and Gradual Release of Responsibility		\$0
		Staff will be trained in initiatives for active student engagement strategies (Kagan) and lesson planning (Thinking Strategies). (SWP 1, 2, 3, 4, 5, 10)	Eleot Tool Data		Title 1: \$8,000
	KCWP 3: Design and Deliver Assessment Literacy *Addressing this process ensures that every student master's the standards taught.	Teachers will assess student mastery of standards through Common Formative Assessments that evolve from high-quality content standards with varying DOK question levels that are congruent to the grade level standards. (SWP 1, 2, 8, 9)	Lesson Plans showing implementation of engagement strategies CFA Tracker		\$0
	KCWP 4: Review, Analyze and Apply Data Results *Addressing this process will ensure assessments are high quality and aligned to the rigor of standards along with using data results to drive classroom instruction.	Administration uses Eleot tool to determine levels of student engagement within the building and analyze schoolwide data for improvement. (SWP 1, 2, 3)	Eleot Tool Data		\$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the combined separate academic indicator (science, social studies, writing) index for proficient and distinguished students from 67.0 to 75.0 as measured by KPREP by 2021.

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

<ul style="list-style-type: none">• <u>KCWP 3: Design and Deliver Assessment Literacy</u>• <u>KCWP 4: Review, Analyze and Apply Data</u>• <u>KCWP 5: Design, Align and Deliver Support</u>• <u>KCWP 6: Establishing Learning Culture and Environment</u>		<ul style="list-style-type: none">• <u>KCWP3: Design and Deliver Assessment Literacy</u> <u>Classroom Activities</u>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u>• <u>KCWP6: Establishing Learning Culture and Environment</u> <u>Classroom Activities</u>			
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the percentage of proficient/distinguished students in science from 25.7% to 30% by Spring 2019.	KCWP 2: Design and Deliver Instruction *Addressing this process ensures that core instruction is provided to every student utilizing evidence-based strategies.	Staff will be trained in initiatives for active student engagement strategies (Kagan) and lesson planning (Thinking Strategies). (SWP 1, 2, 3, 4, 5, 10) Teachers will implement evidence based practices in writing instruction, embedded throughout all content areas. (SWP 1, 2, 3, 4,)	Eleot Tool Data Lesson Plans showing implementation of engagement strategies Student writing work samples		Title 1: \$8,000
	Increase the percentage of proficient/distinguished students in social studies from 57.9% to 62% by Spring 2019.		Teachers will be trained in and implement Gradual Release of Responsibility using the Workshop Model. (SWP 1, 2, 3, 4, 10)	Writing Walkthrough Tool from Louisville Writing Project Lesson Plans structured to reflect the Workshop Model and Gradual Release of Responsibility	
Increase the percentage of proficient/distinguished students in writing from 42.1% to 48% by Spring 2019.	KCWP 3: Design and Deliver Assessment Literacy *Addressing this process ensures that every student master's the standards taught.	Teachers will assess student mastery of standards through Common Formative Assessments that evolve from high-quality content standards with varying DOK question levels that are congruent to the grade level standards. (SWP 1, 2, 8, 9)	CFA Tracker		\$0

3: Gap

Goal 3 (State your Gap goal): Increase the combined (reading and math) percentage of proficient and distinguished students for the consolidated gap group from 25.5 to 35.0 as measured by KPREP by 2021.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>		Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the percentage of students with disabilities scoring proficient/ distinguished in reading from 19.2% to 25.0% by Spring 2019.	KCWP 2: Design and Deliver Instruction *Addressing this process ensures that core instruction is provided to every student utilizing evidence-based strategies.	Teachers will implement data notebooks for student self assessment of progress and goal setting to be used during student led conferences and family nights. (SWP 1, 2, 3, 8, 9)	Data Notebooks		Section 6 SBDM: \$500
Increase the percentage of students with disabilities scoring proficient/ distinguished in math from 15.4% to 21% by Spring 2019.	KCWP 3: Design and Deliver Assessment Literacy *Addressing this process ensures that every student master's the standards taught.	Teachers will develop a progress monitoring system to monitor standards mastery for each student. (SWP 1, 2, 8, 9)	Standards Mastery Checklists used by classroom teachers		Title 1 Parent Involvement: \$1200
Increase the percentage of free/reduced students scoring proficient/ distinguished in reading from 42.8% to 48% by Spring 2019.	KCWP 4: Review, Analyze and Apply Data Results *Addressing this process will ensure assessments are high quality and aligned to the rigor of standards along with using data results to drive classroom instruction.	Administration will develop and monitor a "Watch (Cusp) List" to assign staff mentors for students performing below proficiency. (SWP 1, 2, 3, 6, 9)	Student perception survey to evaluate success of mentoring program		\$0
Increase the percentage of free/reduced students scoring proficient/ distinguished in math from 43.4% to 50% by Spring 2019.		Administration will lead staff through monthly data wise questions to evaluate the "as is" state of the school at a minimum of every 30 days. (SWP 1, 2, 8)	Minutes of staff meetings showing monthly data discussions and next steps for each meeting		\$0
		Teachers will meet in PLC for item analysis to evaluate instructional effectiveness and determine	PLC Minutes and Lesson Plans showing		\$0

		adjustments as needed. (SWP 1, 2, 8, 9)	discussion of data after reteaching/intervention CFA Tracker	
--	--	---	---	--

4: Growth

Goal 5 (State your Growth goal): *Decrease the combined average percentage of students scoring novice in reading and math from 21.6 to 16% as measured by KPREP by 2021.*

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Decrease the percentage of students scoring novice in reading from 24.3% to 21% by Spring 2019.	KCWP 2: Design and Deliver Instruction *Addressing this process ensures that core instruction is provided to every student utilizing evidence-based strategies.	Teachers will implement data notebooks for student self assessment of progress and goal setting to be used during student led conferences and family nights. (SWP 1, 2, 3, 8, 9)	Data Notebooks		Section 6 SBDM: \$500 Title 1 Parent Involvement \$1200
Decrease the percentage of students scoring novice in math from 19% to 15% by Spring 2019.	KCWP 3: Design and Deliver Assessment Literacy *Addressing this process ensures that every student master's the standards taught.	Administration will develop and monitor a "Watch (Cusp) List" to assign staff mentors for students performing below proficiency. (SWP 1, 2, 3, 6, 9) Administration will lead staff through monthly data wise questions to evaluate the "as is" state of the	Watch List with assigned mentors Minutes of staff meetings showing		\$0 \$0

		school at a minimum of every 30 days. (SWP 1, 2, 8)	monthly data discussions		
KCWP 4: Review, Analyze and Apply Data Results *Addressing this process will ensure assessments are high quality and aligned to the rigor of standards along with using data results to drive classroom instruction.	Teachers will meet in PLC for item analysis to evaluate instructional effectiveness and determine adjustments as needed. (SWP 1, 2, 8, 9)	PLC Minutes and Lesson Plans showing discussion of data after reteaching/intervention			\$0
		CFA Tracker			

5: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the percentage of students who are middle school ready (reading and math) from 43% to 55% as measured by MAP by 2021.

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the percentage of students who are middle school ready in reading from 57% to 60% as measured by MAP by Spring 2019.	KCWP 2: Design and Deliver Instruction *Addressing this process ensures that core instruction is provided to every student utilizing evidence-based strategies.	Teachers will implement data notebooks for student self assessment of progress and goal setting to be used during student conferences and family nights. (SWP 1, 2, 3, 7, 8, 9)	Data Notebooks		Section 6 SBDM: \$500 Title 1 Parent Involvement \$1200
Increase the percentage of students who are middle school ready in math from	Administration and staff will work with local resources (Turnaround Center) to gain access to families	Minutes of meetings with next steps created in collaboration with			\$0

<p>51% to 55% as measured by MAP by Spring 2019.</p> <p>Increase the percentage of students who are kindergarten ready from 30% to 33% as measured by Brigance by Spring 2019.</p>			with young children outside of the school and work with those families on school-readiness activities to assist children in the transition to Kindergarten. (SWP 2, 6, 7, 10)	parents to determine community needs		
	KCWP 3: Design and Deliver Assessment Literacy * Addressing this process ensures that every student master's the standards taught.		Teachers will develop a progress monitoring system to monitor standards mastery for each student. (SWP 1, 2, 8, 9)	Standards Mastery Checklists used by classroom teachers	\$0	
	KCWP 4: Review, Analyze and Apply Data Results * Addressing this process will ensure assessments are high quality and aligned to the rigor of standards along with using data results to drive classroom instruction.		Teachers will meet in PLC for item analysis to evaluate instructional effectiveness and determine adjustments as needed. (SWP 1, 2, 8, 9)	PLC Minutes and Lesson Plans showing discussion of data after reteaching/intervention CFA Tracker	\$0	

Phase III: Closing the Achievement Gap_11062017_15:21

Phase III: Closing the Achievement Gap

Lebanon Junction Elementary

Daniel Mullins

10920 South Preston Highway

Lebanon Junction, Kentucky, 40150

United States of America

Last Modified: 12/18/2018

Status: Locked

TABLE OF CONTENTS

I. Achievement Gap Group Identification 3

II. Achievement Gap Analysis 4

III. Planning the Work 6

ATTACHMENT SUMMARY..... 7

Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

Gap Groups: Free / Reduced Meals and Disability with IEP. Document attached.

ATTACHMENTS

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

II. Achievement Gap Analysis

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

Lebanon Junction Elementary is a school-wide Title 1 school, serving students with multiple needs. Of the school population, approximately 63.2% of students receive free/reduced meals and approximately 15.5% of students qualify for special education with a disability requiring an IEP. Lebanon Junction is not an area with a multitude of resources. Families in the area are struggling to make ends meet, and a large portion of the population is dealing with incarceration or drugs on some level. Many students are being raised by family members or grandparents as a result. Staff at LJES strive to educate the whole child, addressing academic as well as social and emotional needs for each student. This leads staff to address issues from home prior to being able to teach content. The school has implemented the Fundamental Five, addressing diversity, integrity, self-control, grit, and empathy as a way to teach student how to handle situations in every day life. The special education population consists of students who are in the regular classroom but have an IEP for specific learning disabilities, students in an EBD classroom, and students who qualify for services within the MSD classroom. These students are readily accepted into regular education classroom to receive instruction and participate with same-aged peers socially.

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

Using data from the previous two years, LJES continues to have gaps in the areas of Free/Reduced Meals and Disability with an IEP. In the areas of Reading and Math, these gaps are decreasing, but they are still gaps.

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

Based upon analysis of data, LJES has shown improvement with the Disability with IEP gap group in the areas of Reading and Math, narrowing the gap from almost 39 point difference to around a 30 point difference in the percentage of Proficient and Distinguished students. Between 2015 and 2016, both areas grew from 10.7% Proficient and Distinguished to 21.4%. Due to the number of students in each grade level, the disability gap group did not have enough data to report in the areas of Social Studies and Writing. In the areas of Reading and Math, the Free and Reduced Meals gap group has shown slight improvement with an increase in Proficient and Distinguished students, increasing from 41.7% to 46.6% in Reading, and from 40.9% to 46.6% in Math. These numbers are much closer to the entire population.

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

Social Studies - Free / Reduced Meals gap group has regressed from 7.4 points behind all students to 9.6 points behind all students. Writing - Free / Reduced Meals gap group has regressed from 5.8 points behind all students to 5.1 points behind, virtually remaining the same. The Disabilities with an IEP gap group is making progress in Reading and Math and does not have enough data to report for the areas of Social Studies and Writing as they are specific to one grade level.

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

LJES utilizes Extended School Services (ESS) to target students in the areas of Reading and Math, with the focus begin on students in grades 3-5 first. Students are invited to attend after school sessions based on their MAP percentile. In these sessions, they work in a small group of no more than 8 students, working with a certified teacher. The school has completed extensive

professional development on the Formative 5, addressing social skills needed to improve overall behaviors in the school, thereby having an impact on academics. In addition, staff have done extensive work to analyze standards to determine exactly what students are expected to know. Further work has been done on assessments and how to use assessments to drive instruction. Moving forward, staff are working on vertical alignment in the different content areas, aligning terminology/vocabulary and classroom practices so that there is greater consistency among grade levels and the expectation for each.

ATTACHMENTS

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

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

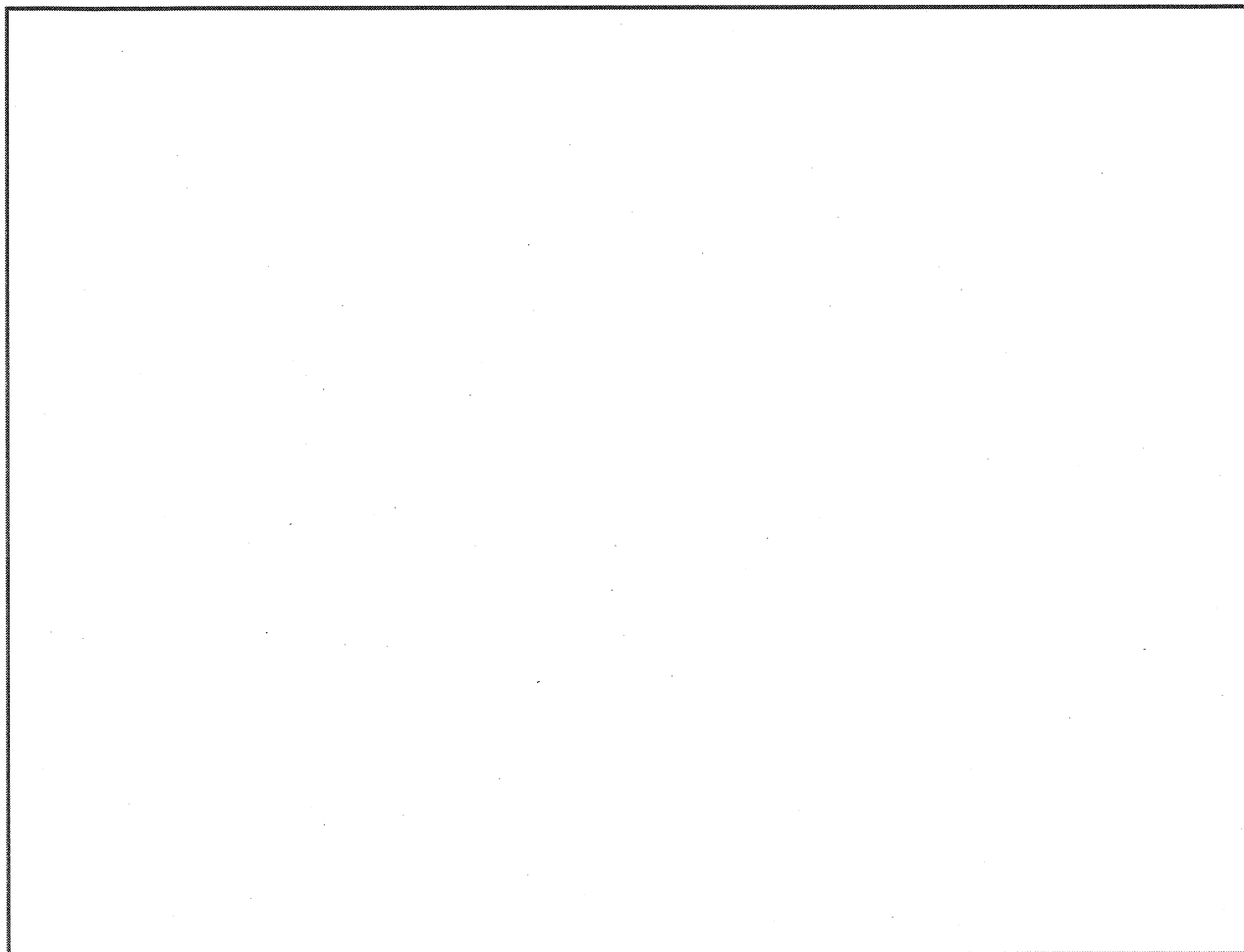
LJES struggles to close persistent achievement gaps due for various reasons, the first being that this is a school-wide Title 1 school, with 63.20% of students qualifying for free or reduced meals. Those that do not qualify have other factors or barriers at home that must first be addressed prior to instruction being a priority (incarceration of parents, drug-related issues, abuse, hunger, etc.). Being a school-wide Title 1 program, our entire population is virtually a gap group. In addressing the Disability with an IEP gap group, staff feel increased professional development is needed in the area of working with the special needs population in order to better craft instruction. In addition, the special education population within the school is around 15.5%, comprising a large portion of the student body. With such great needs, resources and staffing are always at the top of the priorities list.

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

The continuous improvement process involves a variety of staff at different levels. The Leadership Team consists of Daniel Mullins, Principal, Kevin Weihe, Counselor, and Brandy Howard, Instructional Coach. This team meets throughout the school year to discuss plans and improvement processes. The Instructional Leadership Team (ILT), comprised of a teacher from every grade level or team, meets to discuss plans and processes, then taking that information back to their team for greater input. The Instructional Leadership Team is comprised of Brandy Howard, Instructional Coach, Ashley Sullivan (K), Erica Wilson (1), Katy Smalley (2), Casey Olive (3), Mike DiEnno (4), Shannon Johnson (5), DiannaJo Crawford (LMS), Jenna Simms (LBD), and Tara Jenkins (LBD/RTI). The staff as a whole has been involved in staff meetings and on professional development days, dissecting data and information to determine areas for growth and to have honest conversations about needs within the building. Parents and community stakeholders are invited to attend sessions via in-person invitations and through information posted on the school's social media account.

III. Planning the Work

Review the following flowchart to aid in completing the work.



Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.



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

spreadsheet attached

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification (F/R Meals and Disability with IEP)	I
 Measurable Gap Goal	Measurable Gap Goal	III

2019 Phase Three: Executive Summary for Schools_11292018_07:11

Phase Three: Executive Summary for Schools

Lebanon Junction Elementary

Daniel Mullins

10920 South Preston Highway

Lebanon Junction, Kentucky, 40150

United States of America

Last Modified: 12/17/2018

Status: Locked

TABLE OF CONTENTS

Executive Summary for Schools3

ATTACHMENT SUMMARY.....6

Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Lebanon Junction Elementary is located within southern Bullitt County and currently has approximately 415 students enrolled in grades K-5 with an additional 25 students in preschool. Lebanon Junction is classified as a Title 1 school with a population in which 68% of students qualify for free/reduced lunch. Through the Community Eligibility Provision program, all students at Lebanon Junction receive free breakfast and free lunch every day. In addition, LJES has a special education population of 16% and a mobility rate of 3%. All staff members at Lebanon Junction Elementary are focused on delivering high quality, student-centered instruction that benefits the whole child. The instructional sequence that we utilize allows students to take an active role in their learning. The school is comprised of 17 regular education classrooms, one preschool (with an AM and a PM session), 3 LBD teachers, 1 MSD room, 1 EBD room, 1 speech pathologist, an RTI Intervention Team, Library Media Center, Family Resource Center, Instructional Coach, School Counselor, and Principal. Throughout the week, students have access to classes for Arts and Humanities, Practical Living and Career Studies, and Computer skills. Of the 29 certified teachers in the building, 7 are National Board certified. To meet the changing dynamics of our students and their families, the population of LJES is served through multiple means. In meeting the needs of families, group counseling is offered to address areas of need within families such as divorce, incarceration, drug-related issues, attendance, and abuse, among others. There is a significant population within the school that is being raised by grandparents. In addition to the school counselor, LJES elicits the help of outside community resources to meet the growing needs of students. A mental health therapist is in the building one day a week to work with individual students throughout the day. Additionally, Dino School, a small group therapy setting for primary students meets weekly to teach social skills and address mental health needs in the younger grades. According to state data from the Brigance assessment, 70% of students entering Lebanon Junction Elementary are unprepared for the school setting, with scores on this assessment decreasing each year. Currently, only 30% of students are Kindergarten ready according to Brigance. This is in part due to the lack of childcare opportunities available within the community, limiting quality childcare and learning opportunities. Lebanon Junction Elementary currently offers the following programs: general and special education, gifted/talented education, preschool, Extended School Services (ESS), Academic Team, Archery, STLP, Beta Club, Energy Watchdogs, and school-wide Title 1 programs. In the past three years, Lebanon Junction Elementary has seen a change in staff with 10 new teachers being hired in the last four years. This newer staff brings a fresh perspective to the classroom, but also requires additional training to ensure rigor and the level of teaching to the standards matches the work that has already been accomplished within the school. Administration and the Instructional Coach are working with these teachers within the classroom as well as meeting with them outside of the work day to train them in programs and initiatives and provide needed support for various areas like Reading instruction and using MAP data to guide instruction, classroom management, the RTI process, etc.

ATTACHMENTS

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

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Lebanon Junction Elementary is dedicated to the development of all students. Our mission statement is: We will empower ALL students to become lifelong learners by having a positive student-centered community that provides engaging individualized instruction, creating an environment where ALL students can reach their full potential and be on track for success. Our vision statement is: High Expectations Inspire Success for All. Lebanon Junction aims to honor these essential values each and every day. All staff are to provide a safe emotional and physical environment, maintain respect among all individuals, and build awareness of individual responsibility. Our staff embodies our purpose through 3 main goals that will lead to improving our school achievement and culture. The three goals that our staff reached consensus upon are as follows: -Build and maintain a positive school culture. -Improve student achievement and growth. -Improve student attendance. We believe in this motto: LJES: Dream, Believe, Achieve

ATTACHMENTS

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

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.

Notable Achievements: In the fall of 2018, LJES was labeled as an "Other" school by the state based on the latest round of state testing. Scores placed LJES in the top half of elementary schools in our district with Proficiency and Separate Academic Indicator scores in the mid 60 to high 70s on various content areas. Writing scores, specifically, showed significant growth with the percentage of students scoring Novice, decreasing by 10%. **Areas of Improvement:** Though scores for Proficiency and Separate Academic Indicator were high, scores for Growth (15.1) were drastically show considering the range spans 0-150. Growth scores were among the bottom of the district. LJES is working to decrease Novice percentages in the areas of Reading, where they have remained stagnant for the past 5 years.

ATTACHMENTS

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

Additional Information

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

Lebanon Junction Elementary has been working to continue our school-wide improvement. We are committed to empowering leaders at a young age. LJES utilizes data from Common Formative Assessments, KPREP, and MAP to meet students' needs. We encourage all students and families to be active participants in the learning outcomes of our students. As we work to educate the whole child, LJES has implemented the Formative Five following a staff book study. Through this initiative, staff and students focus on five success skills for life: empathy, integrity, grit, self control, and diversity. These skills are embedded within the different areas of the school. They are reinforced in each classroom through a daily morning meeting and integrated into content area as opportunities naturally arise throughout each day.

ATTACHMENTS

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

ATTACHMENT SUMMARY

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

2019 Phase Three: Title I Annual Review_11292018_07:13

Phase Three: Title I Annual Review

Lebanon Junction Elementary
Daniel Mullins
10920 South Preston Highway
Lebanon Junction, Kentucky, 40150
United States of America

Last Modified: 12/05/2018
Status: Locked

TABLE OF CONTENTS

Title I Annual Review..... 3

Comprehensive Needs Assessment 4

Schoolwide Plan 5

Parent and Family Engagement (ESSA Section 1116)..... 6

Evaluation of the Schoolwide Program 7

ATTACHMENT SUMMARY..... 8

Phase Three: Title I Annual Review

Title I Annual Review

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

Comprehensive Needs Assessment

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

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

Lebanon Junction used local (MAP; informal assessment) and state (KPREP and Brigance) data to inform decisions while conducting the Needs Assessment. Data showed gaps for students with disabilities as well as students receiving Free/Reduced lunch, which is the majority of the school. Using this data, it was determined that Literacy (Reading), Math, and RTI would be the focus for the plan. The plan was then developed with funds first going toward intervention staff and materials for students in RTI. Other funds were used to support Reading and Math instruction within the classroom. Based on a review of the effectiveness of these measures, we believe the plan was partially successful. Students within the RTI process made gains throughout the year and many made similar gains on MAP and KPREP assessments. KPREP scores show that Reading scores remain stagnant for the past 5 years. There are individual successes to celebrate, but the overall percentage of students scoring Novice has not decreased. KPREP testing also showed an increase in Math for this last year of testing, though we attribute that to the adoption of a school-wide Math program that will provide consistency and vertical alignment to all grades, which we did not have prior.

ATTACHMENTS

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

Schoolwide Plan

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

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

The schoolwide plan was implemented mostly as written, with some changes to activities modified to better meet the changing needs of families. Goals within the CSIP that specifically address schoolwide reform strategies are those specific to Intervention and the core literacy and math work. Title 1 funding was directed toward these goals by means of funding for intervention staff, resources, and materials. Intervention consumed the majority of the funds for salaries. Other funds were used to offer professional development opportunities for staff such as workshop model development, Thinking Strategies, and Lucy Calkins writing. Family engagement activities such as family nights, Kindergarten readiness events, and a Back to School Bash were planned to increase parent involvement. Based on KPREP and MAP data, the strategies were effective as students made progress throughout the school year. Not all student progress and achievement carried over into state testing results.

ATTACHMENTS

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

Parent and Family Engagement (ESSA Section 1116)

Rationale:

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

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

The majority of Title 1 money was spent on a certified teacher to work with students in the RTI process. Aside from these expenses, funds were spent on themed family nights for Literacy and Math. Due to these initiatives, Lebanon Junction experienced increased parent involvement in after school activities. Each grade level held their own parent learning night to teach parents about the new Math curriculum. Holding each grade level on a separate night allowed parents to not have to move around the building as much as they visited multiple grade levels for multiple siblings and provided teachers with a captive audience to truly work with parents.

ATTACHMENTS

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

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

In the next year, we will continue to hold grade-specific parent nights, with the goal being to add additional nights as was requested by parents when asked for feedback.

ATTACHMENTS

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

Evaluation of the Schoolwide Program

Rationale:

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

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

The evaluation process for Lebanon Junction Elementary's program includes feedback from teachers and parents obtained during Title 1 family nights where feedback is elicited on both the program and the budget. Through these family nights, feedback and conversations were held regarding the needs of the school and how best to implement the Title 1 program.

ATTACHMENTS

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

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

Based on evaluation results, the RTI Intervention and resources were most beneficial in meeting the needs of students. Students who participated in the RTI process showed growth throughout the school year as intervention were implemented and monitored. The least effective strategies in the plan revolved around literacy as student scores in this content area remain stagnant and have not shown growth in five years.

ATTACHMENTS

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

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

Based on the results of the evaluation, revisions will be made to next year's plan to increase strategies for student engagement.

ATTACHMENTS

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

ATTACHMENT SUMMARY

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