



2023-2024 Phase One: Continuous Improvement Diagnostic for  
Schools\_08172023\_15:16

2023-2024 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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## **2023-2024 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 2023-24 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

**Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

**Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- 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 8.17.2023



2023-2024 Phase One: Executive Summary for  
Schools\_08172023\_15:14

2023-2024 Phase One: Executive Summary for Schools

**Lebanon Junction Elementary**  
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## 2023-2024 Phase One: 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 330 students enrolled in grades K-5 with an additional 12 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 14 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 MTSS Intervention Team that includes a certified teacher, 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. 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, 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The school stakeholder groups represent various roles that take part in the improvement planning process. We have a small PTA who organizes and supports the school as possible, but parent participation and visibility is limited to just a handful of parents. We present information about school improvement initiatives at parent nights, through SBDM, and through Title 1 initiatives, but participation and responses remain low.

Due to the location of LJES, community support is limited as resources are scarce. We do partner with the few businesses available, but many of the resources and support are given to the local high school, leaving the elementary school to fend for themselves.

Teacher input is received in the form of surveys and staff discussion groups where improvement initiatives are discussed.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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.



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### 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.

In 2022, LJES scored in the Medium category for scores in all subject areas based on the state indicator cut scores. The School Climate and Safety survey places LJES in the High category. Overall, LJES scored in the Yellow category. The lone low area(s) for improvement were our Gap Groups. F/R lunch placed in the high end of the Orange category. Student with Disabilities was at the low end of the Orange category, almost placing LJES in the CSI tier.

In the last year, LJES has placed an emphasis on literacy, focusing our efforts on building a love for reading. As a result, we have seen classroom and district assessment scores improve.

### Additional Information

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

n/a

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report\_08172023\_15:15

2023-2024 Phase One: School Safety Report

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## 2023-2024 Phase One: 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) and is a copy maintained on file in the school office?

*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, shall be reported for the 2022-2023 school year and each year thereafter.*

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) and is a copy maintained on file in the school office?

*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) and is a copy maintained in the school office?

*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 5.23.2023

8. 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) and is a copy maintained in the school office?

*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 5.23.2023

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) and are the drills maintained in the appropriate drill log for the given school year?

*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) and is a copy maintained on file in the school office?

*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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2023-2024 Phase Two: The Needs Assessment for  
Schools\_10112023\_15:07

2023-2024 Phase Two: The Needs Assessment for Schools

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## **2023-24 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.

## Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

- Special Education staff were able to be more involved in the classrooms as well as in grade level PLC meetings. However, further training in the co-teaching models was put on hold.
- Structured Literacy trainings were held with additional planned.
- Essential Standards for Reading and Math identified at every grade level.
- Foundations implemented with data analyzed and a clear impact on student achievement.
- Amira program put on hold as a result of the state requiring each district to adopt a program to address gaps.

Of the activities planned in the last improvement plan, there were some successes and activities that we will continue through the next improvement plan.

- On Demand writing benchmarks showed great growth throughout the school year in every grade level. Grade level teams developed rubrics and had rich discussions centered around those rubrics and learning expectations.
- The RTA Interventionist was also able to continue instruction with those students who were present and data shows incredible growth for the school year.
- Cognitive Coaching learning was brought back by administration and presented to teachers.

Overall, implementation of key strategies and focus provided us the opportunity to see growth coming out of the pandemic and more importantly continue to move forward in areas we didn't focus on. The plan is a living, breathing document that will be updated and revised with a focus on reading.

## Trends

3. 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attached.

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### Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.  
See attached.

### Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.  
See attached.

### Strengths/Leverages

6. 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.

## Evaluate the Teaching and Learning Environment

7. 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.

### **ATTACHMENTS**

#### **Attachment Name**

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 2023-2024 LJES School Key Elements

 2024 CSIP Needs Assessment



8. 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 District Improvement Plan (CSIP) diagnostic and template.

KCWP 3: Design and Deliver Assessment Literacy

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2023-2024 LJE School Key Elements</u>		• 7
 <u>2024 CSIP Needs Assessment</u>		• 7

**Key Elements of the Teaching and Learning Environment – School**

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 1: Design and Deploy Standards</b> Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	No	<ul style="list-style-type: none"> <li>-Pacing guides in google curriculum drive</li> <li>-ODW vertical alignment housed in MasteryConnect</li> <li>-Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources</li> <li>-Feedback process in place for administration to provide teachers with feedback about their teaching</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	No	<ul style="list-style-type: none"> <li>-Eleot data walkthrough</li> <li>-Thinking Focus professional learning staff participants</li> <li>-PLC Check-ins; Solution Tree training for Principal and Instructional Coach</li> <li>-Bellarmine Literacy Professional Learning staff participants</li> <li>-Graduate Profile Teacher Cohort staff participants</li> <li>-Blended Learning Teacher Cohort staff participants</li> <li>-THRIVE Academy-first year teachers support on best practice instruction</li> <li>-Use of Special Education Instructional Coach to work with all staff to improve instructional strategies</li> <li>-Coaching cycles completed by Instructional Coach</li> </ul>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	Yes	<ul style="list-style-type: none"> <li>-iReady benchmark assessment (3 times a year)</li> <li>-MasteryConnect-items banks</li> <li>-PLC Question #2</li> <li>-ODW Benchmark Assessments</li> <li>-Early Literacy Assessment Protocol</li> </ul>



Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 4: Review, Analyze and Apply Data</b> Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>	No	<ul style="list-style-type: none"> <li>-RTA staff collaboration with classroom teacher and actively works with full staff to deploy strategies</li> <li>-ODW Trimester Data Review</li> <li>-CSIP Work Sessions for principals</li> <li>-PLC Check-Ins</li> <li>-Monthly MTSS meetings to discuss individual student progress through Tiers</li> <li>-Leadership Team looks at Eleot data weekly to determine trends within the school</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b> Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	No	<ul style="list-style-type: none"> <li>-Needs assessment related to CSIP for federal funding</li> <li>-PBIS - tiered fidelity report</li> <li>-PBIS meetings monthly</li> <li>-Monthly MTSS meetings to discuss individual student progress through Tiers</li> <li>-Leadership Team looks at Eleot data weekly to determine trends within the school</li> </ul>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b> Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	No	<ul style="list-style-type: none"> <li>-Graduate Profile competencies</li> <li>-PBIS - tiered fidelity</li> <li>-Title 1 family nights to present learning strategies to families</li> <li>-Collaboration with FRC to remove barriers to attendance and learning</li> </ul>

Current State Academic Data	KSA 2022-2023	Fall 2023 Ready	Fall 2023 Fastbridge	KSA 2021-2022	2021-2022	2019-2020
Elementary Reading (all students)	49.7% PD	24% PD		44.9% PD	41.7 N, 29.1 PD	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 60.9); CASE Fall 2020 Gap 42.2% 1st-5th grade proficiency
Elementary Math (all students)	42.9% PD	15% PD		35.3% PD	38.2 N, 29.2 PD	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 67.5, 5th-70.4 to 83.7); CASE Fall Gap 31.8% 1st-5th grade proficiency
Elementary Writing (all students)	46% PD			32.8% PD	2.1 N, 55.3 PD	
Elementary Science (all students)	31.4% PD			30.6% PD	20 N, 17.5 PD	
Elementary Social Studies (all students)	48.0% PD			27.6% PD	Field Test	
3rd Reading	49% PD	46% PD		36.9% PD	62.5 N, 18.7 PD	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 59; CASE Fall 2020 Gap proficiency 45.9
4th Reading	42.8% PD	29% PD		55.1% PD	37.5 N, 25 PD	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	60% PD	27% PD		46% PD	27.6 N, 46.9 PD	Fall 2019 to Winter 2019 CASE increase from 65.3 to 84.8; Fall 2019 to Winter 2019 SpEd proficiency increase from 45.45 to 54.17; CASE Fall 2020 Gap proficiency 51.4
3rd Math	33.2% PD	9% PD		27.3% PD	41.6 N, 16.6 PD	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	37.1% PD	20% PD		48.9% PD	42.5 N, 21.2 PD	Fall 2019 to Winter 2019 CASE increase from 51.6 to 67; Fall 2019 to Winter 2019 SpEd proficiency decrease from 80 to 37.5; CASE Fall 2020 Gap proficiency 42.3
5th Math	62% PD	24% PD		34.2% PD	27.6 N, 29.7 PD	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	14.2% PD			19.9% PD	66.7 N, 12.5 PD	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
Students w/Disabilities Math	8.5% PD			15.5% PD	58.3 N, 4.2 PD	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	40% PD			5.8% PD	20 N, 20 PD	*not enough tested to report
Students w/Disabilities Science	7.1% PD			0		18.2% PD report
Students w/Disabilities Social Studies	40% PD			0		*not enough tested to report
Economically Disadvantaged Reading				40.2% PD	49.1 N, 29.1 PD	
Economically Disadvantaged Math				30.5% PD	42.7 N, 15.4 PD	
Economically Disadvantaged Writing				25.9% PD	0 N, 48.1 PD	
Economically Disadvantaged Science				26.6% PD		
Economically Disadvantaged Social Studies				19.9% PD		
Non-Academic Data	13 documented behavior events in the first quarter	25 documented behavior events in the first quarter	Increased student participation in therapy sessions with school-based therapy provided by outside resources.	Increased behavior referrals; increased SWR reports	Increased student participation in therapy sessions with school-based therapy provided by outside resources.	
Behavior						94.8% daily attendance
Student Absences						93.5% daily attendance

Priorities/Concerns Academic Data	Fall 2023		Fall 2022		2021-2022	
	Ready	Fall 2023	Ready	Fall 2022	2021-2022	2021-2022
Elementary Reading (all students) Elementary Math (all students)	22% N	27% N	32.3% N	2022 Spring CASE assessment indicates 40.06 PD; 2022 DRA on grade level equals 53.7	Reading continues to be an area of concern. At the end of the 2021-2022 school year, staff discussed how best to attack this content area. With limited funding, it was decided that we would focus on phonics in grades K-2. Fundation was ordered and training provided for staff to kick off the 2022 school year. Math continues to be a struggle for many students due to the reading comprehension aspect of it. LJEs showed huge gains in writing during the 2020-2021 school year. It appears we took a step backward during this most recent school year, but we do feel much of this is due to student gaps from Covid and the inconsistent instructional time due to random quarantines.	2022 Spring CASE indicates 37.95 PD
	27.5% N	25% N	33.8% N	2022 On Demand benchmarks indicate 58.4 PD		
	12% N		22.3% N			
Elementary Reading (all students) Elementary Math (all students) Elementary Social Studies (all students)	18.5% N		18.3% N			
	36% N		43.4% N			
3rd Reading 4th Reading 5th Reading	24.5% N	28% N	38.3% N	CASE Fall 2022 proficiency 33.8; consistent growth on DRA throughout school year	CASE Fall 2022 proficiency 55.1; semi consistent growth on DRA throughout school year CASE Fall 2022 proficiency 38.1; inconsistent growth on DRA throughout school year	KSA 2021-2022
	28.5% N	35% N	24.4% N			
	10% N	45% N	31.5% N			
3rd Math 4th Math 5th Math	31.5% N	26% N	42.4% N	CASE Fall 2022 proficiency 38.5	CASE Fall 2022 proficiency 52.0 CASE Fall 2020 proficiency 30.2	KSA 2021-2022
	34.2% N	42% N	26.5% N			
	14% N	41% N	30.2% N			
Students w/Disabilities Reading Students w/Disabilities Math Students w/Disabilities Writing Students w/Disabilities Science Students w/Disabilities Social Studies	40% N		55.5% N		Increased behavior referrals and increased SCIM reports. Inconsistent learning due to quarantines and hybrid model.	KSA 2021-2022
	51.4% N		57.7% N			
	60% N		58.8% N			
Economically Disadvantaged Reading Economically Disadvantaged Math Economically Disadvantaged Writing Economically Disadvantaged Science Economically Disadvantaged Social Studies	57.1% N		80% N		KSA 2021-2022	KSA 2021-2022
	60% N		76.4% N			
Non-Academic Data Behavior Student Absences			35.8% N		KSA 2022-2023	KSA 2022-2023
			37.3% N			
			23.6% N			
			20% N			
			45.4% N			



2023-2024 Phase Two: School Assurances\_10112023\_15:06

2023-2024 Phase Two: School Assurances

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

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2023-24 Phase Two: School Assurances

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## 2023-24 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 distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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



7. 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**

8. 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**

9. 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**



10. 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**

11. The school educates teachers, specialized instructional support personnel, principals, 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**

12. 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**

13. 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**

14. 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**

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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**

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) 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**

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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**

22. 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**

23. In a school 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**

24. In a school 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**

25. In a school 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**

26. In a school 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**

27. In a school 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**

28. In a school 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**

29. In a school 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**

30. In a school 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

31. 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**

32. 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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### 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, 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. 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 11.14 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

#### The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

#### The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

**BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION**  
OUR FOCUS IS ON IMPROVING STUDENT LEARNING EXPERIENCES

**AUTHENTIC LEARNING EXPERIENCES**  
 Academic Standards + Graduate Profile Competencies = Authentic Learning Experiences  
 Experiences are a balance of traditional, transitional, AND transformational

**STUDENT VOICE AND AGENCY**  
 Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

**COMMUNITY PARTNERSHIPS**  
 Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

**DEMONSTRATIONS OF LEARNING**  
 Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

**AUTHENTIC ASSESSMENTS**  
 Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-created work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Indicator Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	74.8	Yellow	8.6	Blue
State Assessment Results in science, social studies and writing	76.3	Yellow	11.6	Blue
English Learner Progress	n/a	n/a	n/a	n/a
Quality of School Climate and Safety	80.9	Green	1.1	Green
<p><b>Priorities/Concerns from Needs Assessment for Schools</b>                      List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. <i>(this would be identified from novice/appraise, etc.)</i></p>				
<p><b>1. Math all grades</b>  <b>2. Reading all grades</b>  <b>3. Students with Disabilities</b></p> <p><b>KCWP 2: Design and Deliver Instruction</b>  <b>KCWP 4: Review, Analyze, and Apply Data</b>  <b>KCWP 6: Establishing Learning Culture and Environment</b></p>				

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-5 (drop down menu... maximum of 3 KEWPs)	Plan/Do (for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence-Based Practices Table below)	Study & Act (Select a data source, write noticings, and next steps. Document date of review) Please progress monitor a minimum of 2 times per academic year	Funding (Select fund and then enter amount)
Reading	51.0	54.1	58.9	2 Design and Deliver Instr...	Special Education staff attend grade level PLCs as well as attend SpEd PLC weekly with the SpEd Instructional Coach.	FastBridge	Title I (Federal) - \$9,500 Ready Toolbox
Math	44.0	56.4	61.0	4 Review, Analyze, Apply ...	BLIP Interventionist works with K-5 students in Tier 3 for reading intervention; MTSS interventionists work with individual and small groups for reading and math intervention.	Noticings: Action: Date:	Title I (Federal) - \$8,000 to purchase texts to increase student access to quality reading material
Achievement Gap	24.0	24.0	32.0	6 Establish Learning Envi...	Structured Literacy training by Lynn Schwallie from OVEC	Noticings: Action: Date:	Title I (Federal) - \$65,000 Two MTSS instructional assistants to work with students who are below grade level; one certified interventionist to work with Tier 3 students
Reading					Use of Ready for Reading and Math in grades K-5. Continued teacher training for using Ready Toolbox for intervention and guided groups.		Title I (Federal) - \$3,000 funds for staff professional development in Reading and/or Math
Science	31.0	37.0	43.6		Use of Fastbridge for Reading assessment in grades K-5		\$BDM Funds (State)
Social Studies	50.0	56.1	60.7		Train MTSS staff in literacy strategies for incorporation into interventions. Grade level On Demand benchmark assessments and use of On Demand data tracker to analyze and determine trends	Noticings: Action: Date:	\$2,500 Funds for staff professional development in Reading and/or Math
Writing	46.0	49.3	54.6		Writing grade level vertical alignment and progression for pieces	Noticings: Action: Date:	Title I (Federal)
					Professional Development for Writer's Workshop and journaling		Title I (Federal)
					Staff training in reading/using Social Studies standards		Title I (Federal)

English Learner Progress	Data is suppressed	Data is suppressed	Data is suppressed	Implementation of Foundations in K-2 for reading instruction. Train staff in EL strategies to incorporate into the classroom.	<p>ELS - Noticings: Action: Date:</p> <p>ELS - Noticings: Action: Date:</p>	
Quality of School Climate and Safety	80.9	82.0	83.0	Teach/define survey vocabulary and wording with students. Teachers collaborate with school counselor to define survey wording and address SEL components.	<p>ELS - Noticings: Action: Date:</p> <p>ELS - Noticings: Action: Date:</p>	
<p><b>Title 1 Schoolwide Evidence (documentation of Title 1 events, surveys, etc. with dates, etc.)</b></p> <ul style="list-style-type: none"> <li>• PLC meetings every Wednesday to review formative assessment data</li> <li>• Title 1 Evaluation Survey administered Spring/Summer 2023 and 2024</li> <li>• Title 1 Instructionalators provides additional reading and math instruction during recovery block schedule</li> <li>• BGP intervention supports the EL Reading Instruction to students in KS</li> <li>• Spring Math Family Night</li> <li>• Fall Literacy Family Night</li> </ul>						

**SCHOOL-BASED DECISION-MAKING COUNCIL  
Bullitt County Public School**

**NES CSIP Approval Signature page**

**School:** Nichols Elementary School

**The School-Based Decision-Making Council of Nichols Elementary School has reviewed and approved all phases of the Nichols Elementary 2024 CSIP.**

**Date:** 12/12/23

**Principal's Signature:** Anne Marie Landry

**Council Member Signature:** MR Houtley

**Council Member Signature:** Chandra L. Brown

**Council Member Signature:** [Signature]

**Council Member Signature:** Elizabeth Yates

**Council Member Signature:** [Signature]



2024 Phase Three: Comprehensive School Improvement  
Plan\_12012023\_14:17

2023-2024 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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## 2023-24 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.**

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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



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KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

**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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

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.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

● **b. Upload your completed template in the attachment area directly 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.

no more than 3-4 sentences

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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