



2022 Phase One: Continuous Improvement Diagnostic for
Schools_09122021_11:36

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 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
- Professional Development Plan for Schools

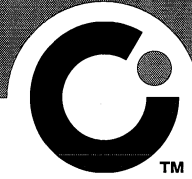
Phase Four: January 1 - December 31

- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Daniel Mullins, September 12, 2021



2022 Phase Two: The Needs Assessment for Schools_09122021_11:39

2021-22 Phase Two: The Needs Assessment for Schools

Lebanon Junction Elementary
Daniel Mullins
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Lebanon Junction, Kentucky, 40150
United States of America

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2021-22 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

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 (state vs local), 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 students receive instruction on their level to meet their individual needs. Testing data is shared with school staff, the Site Based Council, and PTA. Meeting to analyze data and create a needs assessment were advertised for all stakeholders to attend.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attached.

ATTACHMENTS

Attachment Name

 2022 Needs Assessment

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached.

ATTACHMENTS

Attachment Name

 2022 Needs Assessment

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (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

 2022 Needs Assessment

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See attached.

ATTACHMENTS

Attachment Name

 2022 Needs Assessment

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

KCWP 4: Review, Analyze and Apply Data



ATTACHMENTS

Attachment Name



LJES Key Elements Chart Evidence

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2022 Needs Assessment</u>		<ul style="list-style-type: none">• 2• 3• 4• 5
 <u>LJES Key Elements Chart</u> <u>Evidence</u>		<ul style="list-style-type: none">• 6

Academic Data		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	41.7 N, 29.1 P/D
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	38.2 N, 22.2 P/D
Elementary Writing (all students)	41.3% P/D		2.1 N, 55.3 P/D
Elementary Science (all students)	27.0% P/D		20 N, 17.5 P/D
Elementary Social Studies (all students)	49.2% P/D		Field Test
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	62.5 N, 18.7 P/D
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	37.5 N, 25 P/D
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	27.6 N, 46.8 P/D
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	41.6 N, 16.6 P/D
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	42.5 N, 21.2 P/D
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	27.6 N, 29.7 P/D
Students w/Disabilities Reading	12.0% P/D	CASE NAPD Fall 2019 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	66.7 N, 12.5 P/D
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	58.3 N, 4.2 P/D
Students w/Disabilities Writing	*not enough tested to report		20 N, 20 P/D
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		49.1 N, 29.1 P/D

Academic Data		2019-2020			
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%			
Attendance by Grade	93.5% daily attendance				

42.7 N, 15.4 P/D
0 N, 48.1 P/D

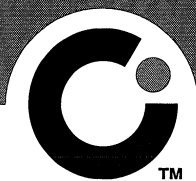
Increased student participation in therapy sessions with school-based therapy provided by outside resources.

Key Elements of the Teaching and Learning Environment - Lebanon Junction Elementary School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-Pacing guides in google curriculum drive -ODW vertical alignment housed in MasteryConnect -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources -Feedback process in place for administration to provide teachers with feedback about their teaching
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	-Eleot data walkthrough -Thinking Focus professional learning staff participants -PLC Check-ins; Solution Tree training for Principal and Instructional Coach -Bellarmine Literacy Professional Learning staff participants -Graduate Profile Teacher Cohort staff participants -Blended Learning Teacher Cohort staff participants -THRIVE Academy-first year teachers support on best practice instruction -Use of Special Education Instructional Coach to work with all staff to improve instructional strategies -Coaching cycles completed by Instructional Coach
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-CASE benchmark assessment (3 times a year) -MasteryConnect-items banks -PLC Question #2 -ODW Benchmark Assessments -Early Literacy Assessment Protocol -RTA staff collaboration with classroom teacher and actively works with full staff to deploy strategies
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g.,	-ODW Trimester Data Review -CSIP Work Sessions for principals -PLC Check-Ins

Key Elements of the Teaching and Learning Environment - Lebanon Junction Elementary School

formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	<ul style="list-style-type: none"> -Monthly MTSS meetings to discuss individual student progress through Tiers -Leadership Team looks at Eleot data weekly to determine trends within the school
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	<ul style="list-style-type: none"> -Needs assessment related to CSIP for federal funding -PBIS - tiered fidelity report -PBIS meetings monthly -Monthly MTSS meetings to discuss individual student progress through Tiers -Leadership Team looks at Eleot data weekly to determine trends within the school
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	<ul style="list-style-type: none"> -Graduate Profile competencies - PBIS - tiered fidelity -Title 1 family nights to present learning strategies to families -Collaboration with FRC to remove barriers to attendance and learning



2022 Phase Two: School Assurances_09122021_11:40

2021-22 Phase Two: School Assurances

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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school 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

COMMENTS

4. 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

COMMENTS

5. 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

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

7. 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 under section 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

COMMENTS

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

12. 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

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

16. 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

COMMENTS

17. 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

COMMENTS

18. 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

COMMENTS

19. 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

COMMENTS

20. 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

COMMENTS

21. 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 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

22. 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

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

28. 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

COMMENTS

29. 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

COMMENTS

30. 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

COMMENTS

31. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

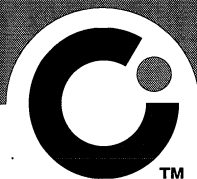
☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022 Phase Two: School Safety Report_09122021_11:42

2021-22 Phase Two: School Safety Report

Lebanon Junction Elementary
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2021-22 Phase Two: School Safety Report

School Safety Report

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, 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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

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

Yes. SBDM approved the new plan on 9.16.2021.

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

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

Yes. 8.9.2021

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

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

Yes

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

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

Yes

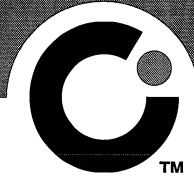
11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022 Phase Three: Professional Development Plan for Schools_09122021_11:41

2021-22 Phase Three: Professional Development Plan for Schools

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

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2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The mission of LJES is 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?

Reading Instruction Writing Instruction

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

The identified priorities of Reading Instruction and Writing Instruction relate to school goals as the majority of the goals for Lebanon Junction Elementary revolve around these two key areas. Both local and state assessment data indicate a need for reading to be strengthened across all grade levels. Writing instruction has shown great progress in the past couple years, but we do not want to neglect that progress. Instead, we want to continue to strengthen our writing program, which in turn will strengthen all other academic areas.

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.

The specific objectives for the professional development in the area of Reading is to further train teachers how to differentiate instruction. For some staff this is accomplished through small guided reading groups while others require training in designing and implementing lessons and activities that directly align with the grade level standard.

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

The intended result of training teachers in the area of reading is to build teacher capacity and confidence in working with students. Trainings will include emphasis on the pillars for foundational literacy and provide resources for lesson implementation with intended student engagement and rigor level.

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.

The indicators of success for training in the area of Reading will be increased differentiation evidenced in classroom lessons, including increased rigor in activities that align to state standards for each grade level.

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

The targeted audience for this training is all classroom teachers.

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

Groups impacted by this component of professional development are teachers, students, instructional coach, administration, and support staff that work within the classroom.

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

Resources needed to support this learning are experts who can present to staff about literacy and how best to meet the needs of struggling readers no matter their current grade level. Some of these experts can be found within the district. For those that must be utilized from elsewhere, we have a regional cooperative with extensive resources as well as ESSER money that can support this initiative.

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

Ongoing support will be provided to staff through the Instructional Coach and frequent circling back to training on following faculty meetings and Bullitt Days (staff work days).

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 occur through classroom observations as well as PLC conversations. Administration and Instructional Coach do frequent observations in classrooms and local assessment data will drive further needed changes.

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.

The specific objectives for the professional development in the area of Writing is to provide teachers with resources for teaching a variety of writing modes. Staff have expressed a need for Writing training that addresses teaching writing when all students are in a different place within the writing process, how to confer with students, and how to transfer writing skills to other areas so they are not in isolation.

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

Intended results of this training are to provide staff with resources to develop quality writing opportunities for students so that writing is not an event or a specific content area, but is instead woven through everything we do each day.

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 for this training are for staff to feel confident in their planning abilities for planning for writing opportunities and units.

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

The target audience for this training is classroom teachers as well as special education and special area teachers.

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

Groups impacted by this component of professional development are teachers, students, instructional coach, administration, and support staff that work within the classroom.

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

Resources needed to support this learning are experts who can present to staff about Writing. Some of these experts can be found within the district. For those that must be utilized from elsewhere, we have a regional cooperative with extensive resources as well as ESSER money that can support this initiative.

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

Ongoing supports will occur through PLC and in collaboration with the Instructional Coach. Further trainings and follow ups can occur at faculty meetings and Bullitt Days (staff training days).

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 the use of our writing tracker, which we use to track individual student progress in the area of writing. This is currently used to measure student progress on district writing benchmarks.

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)
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Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the 4-5 required school goals (based on level): proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, 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, Baldrige, 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 4-5 required school 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 2025, Lebanon Junction Elementary will increase the combined (reading and math) percentage of proficient/distinguished students in grades 3-5 from 48.1 to 62.3 as measured by state testing.
- **Achievement Gap Goal:**
 - By Spring 2025, Lebanon Junction Elementary will increase the combined (reading and math) gap group(s) percentage for proficient/distinguished students in grades 3-5 from 29.5 to 48.72 as measured by state testing.
- **Growth Goal:**
 - By Spring 2025, Lebanon Junction Elementary will decrease the combined (reading and math) Novice in grades 3-5 from 40 to 30 as measured by state testing.

Objective (Plan-Validate need w/data)	Measure of Success (outcome-1 year goal)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
12% of students with disabilities in grades 3-5 scored Proficient or Distinguished in Reading; 16% in Math (based on 2019-2020 state test scores)	LJES will increase proficiency in Reading among students with disabilities to 16% and in Math to 20% by the end of Spring 2022.	KCWP 4: Review, Analyze, and Apply Data	Special Education staff attend grade level PLCs as well as attend SpEd PLC weekly with the SpEd Instructional Coach.	SpEd student analysis after each CASE assessment	0	-Weekly ILT meetings every Monday to review formative assessment data -Title 1 Evaluation Survey administered Spring/Summer 2021 -Title 1 Instructional Tutor provides additional reading and math instruction during recovery block schedule -RTA Interventionist provides Tier 3 Reading instruction to students in K-3
46.8% of students in grades 3-5 scored Proficient or Distinguished in Reading; 49.5% in Math (based on 2019-2020 state testing)	LJES will increase Proficiency in Reading for all students to 40% and in Math to 30% by the end of Spring 2022.		Implement Mastery Connect at each grade level to track mastery of standards.	Analyze CASE assessments and CFA data in Mastery Connect to determine grade level needs	0	
41.7% of students in grades 3-5 scored Novice in Reading; 38.3% in Math (based on 2020-2021 state testing)	LJES will decrease Novice in Reading for all students to 35% by the end of Spring 2022.		Continue training staff in effective co-teaching models and strategies for effective co-teaching.	Lesson plans and administrative observations using Eleot to track co-teaching implementation	0	
			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.	MTSS student discussion tracker used in monthly PLCs	2,500 ESSER instructional materials funds	
			Staff training in differentiated student self-assessment techniques.	Teacher lesson plans and observations	0	

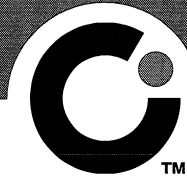
			<p><i>Staff training in types of feedback (Cognitive Coaching).</i></p> <p><i>Full time literacy interventionist to work with grades 1 and 2 to address pandemic gaps (position ends at end of 2021-2022 school year)</i></p> <p><i>Part time literacy interventionist</i></p>	<p><i>Assessment tracker to track progress throughout the year</i></p>	<p>0</p> <p><i>50,000 board funds (district tax rate increase)</i></p> <p><i>28,000 ESSER Learning Forward funds</i></p>	
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Separate Academic Indicator

- By Spring 2025, Lebanon Junction Elementary will increase the percentage of proficient/distinguished students in grade 5 in Writing from 41.3 to 57.3 as measured by state testing.

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)
41.3% of students in grade 5 scored Proficient or Distinguished in Writing; (based on 2019-2020 state testing)	LJES will increase Proficiency in Writing for grade 5 to 45% by the end of Spring 2022.	KCWP 4: Review, Analyze, and Apply Data	Writing walkthrough using writing checklist	On Demand tracker used with staff to monitor student progress	0	
			<p>Grade level On Demand benchmark assessments and use of On Demand data tracker to analyze and determine trends</p> <p>Continue vertical alignment for writing across all grade levels; aligning resources for staff use</p>	Committee minutes and alignment document created by staff	0	

			PDSA to track schoolwide Writing progress/improvement	<i>PDSA reviewed in Leadership Meetings</i>	0	
			Professional Development for Writer's Workshop and journaling	<i>Teacher lesson plans and observations</i>	5,000 ESSER professional development funds	
			Live scoring of writing pieces	<i>PLC discussions</i>		



2022 Phase Three: Comprehensive School Improvement Plan_09122021_11:38

2021-2022 Phase Three: Comprehensive School Improvement Plan

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

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
- Upload your completed Comprehensive School Improvement Plan in the attachment area below.


Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attachment

ATTACHMENTS

Attachment Name

 CSIP Jan-Dec 2022

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, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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

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


Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

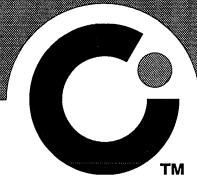
Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>CSIP Jan-Dec 2022</u>	LJES CSIP Jan-Dec 2022	.



2022 Phase Three: Executive Summary for Schools_11122021_07:13

2021-22 Phase Three: Executive Summary for Schools

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

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2021-22 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 370 students enrolled in grades K-5 with an additional 18 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, LJE 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 LJE 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, LJE 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. 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 Brigrance 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 Brigrance. This is in part due to the lack of childcare opportunities available within the community, limiting quality childcare and learning opportunities. Based on Brigrance 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, 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 has 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. This 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 was placed on hold. State testing results for 2021 indicate drops in achievement in all areas, with an exception in writing. Student performance in reading, math, science and social studies all decreased. Writing was the one area where growth was seen, with only 1 student scoring in the Novice area. Scores for the 2020-2021 school year are reflective of the inconsistency students experienced with virtual learning, hybrid learning, and in person learning throughout the year. 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. Testing results from 2019 (and those from the pandemic of 2020-2021) 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)
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