2021 Phase One: Continuous Improvement Diagnostic for Schools_08282020_07:51

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

Last Modified: 08/28/2020
Status: Locked

TABLE OF CONTENTS

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

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

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

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Daniel Mullins August 28, 2020

2021 Phase Two: The Needs Assessment for Schools_08282020_07:53

2020-21 Phase Two: The Needs Assessment for Schools

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

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TABLE OF CONTENTS

2020-21 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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, 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Data results for Lebanon Junction Elementary are analyzed throughout the school year as new data becomes available to inform instruction about student progress. Depending on the type of data available, the group or team that analyzes the data may change. Each fall, administration analyzes state test data in order to present to school staff. This data is then used to inform our continuous improvement. Individual student data from state testing is used by classroom teachers to target students in order to push them toward greater achievement. Throughout the school year, grade level teams meet in PLCs weekly to discuss student data from formative assessments, focusing on standards mastery. Plans are created, revised, and refined for intervention as well as enrichment so that all student receive instruction on their level to meet their individual needs. Each Bullitt Day, committees meet to work in groups. The school has developed an ABRI committee and charged it with addressing the 3 academic area identified within the school improvement plan (reading, math, writing). During these committee meetings staff analyze assessment data from the state as well as formative measures given by grade level teams and the district. This enables the team, comprised of teachers in different grade levels, to develop a plan of action for improving their assigned academic area. Following each committee meeting, committees share out with the entire staff to allow time for questions and clarification of plans. Minutes of each committee are kept within a google folder to which all staff members have access. Each month, the Site Based Decision Making Council (SBDM) reviews student achievement data (formative assessments, state assessments, etc.) to provide input on vertical alignment and address possible gaps. The Council also receives the monthly minutes from each committee.

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:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached.

ATTACHMENTS

Attachment Name

2021 Needs Assessment LJES

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

See attached.

ATTACHMENTS

Attachment Name

   2021 Needs Assessment LJES

Trends

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

See attached.

ATTACHMENTS

Attachment Name

2021 Needs Assessment LJES

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

KCWP 3: Design and Deliver Assessment LIteracy and KCWP 4: Review, Analyze, and Apply Data

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

See attached.

<u>ATTACHMENTS</u>

Attachment Name

2021 Needs Assessment LJES

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2021 Needs Assessment LJES		• • • •

Current State

Academic Data	2018-2019 KPREP	2019-2020
Elementary Reading (all students)	46.8% P/D	Fall 2019 to Winter 2019 saw an inscrease in reading proficiency in third and fourth grades based on CASE scores (3rd=47.6 to 57.9 and 4th=49.5 to 60.6); CASE Fall 2020 Gap 42.2% 1st - 5th grade proficiency
Elementary Math (all students)	49.5% P/D	Fall 2019 to Winter 2019 saw an increase in math proficiency in third through fifth grade based on CASE scores (3rd=56.2 to 58.2, 4th==61.6 to 67, 5th=70.4 to 93.7); CASE Fall Gap 31.8% 1st - 5th grade proficiency
Elementary Writing (all students)	41.3% P/D	
Elementary Science (all students)	27.0% P/D	
Elementary Social Studies (all students)	49.2% P/D	
3rd Reading	30.1% P/D	Fall 2019 to Winter 2019 CASE increase from 47.6 to 57.9; Fall 2019 to Winter 2019 SpEd proficiency increase from 40.91 to 50; CASE Fall 2020 Gap proficiency 45.9
4th Reading	48.6% P/D	Fall 2019 to Winter 2019 CASE increase from 49.5 to 60.6;Fall 2019 to Winter 2019 SpEd proficiency increase from 25 to 50: CASE Fall 2020 Gap proficiency 39.4
5th Reading	58.7% P/D	Fall 2019 to Winter 2019 CASE decrease from 65.3 to 64.8; Fall 2019 to Winter 2019 SpEd proficiency increase from 45.45 to 54.17: CASE Fall 2020 Gap proficiency 51.4
3rd Math	28.3% P/D	Fall 2019 to Winter 2019 CASE increase from 56.2 to 58.2; Fall 2019 to Winter 2019 SpEd proficiency increase from 13.64 to 40.91; CASE Fall 2020 Gap proficiency 29.1
4th Math	52.7% P/D	Fall 2019 to Winter 2019 CASE increase from 61.6 to 67; Fall 2019 to Winter 2019 SpEd proficiency decrease from 50 to 37.5: CASE Fall 2020 Gap proficiency 42.3
5th Math	63.4% P/D	Fall 2019 to Winter 2019 CASE increase from 70.4 to 93.7; Fall 2019 to Winter 2019 SpEd proficiency increase from 36.36 to 83.33; CASE Fall 2020 Gap proficiency 29.7
Students w/Disabilities Reading	12.0% P/D	CASE NAPD Fall2019 to Winter 2019 Growth: 3rd grade 40.91 to 50.0; 4th grade 25.0 to 50.0; 5th grade 45.45 to 54.17
Students w/Disabilities Math	16.0% P/D	CASE NAPD Fall 2019 to Winter 2019 Growth: 3rd grade 13.64 to 40.91; 4th grade 25.0 to 50.0; 5th grade 36.36 to 83.33
Students w/Disabilities Writing	*not enough tested to report	
Students w/Disabilities Science	18.2% P/D	
Students w/Disabilities Social Studies	*not enough tested to report	
Economically Disadvantaged Reading	42.3% P/D	
Economically Disadvantaged Math	47.7% P/D	
Economically Disadvantaged Writing	35.7% P/D	
Economically Disadvantaged Science	14.0% P/D	
Economically Disadvantaged Social Studies	45.2% P/D	
Non-Academic Data		
Behavior		
Student Attendance	94.8% daily attendance	94.90%
Teacher Attendance	93.5% daily attendance	

Priorities / Concerns

	2018-2019 KPREP	2019-2020
Academic Data		
Elementary Reading (all students)	25.3% N	CASE Fall 2020 Gap 42.2% 1st - 5th grade proficiency
Elementary Math (all students)	16.3% N	CASE Fall 2020 Gap 31.8% 1st - 5th grade proficiency
Elementary Writing (all students)	36.5% N	Writing continues to be an area of concern based on KPREP scores; LJES has implemented a Title I part-time Writing Coach as well as monthly On-Demand practice and grade-level scoring at every grade level
Elementary Science (all students)	9.5% N	
Elementary Social Studies (all students)	7.9% N	
3rd Reading	39.6% N	CASE Fall 2020 Gap proficiency 45.9
4th Reading	21.6% N	CASE Fall 2020 Gap proficiency 39.4
5th Reading	17.4% N	CASE Fall 2020 Gap proficiency 51.4
3rd Math	20.7% N	CASE Fall 2020 Gap proficiency 29.1
4th Math	18.9% N	CASE Fall 2020 Gap proficiency 42.3
5th Math	9.5% N	CASE Fall 2020 Gap proficiency 29.7
Students w/Disabilities Reading	64.0% N	
Students w/Disabilities Math	44.0% N	
Students w/Disabilities Writing	*not enough tested to report	
Students w/Disabilities Science	18.2% N	
Students w/Disabilities Social Studies	*not enough tested to report	
Economically Disadvantaged Reading	28.8% N	
Economically Disadvantaged Math	19.8% N	
Economically Disadvantaged Writing	35.7% N	
Economically Disadvantaged Science	16.3% N	
Economically Disadvantaged Social Studies	9.5% N	
Non-Academic Data		
Behavior	401 behavior incidents	
Student Attendance	94.8% daily attendance with a chronic absenteeism rate of 12.35%.	
Teacher Attendance	93.5% daily attendance	

Trends 2-3 years

Academic Data

	2018-2019	2019-2020
Elementary Reading (all students)	24.9 N in 2017 to 25.3 N in 2019; 49.8 PD in 2015 to 46.8 PD in 2019; reading scores have remained stagnant for the last 7 years with changes only increasing or decreasing by a percentage point between years	Scores continue to remain stagnant; without state testing due to COVID, we are unable to determine if the growth we saw on CASE testing translates into equal growth on KPREP
Elementary Math (all students)	16.3 N in 2015 to 16.3 N in 2019; some movement each year but increases and decreases remain within 4 points each year; 33.0 PD in 2015 to 33.2 PD in 2019	Scores continue to remain stagnant or show a decrease in proficiency; without state testing due to COVID, we are unable to determine if the growth we saw on CASE testing translates into equal growth on KPREP
Elementary Writing (all students)	13.0 N in 2015 to 36.5 N in 2019; LJ saw a gradual increase in N each year before seeing a dramatic decrease in 2018 and then a dramatic increase in N in 2019	Writing continues to be an area of concern based on KPREP scores with proficiency decreasing over time, especially in years with staff turnover where expertise is lost; LJES has implemented a Title I part-time Writing Coach as well as monthly On-Demand practice and grade-level scoring at every grade level
Elementary Science (all students)	12.9 N in 2018 to 9.5 N in 2019; 25.7 PD in 2018 to 27.0 PD in 2019	
Elementary Social Studies (all students)	11.8 N in 2018 to 7.9 N in 2019; 57.9 PD in 2018 to 47.2 PD in 2019	
Students w/Disabilities Reading	62.5 N in 2015 to 64.0 N in 2019; scores show improvement every other year but remain in the 50-60% N; PD has dropped from 21.4 in 2017 to 12.0 in 2019	SpEd scores have already been inconsistent, with students scoring mostly in the lower ranges; CASE Fall 2019 to Winter 2019 saw some growth in proficiency (3rd=40.91 to 50, 4th=25 to 50, 5th=45.45 to 54.17)
Students w/Disabilities Math	41.7 N in 2015 to 44.0 in 2019; scores show movement every other year	SpEd scores have already been inconsistent, with students scoring mostly in the lower ranges; CASE Fall 2019 to Winter 2019 saw some growth in proficiency (3rd=13.64 to 40.91, 4th=50 to 37.5, 5th=36.36 to 83.33)
Students w/Disabilities Writing	60.0 N and o.o PD in 2018; all other years there were not enough students tested to report	
Students w/Disabilities Science	18.2 N and 18.2 PD in 2019; not enough students tested in prior years to report	
Students w/Disabilities Social Studies	50.0 N and 10.0 PD in 2018 but not enough students tested in 2019 to report;	
Economically Disadvantaged Reading	29.9 N in 2015 and 28.8 N in 2019; 48.0 PD in 2015 and 42.3 PD in 2019; reading scores have remained stagnant for the last 7 years with changes only increasing or decreasing by a percentage point between years	
Economically Disadvantaged Math	21.3 N in 2015 and 19.8 N in 2019; 35.4 PD in 2015 and 47.7 PD in 2019	
Economically Disadvantaged Writing	15.9 N in 2015 and 35.7 N in 2019; 27.3 PD in 2015 and 35.7 PD in 2019; scores show improvement every other year	
Economically Disadvantaged Science	10.6 N in 2018 and 16.3 N in 2019; 27.7 PD in 2018 and 14.0 PD 2019	
Economically Disadvantaged Social Studies	27.7 N in 2018 and 14.0 in 2019; 47.7 PD in 2018 and 45.2 PD in 2019	

Non-Academic Data

	2018-2019	2019-2020
Behavior	increase in mental health needs among students; increased office referrals due to mental health needs	
Student Attendance		
Teacher Attendance	staff attendance 94% in 2016, 92% in 2017, 92% in 2018, 93% in 2019	

Strengths / Leverages

Academic Data	2018-2019 KPREP	2019-2020
Elementary Reading (all students)		Fall 2019 to Winter 2019 saw an increase in reading proficiency in third and fourth grades based on CASE scores (3rd=47.6 to 57.9 and 4th=49.5 to 60.6)
Elementary Math (all students)		Fall 2019 to Winter 2019 saw an increase in math proficiency in third through fifth grade based on CASE scores (3rd=56.2 to 58.2, 4th==61.6 to 67, 5th=70.4 to 93.7)
Elementary Writing (all students)	N decrease from 12.9 in 2018 to 9.4 in 2019	Monthly On-Demand CFA scores at every grade level show growth in each area of writing
Elementary Science (all students)	N decrease from 11.8 in 2018 to 7.9 in 2019	
Elementary Social Studies (all students)		
Students w/Disabilities Reading		
Students w/Disabilities Math		
Students w/Disabilities Writing		
Students w/Disabilities Science		
Students w/Disabilities Social Studies		Increse in SpEd student proficiency in all grades (3rd=40.91 to 50, 4th=25 to 50, 5th=45.45 to 54.17)
		Increaase o SpEd student proficiency in grades 3 and 5 (3rd=13.64 to 40.91, 5th=36.36 to 83.33)
Economically Disadvantaged Reading		
Economically Disadvantaged Math		
Economically Disadvantaged Writing		
Economically Disadvantaged Science		
Economically Disadvantaged Social Studies		

Non-Academic Data	
Behavior:	
Student Attendance:	Despite seeing decreased achievement in reading and math, the growth score for LJES is quite high at 68.1, scoring in the high range and very near the threshold of 69 to be designated as very high growth. Staff identified growth as an area of need in the last year and worked this year to better differentiate instruction. These results signify that we are making strides in the right direction.
Teacher Attendance	

2021 Phase Two: School Assurances_08282020_07:53

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TABLE OF CONTENTS

2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- ○ No
- ○ N/A

Title I Schoolwide Programs

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of

individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

Title I Targeted Assistance School Programs

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ○ Yes
- ○ No
- ● **N/A**

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

- ○ Yes
- ○ No
- ● **N/A**

Schools Identified for Targeted Support and Improvement

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

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

- ● **Yes**
- ○ No
- ○ N/A

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- ● **Yes**
- ○ No
- ○ N/A

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d) (1-2).

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No
- ○ N/A

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

- ● **Yes**
- ○ No

○   N/A

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ●   **Yes**
- ○   No
- ○   N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021 Phase Two: School Safety Report_08282020_07:54

2020-21 Phase Two: School Safety Report

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

Last Modified: 08/28/2020
Status: Locked

TABLE OF CONTENTS

2020-21 Phase Two: School Safety Report

2020-21 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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes. August 20, 2020

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

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

Yes. August 17, 2020

7. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

No. School began in the virtual setting without students in the building due to COVID-19. When school resumes in person, drills will be conducted as required.

8. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021 Phase Three: Closing the Achievement Gap Diagnostic_08282020_08:00

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 11/23/2020
Status: Locked

TABLE OF CONTENTS

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report,** schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attached.

ATTACHMENTS

Attachment Name

Achievement Gap Group Identification

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

II. Achievement Gap Analysis

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

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. The Family Resource Center for LJES meets family needs through weekly food deliveries, home visits, holiday assistance, dental screenings, and mental health supports. 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. Lebanon Junction Elementary strives to maintain a culture where all are valued and respected as individuals. The majority of our students come from Free and Reduced homes as well as other barriers to education in their individual home lives. LJES is a Community Eligibility Provision (CEP) school, so all students receive free breakfast and lunch. As a result, every student has equal access to meals and the stigma of being free and reduced is taken away. With the knowledge of our community needs, staff are proactive to find ways to support families. 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 the regular education classroom to receive instruction and participate with same-aged peers socially.The special education population at LJES has decreased in recent years, but our focus on special education has increased as the strategies employed are beneficial to all students and not specific to only those with a disability. Staff readily accept students with disabilities and IEPs into their classroom, including our MSD students with the most severe and visible disabilities. Special education staff openly collaborate with classroom teachers and participate in grade level PLCs and planning. Our goal is that any outsider visiting our classrooms would not know the difference between the classroom teacher and the collaborating special education teacher.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

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. Most recently, our students with disabilities showed tremendous growth in Reading and Math as measured by the CASE assessments administered in the 2019-2020 school year. The School Needs Assessment contains a data breakdown for groups of students and grade levels.

ATTACHMENTS

Attachment Name

2021 Needs Assessment LJES

Achievement Gap Group Identification

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Based on 2019-2020 CASE data, LJES has made academic gains among students with disabilities. Specific gap group data can be found in the 2021 Needs Assessment attached.

ATTACHMENTS

Attachment Name

🔗 2021 Needs Assessment LJES

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Based on the most recent data, LJES has not made significant progress among free and reduced students. With COVID and NTI, there was no state testing last year from which to pull data, but we are able to look at informal assessments given at the school level. These indicate that academic scores have remained steady with only slight improvement or regression. The 2021 Needs Assessment has specific data for gap groups, but since we have lack of formal data for free and reduced students, the overall scores can be analyzed for each subject and/or grade level.

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

The gaps present at LJES have not shown progress as we struggle to engage our students in their learning and to overcome barriers. We have changed special education staff and have worked to build a cohesive team that has the same vision for our students. We have also worked to improve the writing of our IEPs to ensure they are specific to each student and address individual learning needs. LJES struggles to close persistent achievement gaps due for various reasons, the first being that this is a school-wide Title 1 school, with 64.0% 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.

F. 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, Jami Willis, Counselor, and Danielle Abramson, 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 takes that information back to their team for greater input. The staff as a whole has been involved in staff meetings and PLCs, and uses professional development days to dissect 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. These meetings are generally part of the parent organization's meeting agenda.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Staff have done extensive work to analyze standards to determine exactly what students are expected to know. Further work has been done on the instructional process, creating assessments and how to use assessments to drive instruction. Staff have also received training in the Kagan Cooperative Learning strategies to incorporate into their teaching to increase engagement and accountability for students as well as the Workshop Model and Thinking Focus classroom. 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.

III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By Spring 2021, LJES students with disabilities will increase the proficiency score (combined reading and math) to 19.85% as measured on KPREP.

Closing the Achievement 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.

See attachment.

ATTACHMENTS

Attachment Name

2021 Measureable Gap Goal

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2021 Measureable Gap Goal		• III
🔗 2021 Needs Assessment LJES	contains gap group trend data	• II.B • II.C
▦ Achievement Gap Group Identification		• I • II.B

Gap Group/Total number of students	Percentage of Total School Population
F/R Lunch	64.00%
Students with Disabilities	19.00%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable
By Spring 2021, UES students with disabilities will increase the proficiency score (combined reading and math) to 19.85% as measured on KPREP.	KCWP 4: Review, Analyze and Apply Data	-Special Education staff attend grade level PLCs as well as attend SpEd PLC monthly	Special Education Staff, Instructional Coach, Principal
		-Implement MasteryConnect at each grade level to track mastery of standards	Classroom Teachers
		-Implement and train staff in effective co-teaching models	Instructional Coach, Special Education Instructional Coach, Principal
		-RTA Interventionist works with K-3 students in Tier 3 for reading intervention; MTSS interventionists work with individual and small groups for reading and math intervention	RTA Interventionist, RTA staff
		-Vertical alignment and discussion of strategies and needs for ELA and Math.	Principal, Instructional Coach, Teachers
		-Staff training in Gradual Release of Responsibility using the Workshop Model	Instructional Coach
		-Staff training in differentiated student self-assessment techniques	Principal, Instructional Coach
		Book Studies: The Book Whisperer, Who's Doing the Work, Conferring with Readers, The Next Step Forward in Reading Intervention	Teachers

2021 Phase Three: Executive Summary for Schools_08282020_07:59

2020-21 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: 10/30/2020
Status: Locked

TABLE OF CONTENTS

2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Description of the School

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

Lebanon Junction Elementary is located within southern Bullitt County and currently has approximately 360 students enrolled in grades K-5 with an additional 20 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 lunch every day. In addition, LJES has a special education population of 15% 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 16 regular education classrooms, one preschool (students attend M/W or T/TH), 3 LBD teachers, 1 MSD room, 1 EBD room, 1 speech pathologist, an RTI Intervention Team that includes a certified teacher through the Read to Achieve (RTA) Grant, 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 STEAM. Of the 26 certified teachers in the building, 10 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. In the LJ community, there are few businesses with which to partner. There are small businesses, but the large majority of those who work must commute to neighboring cities to do so. 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. Based on Brigance data, the average academic age of our current Kindergarten class is 4.1 years. 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, the community of Lebanon Junction has been supported by The Turnaround Center, a nonprofit organization that works to meet the needs of the families living in the community. The greatest impact The Turnaround Center ha on the community is weekly hot meals and food baskets, with a significant number of meals served at each service. Though there are other services offered by The Turnaround Center, many families rely on the free meals and food baskets and giveaways in order to meet their daily needs.

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: To provide an engaging community that prepares each student to grow as a thinker and be a productive member of society. 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.

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 60s to high 70s on various content areas. Based on 2018 state test results, staff came to consensus that improving student growth was an area of need and set about differentiating lessons to a greater degree than had been done prior. The latest round of state testing shows that growth is high, and bordering on the classification of very high, demonstrating that those efforts made an impact for all learners, not just those at the lower end of the performance spectrum. Through CASE testing during the 2019-2020 school year, LJES saw increased performance among every student groups, but the highest among our special education population. We are eager to see this achievement translate into state testing, but with the COVID-19 pandemic, that testing has been placed on hold.Areas of Improvement:Staff continue to learn new strategies and better coordinate efforts for Reading and Writing instruction, implementing what has been learned during professional learning. 2019 state test results show that Reading and Writing are still areas in need of improvement.

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

N/A

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

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 and KPREP to meet students' needs, working through the PLC process to determine next steps in the classroom.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

Last Modified: 11/23/2020
Status: Locked

TABLE OF CONTENTS

2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-21 Phase Three: Comprehensive School Improvement Plan

Rationale

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

Operational Definitions

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

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

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

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

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

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template.</u>

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

See attached.

<u>ATTACHMENTS</u>

Attachment Name

2021 CSIP

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2021 CSIP		•

Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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

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

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

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

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

  For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Proficiency Goal:
• By Spring 2023, increase the combined Proficiency (reading and math) from 48.15 to 57.6 as measured by KPREP.

Gap Goal:
• By Spring 2023, increase the gap rate for students with disabilities from 16.0 to 31.3 as measured by KPREP.

Growth Goal:
• By Spring 2023, increase the combined growth towards Proficiency (reading and math) from 48.15 to 57.6 as measured by KPREP.

LEGEND COLOR CODING

School Improvement on Hold Due to Pandemic	In-Progress	COMPLETED

NEW/Updated District Improvement		School Improvement		In-Progress		COMPLETED
Objective (Plan-Validate need/w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (DO)	Progress Monitoring (Study and Act)	Funding	Title 1 School Plan (NA if not applicable)
64% of students with disabilities scored at the Novice level in Reading and 44% in Math; only 12% of students with disabilities scored at the Proficient level in grades 3-5 2021 LJES Needs Assessment	By Spring 2021, LJES students with disabilities will increase the proficiency score (combined reading and math) to 19.85% as measured on KPREP.	KCWP 4: Review, Analyze and Apply Data	-Special Education staff attend grade level PLCs as well as attend SpEd PLC monthly -Implement MasteryConnect at each grade level to track mastery of standards -Implement and train staff in effective co-teaching models RTA Interventionist works with K-3 students in Tier 3 for reading intervention; MTSS interventionists work with individual and small groups for reading and math intervention	-Analyze CASE assessments and CFA data in MasteryConnect to determine grade level needs -SpEd student and bubble student analysis after each CASE assessment -Lesson plans and administrative observations using Eleot to track co-teaching implementation -Teacher lesson plans and observations Eleot data	$40.500	-Bullitt Day January 2020 staff conducted data needs assessment for reading -Weekly ILT meetings every Wednesday to review formative assessment data -Title 1 Evaluation Survey administered Spring/Summer 2020 -Title 1/RTA Reading Night October/November 2020 -Title 1/RTA Literacy Night March 2020 -Title 1 Instructional Tutors provides additional reading instruction during recovery block schedule -Title 1 Writing Coach

supports literacy and writing instruction in the classroom *Title 1 supplements RTA grant to pay for the RTA Interventionist*	
-Staff participation in book study groups and presentation to staff	
-Vertical alignment and discussion of strategies and needs for ELA and Math. -Staff training in Gradual Release of Responsibility using the Workshop Model -Staff training in differentiated student self-assessment techniques Book Studies: The Book Whisperer, Who's Doing the Work, Conferring with Readers, The Next Step Forward in Reading Intervention	

Separate Academic Indicator

- By Spring 2023, increase the Separate Academic Index score for Writing from 41.3 to 52.0 as measured by KPREP.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (DO)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
41.2% of students scored at the Proficient level; 36.5% of students scored at the Novice level. 2021 LJES Needs Assessment	By Spring 2021, LJES will have 45.3% proficiency on On Demand Writing KPREP as measured by KPREP..	KCWP 4: Review, Analyze and Apply Data	-Writing Walkthroughs using writing checklist -Grade level On Demand benchmark assessments -Friday WIN time writing instruction	-Analyze monthly On Demand practice to look to trends within grade levels -Review Writing Checklist for schoolwide trends	$11,000 Title 1 (part time Writing Coach)	

-Vertical alignment for writing across all grade levels (PreK-5) -Writing Coach (part time) to model and support staff -PDSA to track schoolwide Writing progress/achievement Book Studies: The Writing Thief: Using Mentor Texts to Teach the Craft of Writing and Writers are Readers	-Eleot data (WIN Time for Writing Instruction) -PLC and ILT Meeting minutes -PDSA scoreboard (writing trackers) -Staff participation in book study groups and presentation to staff	

2021 Phase Three: Professional Development Plan for Schools_08282020_08:00

2020-21 Phase Three: Professional Development Plan for Schools

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

Last Modified: 11/23/2020
Status: Locked

TABLE OF CONTENTS

2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

LJES mission: To provide an engaging community that prepares each student to grow as a thinker and be a productive member of society.

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

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

The top 2 priorities identified for continuous growth at LJES are Writing and Reading.

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

The 2 priorities identified for professional development relate to school goals as they are 2 of the 3 main content areas where students are assessed and from where our academic data is derived.

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

Writing: The specific objective for professional development is to build teacher capacity and strengthen teacher toolkits for teaching writing.

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

The intended result of the professional development is to increase student proficiency in the area of writing.

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

indicators of success will be student achievement on ongoing on-demand tasks throughout the school year and the end of year Writing assessment for grade 5.

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

All certified staff.

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

Teachers and students

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

District support, Instructional Coach, Writing Coach; Title 1 funding for part-time Writing Coach

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

Coaching provided by part-time Writing Coach and Instructional Coach; embedded professional development and coaching through PLCs

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

Monitoring will take place through student work samples and student tracking as Writing on-demands are implemented as well as state/district assessments.

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

Reading: The specific objective for professional development is to build teacher capacity and strengthen teacher toolkits for teaching reading, specifically in the areas of engagement, intervention, and leading small group instruction.

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

The intended result is for teaching to grow in their skills to engage students with varying academic abilities in reading.

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

indicators of success will be increased student engagement as evidenced by ELEOT, increased student performance as evidenced by CFAs, and a decrease in the percentage of students reading below grade level.

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

Teachers

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

Teachers, students

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

Instructional Coach, Title 1 funds for RTA teacher, district support for Workshop Model and Thinking Focus

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

Ongoing supports will take place in weekly PLCs and through Coaching Cycles provided by the Instructional Coach

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

Monitoring will occur through lesson plan evidence and increased student performance on CFAs and state/district assessments.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics