



# **KDE Comprehensive School Improvement Plan**

**Lebanon Junction Elementary**  
**Bullitt County**

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

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

Lebanon Junction Elementary is located in southern Bullitt County. We currently enroll 453 K-5 students and enroll approximately 20 Preschool students. We are classified as a Title I school and our population includes 68% Free and/or Reduced qualifying students. We currently have a Special Education population of 15.45% and a mobility rate of 3%.

All of the staff members at Lebanon Junction Elementary are focused on delivering high quality, student-center instruction that benefits the whole child. The instructional sequence that we utilize allows for students to be an active part of their own learning. We currently have 19 Regular Education classrooms, 4 Special Education classrooms, an RtI Intervention team, Family Resource Center, Library Media Center, Practical Living/Career Studies class, Arts/Humanities class, Teacher/Volunteer Area, and Administrative offices. For the 2014-2015 school year, our school community consisted of 498 students for grades Preschool through 5th grade. We have a total of 63 faculty/staff. We currently offer the following programs: general and special education, gifted/talented education, preschool, Extended School Services (ESS), Academic Team, Archery, Chess, STLP, Drama, Fitness Club, Beta Club, Energy Watchdogs, and school-wide Title I programs.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Lebanon Junction Elementary is dedicated to the development of all students.

Our mission statement is:

We will empower ALL students to become lifelong learners by having a positive student-centered community that provides engaging individualized instruction, creating an environment where ALL students can reach their full potential and be on track for success.

Vision statement is:

High Expectations Inspire Success for All

Lebanon Junction aims to honor three essential values each and every day. They 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 settings 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 Spring of 2015, LJES scored in the 76th percentile of all elementary schools in the state of Kentucky.

In the past three years, LJES has moved from 38th percentile (Winter 12-13 Program Review inclusion score; 50th percentile on KPREP only score that year) to the 76th percentile in 2014-2015. We have consistently scored well in the Growth area as our students move from majority novice levels early in their careers. Last year, we only had 2 Novice Math and 5 Novice writing students in 5th grade according to KPREP scores.

**Areas of Improvement:**

LJES is working to decrease Novice levels in all areas and increase proficient/distinguished levels in every category.

Increase the P/D% of Non-duplicated Gap groups.

Increase academic achievement scores according to K-PREP and MAP assessments

## **Additional Information**

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

LJES has been working to continue our school-wide improvement. We are committed to empowering leaders at a young age. LJES is a data forward school and believe that all students should be owners of their learning. We allow all students and families to be active participants in the learning outcomes of our students. Each student utilizes a form of data tracking. This is a major piece to assisting students toward leadership and improvement.

# **LJES CSIP 2015-2016**

## **Overview**

### **Plan Name**

LJES CSIP 2015-2016

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores for elementary school students from 47.5% to 72.0 by 2017	Objectives: 1 Strategies: 6 Activities: 20	Organizational	\$11000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41% to 70.2 by 2017.	Objectives: 1 Strategies: 7 Activities: 15	Organizational	\$0
3	Lebanon Junction Elementary will enhance teacher development through the use of Teacher Professional Growth Effectiveness System (TPGES) practices.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$2500
4	LJES will improve Program Review programs to Distinguished levels.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$3000
5	LJES will reduce Novice math and reading percentages.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$12000

## Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 47.5% to 72.0 by 2017

### Measurable Objective 1:

collaborate to increase the overall combined reading and math for Lebanon Junction Elementary from 47.5% to 55.1% by 05/31/2016 as measured by K-PREP..

### Strategy 1:

Response to Intervention - Our intervention team is made up of two full time certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for Rtl services based on the triangulation of data including MAP, DRA's, learning checks, teacher judgment, etc. Students in Rtl are monitored through oral reading fluency, comprehension probes and math calculation & reasoning probes. Grade level teams meet in Rtl/PLC's monthly with the interventionists, the principal, instructional coach, and district personnel to discuss changes to individual student's interventions and monitor overall growth of students.

Category: Continuous Improvement

Activity - Rtl Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the master schedule, we will set aside 50 minute block of time (25 minutes for reading and 25 minutes for math) by grade level to allow qualifying students additional assistance with trained personnel in the areas of reading, math, and/or writing. (SWP 1,2,3, 9,10)	Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Classroom Teachers, Interventionists, Rtl Coordinator/Instructional Coach, Administrator

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists use scientifically based interventions to provide instruction for students qualifying for Rtl. These include, but are not limited to: Early Reading Intervention, Leveled Literacy Intervention, Lexia, Go Math Interventions, and Number Worlds. (SWP 1,2,3,8,9,10)	Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Certified and Classified Interventionists, Classroom teachers, Instructional Coach, RTI coordinator

### Strategy 2:

Balanced Literacy-Core Instruction - Our classroom teachers will provide daily balanced literacy instruction in their classrooms. During this time, students are engaged in activities such as guided reading groups, reading workshop, word work, etc. and receive instruction and a variety of reading strategies. Teachers will use MAP, DRA's, learning checks, and anecdotal records from conferring with students to determine whether the instruction was successful.

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Category: Continuous Improvement

Activity - Thinking Strategies/ Cognitive Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking Strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations. (SWP 1, 2, 3, 4, 5, 9, 10)	Academic Support Program	12/01/2015	12/16/2016	\$1000	Title I Part A	PEBC Trained Teacher Leaders, Certified Teachers, Instructional Coach, Data Coach, Administrator
Activity - School-wide Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. (SWP 1, 2, 3,) Goals will be set utilizing SMART and SMARTe goals.	Academic Support Program	12/01/2015	12/16/2016	\$1000	Title I Part A	All faculty and staff at LJES
Activity - Pacing and Lesson Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. Training and professional development opportunities will be provided for staff who need additional trainings. (SWP 1,2, 3, 4, 5, 9,)	Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	All Teachers, Instructional Coach, Data Coach, and Principal
Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LJES adopted Lucy Calkins Writing Units of Study as our core writing program. All teachers will implement Lucy Calkins lessons to deliver quality writing instruction. This activity will be monitored through observations, PLC's, and teacher reflections. Writing development will utilize OVEC specialist support systems.	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Principal, Instructional Coach, Teachers
Activity - Family Literacy Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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LJES will implement monthly open library reading nights and celebrate a large-scale Family Literacy Night. The monthly reading nights focus on family participation and create opportunities for students to read with parents and participate with Accelerated Reader program. The Family Literacy Night event focuses on connecting families with Common Core curriculum strategies, Title I components, and college/career programs that require literacy skills.	Parent Involvement, Community Engagement, Academic Support Program	12/01/2015	05/31/2017	\$1000	Title I Part A	All faculty and staff
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### Strategy 3:

Core Math - Teachers will follow KCAS standards to develop instruction that is grade level appropriate and differentiated to meet ALL student's needs.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will work with all students to develop the essential skill of setting goals for achievement. (SWP 1, 2, 3,)	Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Faculty and Staff, Instructional Coach, Data Coach, Principal

Activity - Math Fluency Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$2500	Title I Part A	Certified Teachers, Instructional Coach, Data Coach, Principal

Activity - Math Pacing & Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. Pacing of instruction must allow the appropriate allotment of time for each math skill and lesson. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. Training and professional development opportunities will be provided for staff who need additional trainings. (SWP 1,2, 3, 4, 5, 9,)	Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1000	General Fund	Principal, Instructional Coaches, Teachers
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Activity - Thinking Strategies in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking Strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations. (SWP 1,2,5,9)	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	05/31/2017	\$0	No Funding Required	All teachers, Principal, Instructional Coach

### Strategy 4:

Kindergarten Readiness - Students are screened during the first thirty days of school to identify instructional strengths/weaknesses

Category: Early Learning

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Kindergarten certified and classified staff, RTA Certified Teacher, Instructional Coach, Principal

Activity - Kindergarten Readiness Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During Kindergarten registration, parents will be offered information packets aimed to increase behavioral and instructional Kindergarten readiness.	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program, Technology	12/01/2015	12/16/2016	\$1000	Title I Part A	School Administration, Family Resource Center
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## Strategy 5:

Professional Learning Communities - Professional Learning Communities will focus on analyzation and developing action plans for all students using current and historical data.

Category: Continuous Improvement

Activity - Weekly Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teams will meet weekly to discuss student progress, common data, learning plans, and assessments	Academic Support Program	01/01/2015	01/01/2016	\$0	No Funding Required	Certified Teachers, Instructional Coach, Data Coach, Principal

Activity - Student Growth/Data PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving Rtl services based on individual student need in reading and/or math. (SWP 1,2,3, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0	No Funding Required	Certified Teachers, Instructional Coach, Data Coach, and Principal

Activity - Assessment Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment Protocol was developed to ensure that all teachers are following best practices when developing assessments and planning those timelines. All teachers are expected to assess students as needed using formative, interim, and summative assessments. Each unit of instruction will include time to remediate non-proficient students and enrich proficient students. All summative assessments are created before the unit is taught. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1000	General Fund	All teachers, School Administration, Instructional Coach, Data Coach

## KDE Comprehensive School Improvement Plan

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### Strategy 6:

Workshop Model Instruction - Teachers will work to incorporate best practice components of the workshop model to increase student engagement and proficiency. Improvement practices will be monitored through lesson plans, co-teaching, observations, and teacher reflections.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan intentional questions that work to build student understanding from foundational to critical thinking.	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1000	Title I Part A	Teachers, Instructional Coaches, Principal
Activity - Workshop Component Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to deliver high quality instruction, teachers will incorporate best practice components of the workshop model. Specifically, teachers will intentionally plan to develop the 4 mini-lesson components. These components include: Connections, Model, Active Engagement, and Launch & Link.	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1500	Title I Part A	Teachers, Instructional Coaches, Principal
Activity - Thinking Strategy Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thining strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations.	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	05/31/2017	\$0	No Funding Required	All teachers, Principal, Instructional Coach

## Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41% to 70.2 by 2017.

### Measurable Objective 1:

collaborate to increase the overall reading and math proficiency ratings for all students in the non duplicated gap group for Lebanon Junction Elementary from 41.1% to 52.2% by 05/31/2016 as measured by K-PREP..

**KDE Comprehensive School Improvement Plan**

Lebanon Junction Elementary

**Strategy 1:**

Core Literacy - Teachers will follow KCAS standards to develop lessons that are grade level appropriate and differentiated to meet ALL student's needs.

Category: Continuous Improvement

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement Thinking Strategies and the workshop model including vocabulary and anchor charts. (SWP 1, 2, 3, 4, 5, 9, 10)	Direct Instruction	01/01/2015	01/01/2016	\$0	No Funding Required	PEBC trained teacher leaders, certified teachers, instructional coach, and administrator

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Goals that the students will set will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Parent Involvement, Direct Instruction, Behavioral Support Program, Career Preparation/Orientation, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Teachers, Instructional Coach, Data Coach, and Administrator

Activity - Pacing and Lesson Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. (SWP 1,2, 3, 4, 5, 9,)	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9.)	Professional Learning, Academic Support Program	12/01/2015	05/31/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coach, Data Coach
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Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as English Learners will participate in the Rosetta Stone instructional program. This will be monitored by the School Counselor and classroom teachers through usage reports and progress reports.	Direct Instruction, Academic Support Program	12/01/2015	05/31/2017	\$0	No Funding Required	Classroom teachers, School Counselor

### Strategy 2:

Core Math - Teachers will follow KCAS standards to develop lessons that are grade level appropriate and differentiated to meet ALL student's needs

Category: Continuous Improvement

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Behavioral Support Program, Professional Learning, Career Preparation/Orientation, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Math Fluency Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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Teachers are using the backwards design model to develop and implement high quality common assessments that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program	01/01/2015	01/01/2016	\$0	Other	Classroom Teachers, Principal, Instructional Coach, Data Coach
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### Strategy 3:

Kindergarten Readiness - Students are screened during the first thirty days of school to identify instructional strengths/weaknesses.

Category: Continuous Improvement

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, 3, 4, 6, 7, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0	No Funding Required	Kindergarten teachers, instructional assistants, and instructional coach

### Strategy 4:

Professional Learning Communities - Professional Learning Communities will focus on analyzation and developing action plans for current non-duplicated gap group data.

Category: Continuous Improvement

Activity - Weekly Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teams will meet weekly to discuss student progress, common data, learning plans, and assessments.	Academic Support Program	01/01/2015	01/01/2016	\$0	No Funding Required	All Teachers, Principal, Instruction Coach, and Data Coach

Activity - Targeted Gap Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize their data, specifically MAP data, to determine which students will require intense interventions and support. Infinite Campus will be used to identify students in the gap groups. Electronic war walls will be used to track student data and discussed during PLC's.. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	01/01/2015	01/01/2016	\$0	No Funding Required	All Teachers, Principal, Instructional Coach, and Data Coach

Activity - Student Growth/Data PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Teachers, Principal, Instructional Coach, and Data Coach
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### Strategy 5:

Master Schedule - Students will be identified using IEP's and within the master schedule, the special education services needed for each grade level/academic area will be priority.

Category: Continuous Improvement

Activity - Special Education-Focused Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receiving IEP services will be identified and a special education schedule will be priority in the master schedule to ensure that IEP's are implemented with fidelity according to time required and academic area of need. (SWP 1,3, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0	No Funding Required	Principal, Special Education Teachers

### Strategy 6:

Co-Teaching - Special Education students will benefit from Co-teaching opportunities in the regular education setting while receiving specialized instruction detailed within their IEP while meeting all accommodations and needs.

Category: Learning Systems

Activity - Co-teach Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education and Regular Education staff planning opportunities will be provided .	Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	All staff

### Strategy 7:

RTI - Response to Intervention team and classroom teachers will engage in small group differentiated learning opportunities for students of all levels using NWEA's Learning Continuum.

Category: Continuous Improvement



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Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions will be delivered in small group or individual settings. Interventions may range from technology based learning to direct instruction opportunities using research based programs and methods.	Direct Instruction, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Teachers, RTI/Title I instructors, School Principal, Instructional Coach

### Goal 3: Lebanon Junction Elementary will enhance teacher development through the use of Teacher Professional Growth Effectiveness System (TPGES) practices.

#### Measurable Objective 1:

demonstrate a proficiency by improving Classroom Instruction (TPGES Domain 3) within the 3 year evaluation cycle by a score of 3 and above according to Danielson framework by 05/31/2017 as measured by Domain 3 TPGES rubrics.

#### Strategy 1:

Data Driven Instruction - Teachers will collect and analyze student instructional data to determine next steps in instruction. The data will be used in PLC's, team plannings, and in meetings with school instructional leaders.

Category: Teacher PGES

Activity - Teacher Professional Growth Effectiveness System (TPGES)/Danielson Domain Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning and development opportunities for all faculty and staff on highly effective teaching practices. This can be accomplished through 1-on-1 meetings, team and PLC meetings, book-studies, internal and external observations & whole staff trainings/discussions.	Professional Learning	01/01/2015	01/01/2016	\$1000	General Fund	All certified teachers, instructional coach, data coach, and school leadership team.

Activity - Data Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students to track and analyze learning results through data folders and notebooks.	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1000	Title I Schoolwide	Teachers, Principal, Instructional Coach, and Data Coach

**Measurable Objective 2:**

collaborate to increase new teacher support levels in the areas of Domains 4A, 4D, & 4E to 85% by 05/31/2017 as measured by Tell Survey and/or Val-Ed survey results .

**Strategy 1:**

New Teacher Orientation - All new teachers (any teacher new to the building) to LJES will participate in a new teacher orientation process. This process is monitored and maintained collaboratively among the Principal, Instruction Coach, Counselor, and new teachers.

Category: Professional Learning & Support

Activity - New Teacher PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new-to-LJES teachers will participate in a monthly PLC that focuses on school specific focuses, best practice training, and support needs.	Recruitment and Retention, Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2015	12/16/2016	\$500	General Fund	Principal, Instructional Coach, Counselor, Teachers

**Goal 4: LJES will improve Program Review programs to Distinguished levels.**

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency by participating in PL/CS and Arts/Humanities experiences in Practical Living by 06/01/2016 as measured by Program Review documentation in SharePoint and Assist reviews.

**Strategy 1:**

PL/CS Schoolwide Instruction - PL/CS concepts will be taught in accordance with the Kentucky Program of Studies, National Health Education Standards, and National Association of Sport and Physical Education focuses.

Category: Continuous Improvement

Research Cited: Kentucky Health Standards: <http://education.ky.gov/curriculum/CSH/wholechild/Pages/Health-Education.aspx>

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review School Wellness Policy each year. Modifications to the policy will be made as new standards/practices and requirements are received. Instruction will follow the guidelines set forth through the policy and state programs of studies.	Policy and Process	12/01/2015	12/16/2016	\$0	No Funding Required	SBDM, PL/CS team, School Administration

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Lebanon Junction Elementary

Activity - College and Career Readiness (CCR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive quality instruction that focuses on preparing them for their career and/or college pathways. Students meeting the CCR requirements will be celebrated and identified on our CCR displays.	Career Preparation/Orientation, Academic Support Program	12/01/2015	12/16/2016	\$1500	General Fund	School Administration, School Counselor, PL/CS team, FRC, LJES teachers and instructional assistants.

### Strategy 2:

Arts and Humanities Instruction - Students will be exposed to varied, high-quality Arts and Humanities content throughout the year.

Category: Continuous Improvement

Research Cited: KY Arts and Humanities programs: <http://education.ky.gov/curriculum/conpro/artshum/Pages/default.aspx>

Activity - Performing Arts opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LJES will continue working to increase the opportunities to participate in non-sport and non-cognitive clubs/teams. These clubs will perform at our Performing Arts Nights held periodically throughout the school year.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Extra Curricular	12/01/2015	12/16/2016	\$500	General Fund	Performing Arts Team, School Administration

Activity - Arts and Humanities Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LJES will engage in Arts and Humanities based learning opportunities from outside sources.	Career Preparation/Orientation, Academic Support Program	12/01/2015	12/16/2016	\$1000	Grant Funds	Arts and Humanities Team, School Administration, Arts and Humanities teacher

## Goal 5: LJES will reduce Novice math and reading percentages.

### Measurable Objective 1:

**KDE Comprehensive School Improvement Plan**

Lebanon Junction Elementary

10% of All Students will increase student growth by reducing Novice rates in Reading by 11/04/2016 as measured by K-PREP.

**(shared) Strategy 1:**

Strategic Skill Based Instruction - Students will receive strategic reading instruction to target novice level student improvement.

Category: Continuous Improvement

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified for ESS will receive student specific skill based instruction in reading. Each student's skills deficits are targeted through MAP testing	Direct Instruction, Academic Support Program	12/01/2015	05/05/2017	\$12000	State Funds	ESS staff, Principal, Instructional Coach

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified with below grade level skills will receive differentiated instruction that meet their instructional level and moves them toward grade level proficiency.	Direct Instruction, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	RTI staff, Principal, Teachers, Instructional Coach

**(shared) Strategy 2:**

Strategic Planning - Administration, Coaches, teachers, and support staff will be actively involved in the planning, implementation, and monitoring of novice reduction efforts.

Category: Continuous Improvement

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input and available data during PLCs to monitor reading and math student achievement and growth of novice students. Plans will be monitored after MAP assessments and learning checks by teachers/administration to ensure growth of students scoring novice. (SWP 1, 2, 8, 9)	Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Administration, Instructional Coach, Teachers, Support Staff

Activity - Data PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Administration , Instructional Coaches, Teachers and Support staff
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Activity - Goal Setting/SMARTe goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will collaborate with support staff, special education teachers, and instructional assistants to develop individual student SMART goals. Grade level goals will be in the format of SMARTe goals where all students are accountable for improvement. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. Goals will be set utilizing SMART and SMARTe goals.(SWP 1, 2, 3,)	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Administration , Coaches, Teachers, and Support Staff

### Measurable Objective 2:

A 10% decrease of All Students will increase student growth by reducing Novice rates in Mathematics by 11/04/2016 as measured by K-PREP.

### (shared) Strategy 1:

Strategic Skill Based Instruction - Students will receive strategic reading instruction to target novice level student improvement.

Category: Continuous Improvement

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified for ESS will receive student specific skill based instruction in reading. Each student's skills deficits are targeted through MAP testing	Direct Instruction, Academic Support Program	12/01/2015	05/05/2017	\$12000	State Funds	ESS staff, Principal, Instructional Coach

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified with below grade level skills will receive differentiated instruction that meet their instructional level and moves them toward grade level proficiency.	Direct Instruction, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	RTI staff, Principal, Teachers, Instructional Coach

### (shared) Strategy 2:

Strategic Planning - Administration, Coaches, teachers, and support staff will be actively involved in the planning, implementation, and monitoring of novice reduction efforts.

# KDE Comprehensive School Improvement Plan

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Category: Continuous Improvement

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input and available data during PLCs to monitor reading and math student achievement and growth of novice students. Plans will be monitored after MAP assessments and learning checks by teachers/administration to ensure growth of students scoring novice. (SWP 1, 2, 8, 9)	Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Administration , Instructional Coach, Teachers, Support Staff
Activity - Data PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving Rtl services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Administration , Instructional Coaches, Teachers and Support staff
Activity - Goal Setting/SMARTe goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will collaborate with support staff, special education teachers, and instructional assistants to develop individual student student SMART goals. Grade level goals will be in the format of SMARTe goals where all students are accountable for improvement. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. Goals will be set utilizing SMART and SMARTe goals.(SWP 1, 2, 3,)	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	No Funding Required	Administration , Coaches, Teachers, and Support Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Teachers are using the backwards design model to develop and implement high quality common assessments that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program	01/01/2015	01/01/2016	\$0	Classroom Teachers, Principal, Instructional Coach, Data Coach
<b>Total</b>					\$0	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Arts and Humanities Experiences	LJES will engage in Arts and Humanities based learning opportunities from outside sources.	Career Preparation/Orientation, Academic Support Program	12/01/2015	12/16/2016	\$1000	Arts and Humanities Team, School Administration, Arts and Humanities teacher
<b>Total</b>					\$1000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Assessment Protocol	Assessment Protocol was developed to ensure that all teachers are following best practices when developing assessments and planning those timelines. All teachers are expected to assess students as needed using formative, interim, and summative assessments. Each unit of instruction will include time to remediate non-proficient students and enrich proficient students. All summative assessments are created before the unit is taught. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1000	All teachers, School Administration, Instructional Coach, Data Coach
Math Pacing & Lesson Planning	PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. Pacing of instruction must allow the appropriate allotment of time for each math skill and lesson. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. Training and professional development opportunities will be provided for staff who need additional trainings. (SWP 1,2, 3, 4, 5, 9,)	Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1000	Principal, Instructional Coaches, Teachers
Performing Arts opportunities	LJES will continue working to increase the opportunities to participate in non-sport and non-cognitive clubs/teams. These clubs will perform at our Performing Arts Nights held periodically throughout the school year.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Extra Curricular	12/01/2015	12/16/2016	\$500	Performing Arts Team, School Administration
New Teacher PLC	All new-to-LJES teachers will participate in a monthly PLC that focuses on school specific focuses, best practice training, and support needs.	Recruitment and Retention, Behavioral Support Program, Professional Learning, Academic Support Program	08/01/2015	12/16/2016	\$500	Principal, Instructional Coach, Counselor, Teachers



# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Teacher Professional Growth Effectiveness System (TPGES)/Danielson Domain Training	Provide professional learning and development opportunities for all faculty and staff on highly effective teaching practices. This can be accomplished through 1-on-1 meetings, team and PLC meetings, book-studies, internal and external observations & whole staff trainings/discussions.	Professional Learning	01/01/2015	01/01/2016	\$1000	All certified teachers, instructional coach, data coach, and school leadership team.
College and Career Readiness (CCR)	All students will receive quality instruction that focuses on preparing them for their career and/or college pathways. Students meeting the CCR requirements will be celebrated and identified on our CCR displays.	Career Preparation/Orientation, Academic Support Program	12/01/2015	12/16/2016	\$1500	School Administration, School Counselor, PL/CS team, FRC, LJES teachers and instructional assistants.
<b>Total</b>					<b>\$5500</b>	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School-wide Goal Setting	Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. (SWP 1, 2, 3,) Goals will be set utilizing SMART and SMARTe goals.	Academic Support Program	12/01/2015	12/16/2016	\$1000	All faculty and staff at LJES
Thinking Strategies/Cognitive Strategies	Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking Strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations. (SWP 1, 2, 3, 4, 5, 9, 10)	Academic Support Program	12/01/2015	12/16/2016	\$1000	PEBC Trained Teacher Leaders, Certified Teachers, Instructional Coach, Data Coach, Administrator
Family Literacy Nights	LJES will implement monthly open library reading nights and celebrate a large-scale Family Literacy Night. The monthly reading nights focus on family participation and create opportunities for students to read with parents and participate with Accelerated Reader program. The Family Literacy Night event focuses on connecting families with Common Core curriculum strategies, Title I components, and college/career programs that require literacy skills.	Parent Involvement, Community Engagement, Academic Support Program	12/01/2015	05/31/2017	\$1000	All faculty and staff

# KDE Comprehensive School Improvement Plan

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Kindergarten Readiness Awareness	During Kindergarten registration, parents will be offered information packets aimed to increase behavioral and instructional Kindergarten readiness.	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program, Technology	12/01/2015	12/16/2016	\$1000	School Administration, Family Resource Center
Learning Checks	Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$2500	Certified Teachers, Instructional Coach, Data Coach, Principal
Workshop Component Development	In order to deliver high quality instruction, teachers will incorporate best practice components of the workshop model. Specifically, teachers will intentionally plan to develop the 4 mini-lesson components. These components include: Connections, Model, Active Engagement, and Launch & Link.	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1500	Teachers, Instructional Coaches, Principal
Questioning	Teachers will plan intentional questions that work to build student understanding from foundational to critical thinking.	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1000	Teachers, Instructional Coaches, Principal
<b>Total</b>					<b>\$9000</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Gap Identification	Teachers will utilize their data, specifically MAP data, to determine which students will require intense interventions and support. Infinite Campus will be used to identify students in the gap groups. Electronic war walls will be used to track student data and discussed during PLC's.. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	01/01/2015	01/01/2016	\$0	All Teachers, Principal, Instructional Coach, and Data Coach

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Goal Setting/SMARTe goals	Classroom teachers will collaborate with support staff, special education teachers, and instructional assistants to develop individual student SMART goals. Grade level goals will be in the format of SMARTe goals where all students are accountable for improvement. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. Goals will be set utilizing SMART and SMARTe goals.(SWP 1, 2, 3,)	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	Administration, Coaches, Teachers, and Support Staff
Rosetta Stone	Students identified as English Learners will participate in the Rosetta Stone instructional program. This will be monitored by the School Counselor and classroom teachers through usage reports and progress reports.	Direct Instruction, Academic Support Program	12/01/2015	05/31/2017	\$0	Classroom teachers, School Counselor
RTI	Students identified with below grade level skills will receive differentiated instruction that meet their instructional level and moves them toward grade level proficiency.	Direct Instruction, Academic Support Program	12/01/2015	12/16/2016	\$0	RTI staff, Principal, Teachers, Instructional Coach
Research Based Interventions	Interventionists use scientifically based interventions to provide instruction for students qualifying for Rtl. These include, but are not limited to: Early Reading Intervention, Leveled Literacy Intervention, Lexia, Go Math Interventions, and Number Worlds. (SWP 1,2,3,8,9,10)	Academic Support Program	12/01/2015	12/16/2016	\$0	Certified and Classified Interventionists, Classroom teachers, Instructional Coach, RTI coordinator
Assessments	Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Professional Learning, Academic Support Program	12/01/2015	05/31/2017	\$0	Teachers, Principal, Instructional Coach, Data Coach
Student Goal Setting	Classroom teachers will work with individual students to develop the essential skill of setting goals. Goals that the students will set will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Parent Involvement, Direct Instruction, Behavioral Support Program, Career Preparation/Orientation, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	Teachers, Instructional Coach, Data Coach, and Administrator

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Brigance Screener	Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0	Kindergarten teachers, instructional assistants, and instructional coach
Special Education-Focused Schedule	All students receiving IEP services will be identified and a special education schedule will be priority in the master schedule to ensure that IEP's are implemented with fidelity according to time required and academic area of need. (SWP 1,3, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0	Principal, Special Education Teachers
Math Fluency Practice	LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0	Teachers, Principal, Instructional Coach, Data Coach
Co-teach Planning	Special Education and Regular Education staff planning opportunities will be provided .	Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	All staff
Pacing and Lesson Plan Development	PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. (SWP 1,2, 3, 4, 5, 9,)	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	Teachers, Principal, Instructional Coach, Data Coach
Student Goal Setting	Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Behavioral Support Program, Professional Learning, Career Preparation/Orientation, Academic Support Program	12/01/2015	12/16/2016	\$0	Teachers, Principal, Instructional Coach, Data Coach
Thinking Strategies	Teachers will continue to implement Thinking Strategies and the workshop model including vocabulary and anchor charts. (SWP 1, 2, 3, 4, 5, 9, 10)	Direct Instruction	01/01/2015	01/01/2016	\$0	PEBC trained teacher leaders, certified teachers, instructional coach, and administrator

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Math Fluency Practice	LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0	Teachers, Principal, Instructional Coach, Data Coach
Wellness Policy	Review School Wellness Policy each year. Modifications to the policy will be made as new standards/practices and requirements are received. Instruction will follow the guidelines set forth through the policy and state programs of studies.	Policy and Process	12/01/2015	12/16/2016	\$0	SBDM, PL/CS team, School Administration
Data PLC's	Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving Rtl services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	Administration, Instructional Coaches, Teachers and Support staff
Student Growth/Data PLC's	Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving Rtl services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0	Teachers, Principal, Instructional Coach, and Data Coach
Novice Reduction Plan	Principal and instructional coach will create novice reduction plans with teacher input and available data during PLCs to monitor reading and math student achievement and growth of novice students. Plans will be monitored after MAP assessments and learning checks by teachers/administration to ensure growth of students scoring novice. (SWP 1, 2, 8, 9)	Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	Administration, Instructional Coach, Teachers, Support Staff
Rtl Schedule	Within the master schedule, we will set aside 50 minute block of time (25 minutes for reading and 25 minutes for math) by grade level to allow qualifying students additional assistance with trained personnel in the areas of reading, math, and/or writing. SWP 1,2,3, 9,10)	Academic Support Program	12/01/2015	12/16/2016	\$0	Classroom Teachers, Interventionists, Rtl Coordinator/Instructional Coach, Administrator

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Thinking Strategy Instruction	Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thining strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations.	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	05/31/2017	\$0	All teachers, Principal, Instructional Coach
Student Goal Setting	Classroom teachers will work with all students to develop the essential skill of setting goals for achievement. (SWP 1, 2, 3,)	Academic Support Program	12/01/2015	12/16/2016	\$0	Faculty and Staff, Instructional Coach, Data Coach, Principal
Brigance Screener	Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0	Kindergarten certified and classified staff, RTA Certified Teacher, Instructional Coach, Principal
Student Growth/Data PLC's	Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving Rtl services based on individual student need in reading and/or math. (SWP 1,2,3, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0	Certified Teachers, Instructional Coach, Data Coach, and Principal
Weekly Professional Learning Communities	All teams will meet weekly to discuss student progress, common data, learning plans, and assessments	Academic Support Program	01/01/2015	01/01/2016	\$0	Certified Teachers, Instructional Coach, Data Coach, Principal
Writing Instruction	LJES adopted Lucy Calkins Writing Units of Study as our core writing program. All teachers will implement Lucy Calkins lessons to deliver quality writing instruction. This activity will be monitored through observations, PLC's, and teacher reflections. Writing development will utilize OVEC specialist support systems.	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$0	Principal, Instructional Coach, Teachers
Thinking Strategies in Math	Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking Strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations. (SWP 1,2,5,9)	Direct Instruction, Professional Learning, Academic Support Program	12/01/2015	05/31/2017	\$0	All teachers, Principal, Instructional Coach

# KDE Comprehensive School Improvement Plan

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Small group instruction	Interventions will be delivered in small group or individual settings. Interventions may range from technology based learning to direct instruction opportunities using research based programs and methods.	Direct Instruction, Academic Support Program	12/01/2015	12/16/2016	\$0	Teachers, RTI/Title I instructors, School Principal, Instructional Coach
Pacing and Lesson Plan Development	PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. Training and professional development opportunities will be provided for staff who need additional trainings. (SWP 1,2, 3, 4, 5, 9,)	Academic Support Program	12/01/2015	12/16/2016	\$0	All Teachers, Instructional Coach, Data Coach, and Principal
Weekly Professional Learning Communities	All teams will meet weekly to discuss student progress, common data, learning plans, and assessments.	Academic Support Program	01/01/2015	01/01/2016	\$0	All Teachers, Principal, Instruction Coach, and Data Coach
<b>Total</b>					<b>\$0</b>	

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Students identified for ESS will receive student specific skill based instruction in reading. Each student's skills deficits are targeted through MAP testing	Direct Instruction, Academic Support Program	12/01/2015	05/05/2017	\$12000	ESS staff, Principal, Instructional Coach
<b>Total</b>					<b>\$12000</b>	

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Systems	Teachers will work with students to track and analyze learning results through data folders and notebooks.	Behavioral Support Program, Professional Learning, Academic Support Program	12/01/2015	12/16/2016	\$1000	Teachers, Principal, Instructional Coach, and Data Coach
<b>Total</b>					<b>\$1000</b>	

# **KDE Needs Assessment**



## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

We use a combination of data sources at Lebanon Junction Elementary. Our school gives the MAP assessment three times a year (fall, winter, and spring) to our K-5 students. This data is analyzed following each testing window to determine our next steps for instruction. We also use KPREP data to review curriculum and instruction in the areas of weakness. The MAP data and KPREP scores are helpful when identifying students who did or did not make the adequate yearly growth. We also utilize the DRA 3 times per year for K-2 and twice per year for 3-5.

Our school's KREP overall score placed us in the 76th percentile for all elementary schools in Kentucky. Combining the specific data from MAP and K-PREP allows us to drill down and dissect areas of strength and weakness here at LJES. Due to limited drill down data from KPREP, we cannot analyze as closely as we would like. As a result, we utilize common assessments and other forms of data to find specific areas in our instruction. Those forms of data give us a clearer instructional profile of our school. We have worked to identify the need for foundational reading instruction, writing K-5, and critical thinking levels to improve. We need all areas to grow but the previously stated areas are our main focuses this year.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

LJES considers the following areas as strengths:

Growth: 68.4 Combined (65.7 RD/ 70.9 Math)

5th grade Math: 62.3% P/D; 2.6% Novice (2 students)

5th grade Reading: 61% P/D (+10% increase)

Social Studies P/D: 55.8% (+5% increase); 7.8% Novice (4% reduction)

Language Mechanics: 25% Distinguished

3rd grade Math P/D 6.3% increase

Non-Academic strengths

LJES continues to build upon our existing strengths of:

Reduction in overall office referral/discipline referrals (less than 1 per day)

Increase classroom community focus and procedures

Improved building culture and overall shared accountability (TELL survey results show increase from previous TELL survey)

PLC agendas set by the PLC teams; increased autonomy for identification of needs

Implementation of Academic & Behavioral Response to Intervention (ABRI) program

Data analysis and procedures to utilize data for classroom instruction decisions

Our school is continuing to maintain our current focus that led to positive results. We (faculty, staff, and families) analyze the strengths and weaknesses of our programs and initiatives regularly to ensure the continued growth at LJES. Professional development is designed to increase the knowledge of the curriculum taught and how to implement cognitively challenging instruction. As a result of the continued focus to improve; we have instilled the philosophy of constant improvement and growth.

## **Opportunities for Improvement**

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

LJES must increase P/D levels and decrease Novice rates in all areas.

4th grade must increase their overall performance on KPREP. Novice levels must decrease and P/D levels must increase.

3rd grade Reading must reduce novice levels and increase their Reading and Math P/D levels.

5th grade must increase their Writing P/D levels. This is a result of a weak school-wide writing approach.

The school as a whole must focus on basic reading instruction as our comprehension skills are strong. However, our student independent reading levels are low and we have discovered many of our students are not on-grade level for foundational reading skills.

We are also working on K-5 Writing and Math instruction. We have adopted a new writing program to help align our writing instruction. Our math instruction is utilizing Eureka Math as an additional resource for higher level mathematical thinking.

All of those areas cannot be improved unless students are present for school. We have a goal of 97% for the school year. We consistently fall below this expectation. Our school is working to find ways to motivate and educate individuals. Community involvement is an area where we are working to improve.

## **Conclusion**

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

Lebanon Junction Elementary teachers are dedicated to improving their ability to deliver high-quality instruction. We have placed a great importance on building our instructional knowledge. Many of the professional development opportunities and workshops are centered on improved planning, best practices for implementation of instruction, and student growth for all areas of abilities. As our teachers build their understanding of true implementation of cognitively demand instruction we will see an increase in student achievement and independent thinking. Our goal is to become a Distinguished school (Blue Ribbon) for high quality instruction and student achievement. We work to instill students with the thirst for life-long learning; this begins with our own commitment to being life-long learners.

We have developed our improvement plan to focus on the specific areas we know need to improve.

# **KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

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

**Goal 1:**  
 Lebanon Junction Elementary will enhance teacher development through the use of Teacher Professional Growth Effectiveness System (TPGES) practices.

**Measurable Objective 1:**  
 collaborate to increase new teacher support levels in the areas of Domains 4A, 4D, & 4E to 85% by 05/31/2017 as measured by Tell Survey and/or Val-Ed survey results .

**Strategy1:**  
 New Teacher Orientation - All new teachers (any teacher new to the building) to LJES will participate in a new teacher orientation process. This process is monitored and maintained collaboratively among the Principal, Instruction Coach, Counselor, and new teachers.  
 Category: Professional Learning & Support  
 Research Cited:

Activity - New Teacher PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new-to-LJES teachers will participate in a monthly PLC that focuses on school specific focuses, best practice training, and support needs.	Recruitment and Retention Professional Learning Academic Support Program Behavioral Support Program	08/01/2015	12/16/2016	\$500 - General Fund	Principal, Instructional Coach, Counselor, Teachers

**Measurable Objective 2:**  
 demonstrate a proficiency by improving Classroom Instruction (TPGES Domain 3) within the 3 year evaluation cycle by a score of 3 and above according to Danielson framework by 05/31/2017 as measured by Domain 3 TPGES rubrics.

**Strategy1:**  
 Data Driven Instruction - Teachers will collect and analyze student instructional data to determine next steps in instruction. The data will be used in PLC's, team plannings, and in meetings with school instructional leaders.  
 Category: Teacher PGES  
 Research Cited:



# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - Teacher Professional Growth Effectiveness System (TPGES)/Danielson Domain Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning and development opportunities for all faculty and staff on highly effective teaching practices. This can be accomplished through 1-on-1 meetings, team and PLC meetings, book-studies, internal and external observations & whole staff trainings/discussions.	Professional Learning	01/01/2015	01/01/2016	\$1000 - General Fund	All certified teachers, instructional coach, data coach, and school leadership team.

Activity - Data Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students to track and analyze learning results through data folders and notebooks.	Academic Support Program Behavioral Support Program Professional Learning	12/01/2015	12/16/2016	\$1000 - Title I Schoolwide	Teachers, Principal, Instructional Coach, and Data Coach

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

**Goal 1:**

Increase the average combined reading and math K-Prep scores for elementary school students from 47.5% to 72.0 by 2017

**Measurable Objective 1:**

collaborate to increase the overall combined reading and math for Lebanon Junction Elementary from 47.5% to 55.1% by 05/31/2016 as measured by K-PREP..

**Strategy1:**

Response to Intervention - Our intervention team is made up of two full time certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for Rtl services based on the triangulation of data including MAP, DRA's, learning checks, teacher judgment, etc. Students in Rtl are monitored through oral reading fluency, comprehension probes and math calculation & reasoning probes. Grade level teams meet in Rtl/PLC's monthly with the interventionists, the principal, instructional coach, and district personnel to discuss changes to individual student's interventions and monitor overall growth of students.

Category: Continuous Improvement

Research Cited:

Activity - Rtl Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the master schedule, we will set aside 50 minute block of time (25 minutes for reading and 25 minutes for math) by grade level to allow qualifying students additional assistance with trained personnel in the areas of reading, math, and/or writing. SWP 1,2,3, 9,10)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Classroom Teachers, Interventionists, Rtl Coordinator/Instructional Coach, Administrator

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Lebanon Junction Elementary

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists use scientifically based interventions to provide instruction for students qualifying for RtI. These include, but are not limited to: Early Reading Intervention, Leveled Literacy Intervention, Lexia, Go Math Interventions, and Number Worlds. (SWP 1,2,3,8,9,10)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Certified and Classified Interventionists, Classroom teachers, Instructional Coach, RTI coordinator

## Strategy2:

Workshop Model Instruction - Teachers will work to incorporate best practice components of the workshop model to increase student engagement and proficiency. Improvement practices will be monitored through lesson plans, co-teaching, observations, and teacher reflections.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan intentional questions that work to build student understanding from foundational to critical thinking.	Professional Learning Academic Support Program Direct Instruction	12/01/2015	12/16/2016	\$1000 - Title I Part A	Teachers, Instructional Coaches, Principal

Activity - Thinking Strategy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thining strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations.	Academic Support Program Direct Instruction Professional Learning	12/01/2015	05/31/2017	\$0 - No Funding Required	All teachers, Principal, Instructional Coach

Activity - Workshop Component Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to deliver high quality instruction, teachers will incorporate best practice components of the workshop model. Specifically, teachers will intentionally plan to develop the 4 mini-lesson components. These components include: Connections, Model, Active Engagement, and Launch & Link.	Direct Instruction Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$1500 - Title I Part A	Teachers, Instructional Coaches, Principal

## Strategy3:

Core Math - Teachers will follow KCAS standards to develop instruction that is grade level appropriate and differentiated to meet ALL student's needs.

Category: Continuous Improvement

Research Cited: Best Practices

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Lebanon Junction Elementary

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with all students to develop the essential skill of setting goals for achievement. (SWP 1, 2, 3,)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Faculty and Staff, Instructional Coach, Data Coach, Principal

Activity - Thinking Strategies in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking Strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations. (SWP 1,2,5,9)	Academic Support Program Direct Instruction Professional Learning	12/01/2015	05/31/2017	\$0 - No Funding Required	All teachers, Principal, Instructional Coach

Activity - Math Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Professional Learning Academic Support Program	12/01/2015	12/16/2016	\$2500 - Title I Part A	Certified Teachers, Instructional Coach, Data Coach, Principal

Activity - Math Pacing & Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. Pacing of instruction must allow the appropriate allotment of time for each math skill and lesson. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. Training and professional development opportunities will be provided for staff who need additional trainings. (SWP 1,2, 3, 4, 5, 9,)	Professional Learning Academic Support Program	12/01/2015	12/16/2016	\$1000 - General Fund	Principal, Instructional Coaches, Teachers

## Strategy4:

Professional Learning Communities - Professional Learning Communities will focus on analyzation and developing action plans for all

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

students using current and historical data.

Category: Continuous Improvement

Research Cited:

Activity - Assessment Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Protocol was developed to ensure that all teachers are following best practices when developing assessments and planning those timelines. All teachers are expected to assess students as needed using formative, interim, and summative assessments. Each unit of instruction will include time to remediate non-proficient students and enrich proficient students. All summative assessments are created before the unit is taught. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$1000 - General Fund	All teachers, School Administration, Instructional Coach, Data Coach

Activity - Weekly Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teams will meet weekly to discuss student progress, common data, learning plans, and assessments	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	Certified Teachers, Instructional Coach, Data Coach, Principal

Activity - Student Growth/Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. (SWP 1,2,3, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	Certified Teachers, Instructional Coach, Data Coach, and Principal

## Strategy5:

Kindergarten Readiness - Students are screened during the first thirty days of school to identify instructional strengths/weaknesses

Category: Early Learning

Research Cited:

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Lebanon Junction Elementary

Activity - Kindergarten Readiness Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Kindergarten registration, parents will be offered information packets aimed to increase behavioral and instructional Kindergarten readiness.	Community Engagement Parent Involvement Technology Behavioral Support Program Academic Support Program	12/01/2015	12/16/2016	\$1000 - Title I Part A	School Administration, Family Resource Center

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Kindergarten certified and classified staff, RTA Certified Teacher, Instructional Coach, Principal

## Strategy6:

Balanced Literacy-Core Instruction - Our classroom teachers will provide daily balanced literacy instruction in their classrooms. During this time, students are engaged in activities such as guided reading groups, reading workshop, word work, etc. and receive instruction and a variety of reading strategies. Teachers will use MAP, DRA's, learning checks, and anecdotal records from conferring with students to determine whether the instruction was successful.

Category: Continuous Improvement

Research Cited:

Activity - School-wide Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. (SWP 1, 2, 3,) Goals will be set utilizing SMART and SMARTe goals.	Academic Support Program	12/01/2015	12/16/2016	\$1000 - Title I Part A	All faculty and staff at LJES

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES adopted Lucy Calkins Writing Units of Study as our core writing program. All teachers will implement Lucy Calkins lessons to deliver quality writing instruction. This activity will be monitored through observations, PLC's, and teacher reflections. Writing development will utilize OVEC specialist support systems.	Professional Learning Direct Instruction Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - Thinking Strategies/ Cognitive Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking Strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations. (SWP 1, 2, 3, 4, 5, 9, 10)	Academic Support Program	12/01/2015	12/16/2016	\$1000 - Title I Part A	PEBC Trained Teacher Leaders, Certified Teachers, Instructional Coach, Data Coach, Administrator

Activity - Pacing and Lesson Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. Training and professional development opportunities will be provided for staff who need additional trainings. (SWP 1,2, 3, 4, 5, 9,)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	All Teachers, Instructional Coach, Data Coach, and Principal

Activity - Family Literacy Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will implement monthly open library reading nights and celebrate a large-scale Family Literacy Night. The monthly reading nights focus on family participation and create opportunities for students to read with parents and participate with Accelerated Reader program. The Family Literacy Night event focuses on connecting families with Common Core curriculum strategies, Title I components, and college/career programs that require literacy skills.	Community Engagement Parent Involvement Academic Support Program	12/01/2015	05/31/2017	\$1000 - Title I Part A	All faculty and staff

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41% to 70.2 by 2017.

### Measurable Objective 1:

collaborate to increase the overall reading and math proficiency ratings for all students in the non duplicated gap group for Lebanon Junction Elementary from 41.1% to 52.2% by 05/31/2016 as measured by K-PREP..

### Strategy1:

Master Schedule - Students will be identified using IEP's and within the master schedule, the special education services needed for each grade level/academic area will be priority.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - Special Education-Focused Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receiving IEP services will be identified and a special education schedule will be priority in the master schedule to ensure that IEP's are implemented with fidelity according to time required and academic area of need. (SWP 1,3, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	Principal, Special Education Teachers

## Strategy2:

Core Literacy - Teachers will follow KCAS standards to develop lessons that are grade level appropriate and differentiated to meet ALL student's needs.

Category: Continuous Improvement

Research Cited:

Activity - Pacing and Lesson Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. (SWP 1,2, 3, 4, 5, 9,)	Professional Learning Behavioral Support Program Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as English Learners will participate in the Rosetta Stone instructional program. This will be monitored by the School Counselor and classroom teachers through usage reports and progress reports.	Academic Support Program Direct Instruction	12/01/2015	05/31/2017	\$0 - No Funding Required	Classroom teachers, School Counselor

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program Professional Learning	12/01/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to implement Thinking Strategies and the workshop model including vocabulary and anchor charts. (SWP 1, 2, 3, 4, 5, 9, 10)	Direct Instruction	01/01/2015	01/01/2016	\$0 - No Funding Required	PEBC trained teacher leaders, certified teachers, instructional coach, and administrator

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Lebanon Junction Elementary

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Goals that the students will set will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Professional Learning Behavioral Support Program Parent Involvement Direct Instruction Career Preparation/ Orientation Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Instructional Coach, Data Coach, and Administrator

### Strategy3:

Professional Learning Communities - Professional Learning Communities will focus on analyzation and developing action plans for current non-duplicated gap group data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Gap Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize their data, specifically MAP data, to determine which students will require intense interventions and support. Infinite Campus will be used to identify students in the gap groups. Electronic war walls will be used to track student data and discussed during PLC's.. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	All Teachers, Principal, Instructional Coach, and Data Coach

Activity - Student Growth/Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving Rtl services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, and Data Coach

Activity - Weekly Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teams will meet weekly to discuss student progress, common data, learning plans, and assessments.	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	All Teachers, Principal, Instruction Coach, and Data Coach

### Strategy4:

Kindergarten Readiness - Students are screened during the first thirty days of school to identify instructional strengths/weaknesses.

SY 2015-2016



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Category: Continuous Improvement

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, and instructional coach

## Strategy5:

RTI - Response to Intervention team and classroom teachers will engage in small group differentiated learning opportunities for students of all levels using NWEA's Learning Continuum.

Category: Continuous Improvement

Research Cited:

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be delivered in small group or individual settings. Interventions may range from technology based learning to direct instruction opportunities using research based programs and methods.	Direct Instruction Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, RTI/Title I instructors, School Principal, Instructional Coach

## Strategy6:

Core Math - Teachers will follow KCAS standards to develop lessons that are grade level appropriate and differentiated to meet ALL student's needs

Category: Continuous Improvement

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality common assessments that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program	01/01/2015	01/01/2016	\$0 - Other	Classroom Teachers, Principal, Instructional Coach, Data Coach

Activity - Math Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

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Lebanon Junction Elementary

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Professional Learning Behavioral Support Program Career Preparation/ Orientation Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

### Strategy7:

Co-Teaching - Special Education students will benefit from Co-teaching opportunities in the regular education setting while receiving specialized instruction detailed within their IEP while meeting all accommodations and needs.

Category: Learning Systems

Research Cited:

Activity - Co-teach Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education and Regular Education staff planning opportunities will be provided .	Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$0 - No Funding Required	All staff

### Goal 3:

Lebanon Junction Elementary will enhance teacher development through the use of Teacher Professional Growth Effectiveness System (TPGES) practices.

### Measurable Objective 1:

collaborate to increase new teacher support levels in the areas of Domains 4A, 4D, & 4E to 85% by 05/31/2017 as measured by Tell Survey and/or Val-Ed survey results .

### Strategy1:

New Teacher Orientation - All new teachers (any teacher new to the building) to LJES will participate in a new teacher orientation process. This process is monitored and maintained collaboratively among the Principal, Instruction Coach, Counselor, and new teachers.

Category: Professional Learning & Support

Research Cited:

**KDE Comprehensive School Improvement Plan**

Lebanon Junction Elementary

Activity - New Teacher PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new-to-LJES teachers will participate in a monthly PLC that focuses on school specific focuses, best practice training, and support needs.	Recruitment and Retention Behavioral Support Program Academic Support Program Professional Learning	08/01/2015	12/16/2016	\$500 - General Fund	Principal, Instructional Coach, Counselor, Teachers

**Measurable Objective 2:**

demonstrate a proficiency by improving Classroom Instruction (TPGES Domain 3) within the 3 year evaluation cycle by a score of 3 and above according to Danielson framework by 05/31/2017 as measured by Domain 3 TPGES rubrics.

**Strategy1:**

Data Driven Instruction - Teachers will collect and analyze student instructional data to determine next steps in instruction. The data will be used in PLC's, team plannings, and in meetings with school instructional leaders.

Category: Teacher PGES

Research Cited:

Activity - Data Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students to track and analyze learning results through data folders and notebooks.	Academic Support Program Behavioral Support Program Professional Learning	12/01/2015	12/16/2016	\$1000 - Title I Schoolwide	Teachers, Principal, Instructional Coach, and Data Coach

Activity - Teacher Professional Growth Effectiveness System (TPGES)/Danielson Domain Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning and development opportunities for all faculty and staff on highly effective teaching practices. This can be accomplished through 1-on-1 meetings, team and PLC meetings, book-studies, internal and external observations & whole staff trainings/discussions.	Professional Learning	01/01/2015	01/01/2016	\$1000 - General Fund	All certified teachers, instructional coach, data coach, and school leadership team.

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

**Goal 1:**

Increase the average combined reading and math K-Prep scores for elementary school students from 47.5% to 72.0 by 2017

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

## Measurable Objective 1:

collaborate to increase the overall combined reading and math for Lebanon Junction Elementary from 47.5% to 55.1% by 05/31/2016 as measured by K-PREP..

## Strategy1:

Kindergarten Readiness - Students are screened during the first thirty days of school to identify instructional strengths/weaknesses

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Kindergarten registration, parents will be offered information packets aimed to increase behavioral and instructional Kindergarten readiness.	Community Engagement Academic Support Program Technology Behavioral Support Program Parent Involvement	12/01/2015	12/16/2016	\$1000 - Title I Part A	School Administration, Family Resource Center

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Kindergarten certified and classified staff, RTA Certified Teacher, Instructional Coach, Principal

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

## Goal 1:

Increase the average combined reading and math K-Prep scores for elementary school students from 47.5% to 72.0 by 2017

## Measurable Objective 1:

collaborate to increase the overall combined reading and math for Lebanon Junction Elementary from 47.5% to 55.1% by 05/31/2016 as measured by K-PREP..

## Strategy1:

Kindergarten Readiness - Students are screened during the first thirty days of school to identify instructional strengths/weaknesses

Category: Early Learning

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Kindergarten certified and classified staff, RTA Certified Teacher, Instructional Coach, Principal

Activity - Kindergarten Readiness Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Kindergarten registration, parents will be offered information packets aimed to increase behavioral and instructional Kindergarten readiness.	Community Engagement Technology Behavioral Support Program Academic Support Program Parent Involvement	12/01/2015	12/16/2016	\$1000 - Title I Part A	School Administration, Family Resource Center

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

### Goal 1:

Increase the average combined reading and math K-Prep scores for elementary school students from 47.5% to 72.0 by 2017

### Measurable Objective 1:

collaborate to increase the overall combined reading and math for Lebanon Junction Elementary from 47.5% to 55.1% by 05/31/2016 as measured by K-PREP..

### Strategy1:

Professional Learning Communities - Professional Learning Communities will focus on analyzation and developing action plans for all students using current and historical data.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - Student Growth/Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. (SWP 1,2,3, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	Certified Teachers, Instructional Coach, Data Coach, and Principal

Activity - Assessment Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Protocol was developed to ensure that all teachers are following best practices when developing assessments and planning those timelines. All teachers are expected to assess students as needed using formative, interim, and summative assessments. Each unit of instruction will include time to remediate non-proficient students and enrich proficient students. All summative assessments are created before the unit is taught. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$1000 - General Fund	All teachers, School Administration, Instructional Coach, Data Coach

Activity - Weekly Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teams will meet weekly to discuss student progress, common data, learning plans, and assessments	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	Certified Teachers, Instructional Coach, Data Coach, Principal

## Strategy2:

Balanced Literacy-Core Instruction - Our classroom teachers will provide daily balanced literacy instruction in their classrooms. During this time, students are engaged in activities such as guided reading groups, reading workshop, word work, etc. and receive instruction and a variety of reading strategies. Teachers will use MAP, DRA's, learning checks, and anecdotal records from conferring with students to determine whether the instruction was successful.

Category: Continuous Improvement

Research Cited:

Activity - Thinking Strategies/ Cognitive Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking Strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations. (SWP 1, 2, 3, 4, 5, 9, 10)	Academic Support Program	12/01/2015	12/16/2016	\$1000 - Title I Part A	PEBC Trained Teacher Leaders, Certified Teachers, Instructional Coach, Data Coach, Administrator

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Lebanon Junction Elementary

Activity - Family Literacy Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will implement monthly open library reading nights and celebrate a large-scale Family Literacy Night. The monthly reading nights focus on family participation and create opportunities for students to read with parents and participate with Accelerated Reader program. The Family Literacy Night event focuses on connecting families with Common Core curriculum strategies, Title I components, and college/career programs that require literacy skills.	Community Engagement Academic Support Program Parent Involvement	12/01/2015	05/31/2017	\$1000 - Title I Part A	All faculty and staff

Activity - Pacing and Lesson Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. Training and professional development opportunities will be provided for staff who need additional trainings. (SWP 1,2, 3, 4, 5, 9,)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	All Teachers, Instructional Coach, Data Coach, and Principal

Activity - School-wide Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. (SWP 1, 2, 3,) Goals will be set utilizing SMART and SMARTe goals.	Academic Support Program	12/01/2015	12/16/2016	\$1000 - Title I Part A	All faculty and staff at LJES

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES adopted Lucy Calkins Writing Units of Study as our core writing program. All teachers will implement Lucy Calkins lessons to deliver quality writing instruction. This activity will be monitored through observations, PLC's, and teacher reflections. Writing development will utilize OVEC specialist support systems.	Academic Support Program Direct Instruction Professional Learning	12/01/2015	12/16/2016	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

### Strategy3:

Response to Intervention - Our intervention team is made up of two full time certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for RtI services based on the triangulation of data including MAP, DRA's, learning checks, teacher judgment, etc. Students in RtI are monitored through oral reading fluency, comprehension probes and math calculation & reasoning probes. Grade level teams meet in RtI/PLC's monthly with the interventionists, the principal, instructional coach, and district personnel to discuss changes to individual student's interventions and monitor overall growth of students.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - RtI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the master schedule, we will set aside 50 minute block of time (25 minutes for reading and 25 minutes for math) by grade level to allow qualifying students additional assistance with trained personnel in the areas of reading, math, and/or writing. (SWP 1,2,3, 9,10)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Classroom Teachers, Interventionists, RtI Coordinator/Instructional Coach, Administrator

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists use scientifically based interventions to provide instruction for students qualifying for RtI. These include, but are not limited to: Early Reading Intervention, Leveled Literacy Intervention, Lexia, Go Math Interventions, and Number Worlds. (SWP 1,2,3,8,9,10)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Certified and Classified Interventionists, Classroom teachers, Instructional Coach, RTI coordinator

## Strategy4:

Core Math - Teachers will follow KCAS standards to develop instruction that is grade level appropriate and differentiated to meet ALL student's needs.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Math Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Math Pacing & Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. Pacing of instruction must allow the appropriate allotment of time for each math skill and lesson. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. Training and professional development opportunities will be provided for staff who need additional trainings. (SWP 1,2, 3, 4, 5, 9,)	Professional Learning Academic Support Program	12/01/2015	12/16/2016	\$1000 - General Fund	Principal, Instructional Coaches, Teachers



# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$2500 - Title I Part A	Certified Teachers, Instructional Coach, Data Coach, Principal

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with all students to develop the essential skill of setting goals for achievement. (SWP 1, 2, 3,)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Faculty and Staff, Instructional Coach, Data Coach, Principal

Activity - Thinking Strategies in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking Strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations. (SWP 1,2,5,9)	Academic Support Program Direct Instruction Professional Learning	12/01/2015	05/31/2017	\$0 - No Funding Required	All teachers, Principal, Instructional Coach

## Strategy5:

Kindergarten Readiness - Students are screened during the first thirty days of school to identify instructional strengths/weaknesses

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Kindergarten registration, parents will be offered information packets aimed to increase behavioral and instructional Kindergarten readiness.	Behavioral Support Program Parent Involvement Technology Community Engagement Academic Support Program	12/01/2015	12/16/2016	\$1000 - Title I Part A	School Administration, Family Resource Center

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Kindergarten certified and classified staff, RTA Certified Teacher, Instructional Coach, Principal

## Strategy6:

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Workshop Model Instruction - Teachers will work to incorporate best practice components of the workshop model to increase student engagement and proficiency. Improvement practices will be monitored through lesson plans, co-teaching, observations, and teacher reflections.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Workshop Component Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to deliver high quality instruction, teachers will incorporate best practice components of the workshop model. Specifically, teachers will intentionally plan to develop the 4 mini-lesson components. These components include: Connections, Model, Active Engagement, and Launch & Link.	Academic Support Program Direct Instruction Professional Learning	12/01/2015	12/16/2016	\$1500 - Title I Part A	Teachers, Instructional Coaches, Principal

Activity - Thinking Strategy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to implement Thinking Strategies in order to assist deep student understanding of content. Thinking strategies focus on ways to increase student comprehension and critical thinking. Monitoring will be in the form of lesson plan monitoring and reflection, PLC's, and observations.	Direct Instruction Professional Learning Academic Support Program	12/01/2015	05/31/2017	\$0 - No Funding Required	All teachers, Principal, Instructional Coach

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan intentional questions that work to build student understanding from foundational to critical thinking.	Professional Learning Direct Instruction Academic Support Program	12/01/2015	12/16/2016	\$1000 - Title I Part A	Teachers, Instructional Coaches, Principal

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41% to 70.2 by 2017.

### Measurable Objective 1:

collaborate to increase the overall reading and math proficiency ratings for all students in the non duplicated gap group for Lebanon Junction Elementary from 41.1% to 52.2% by 05/31/2016 as measured by K-PREP..

### Strategy1:

Co-Teaching - Special Education students will benefit from Co-teaching opportunities in the regular education setting while receiving specialized instruction detailed within their IEP while meeting all accommodations and needs.

Category: Learning Systems

Research Cited:

SY 2015-2016

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Activity - Co-teach Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education and Regular Education staff planning opportunities will be provided .	Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$0 - No Funding Required	All staff

## Strategy2:

Core Math - Teachers will follow KCAS standards to develop lessons that are grade level appropriate and differentiated to meet ALL student's needs

Category: Continuous Improvement

Research Cited:

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Behavioral Support Program Career Preparation/ Orientation Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Math Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality common assessments that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program	01/01/2015	01/01/2016	\$0 - Other	Classroom Teachers, Principal, Instructional Coach, Data Coach

## Strategy3:

RTI - Response to Intervention team and classroom teachers will engage in small group differentiated learning opportunities for students of all levels using NWEA's Learning Continuum.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Research Cited:

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be delivered in small group or individual settings. Interventions may range from technology based learning to direct instruction opportunities using research based programs and methods.	Academic Support Program Direct Instruction	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, RTI/Title I instructors, School Principal, Instructional Coach

## Strategy4:

Core Literacy - Teachers will follow KCAS standards to develop lessons that are grade level appropriate and differentiated to meet ALL student's needs.

Category: Continuous Improvement

Research Cited:

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as English Learners will participate in the Rosetta Stone instructional program. This will be monitored by the School Counselor and classroom teachers through usage reports and progress reports.	Academic Support Program Direct Instruction	12/01/2015	05/31/2017	\$0 - No Funding Required	Classroom teachers, School Counselor

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Goals that the students will set will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Direct Instruction Career Preparation/ Orientation Parent Involvement Academic Support Program Professional Learning Behavioral Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Instructional Coach, Data Coach, and Administrator

Activity - Pacing and Lesson Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. (SWP 1,2, 3, 4, 5, 9,)	Academic Support Program Professional Learning Behavioral Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program Professional Learning	12/01/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to implement Thinking Strategies and the workshop model including vocabulary and anchor charts. (SWP 1, 2, 3, 4, 5, 9, 10)	Direct Instruction	01/01/2015	01/01/2016	\$0 - No Funding Required	PEBC trained teacher leaders, certified teachers, instructional coach, and administrator

## Strategy5:

Professional Learning Communities - Professional Learning Communities will focus on analyzation and developing action plans for current non-duplicated gap group data.

Category: Continuous Improvement

Research Cited:

Activity - Weekly Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teams will meet weekly to discuss student progress, common data, learning plans, and assessments.	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	All Teachers, Principal, Instruction Coach, and Data Coach

Activity - Targeted Gap Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize their data, specifically MAP data, to determine which students will require intense interventions and support. Infinite Campus will be used to identify students in the gap groups. Electronic war walls will be used to track student data and discussed during PLC's.. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	All Teachers, Principal, Instructional Coach, and Data Coach

Activity - Student Growth/Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, and Data Coach

**Goal 3:**  
 Lebanon Junction Elementary will enhance teacher development through the use of Teacher Professional Growth Effectiveness System (TPGES) practices.

**Measurable Objective 1:**  
 demonstrate a proficiency by improving Classroom Instruction (TPGES Domain 3) within the 3 year evaluation cycle by a score of 3 and above according to Danielson framework by 05/31/2017 as measured by Domain 3 TPGES rubrics.

**Strategy1:**  
 Data Driven Instruction - Teachers will collect and analyze student instructional data to determine next steps in instruction. The data will be used in PLC's, team plannings, and in meetings with school instructional leaders.

Category: Teacher PGES

Research Cited:

Activity - Data Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with students to track and analyze learning results through data folders and notebooks.	Academic Support Program Professional Learning Behavioral Support Program	12/01/2015	12/16/2016	\$1000 - Title I Schoolwide	Teachers, Principal, Instructional Coach, and Data Coach

**Goal 4:**  
 LJES will reduce Novice math and reading percentages.

**Measurable Objective 1:**  
 10% of All Students will increase student growth by reducing Novice rates in Reading by 11/04/2016 as measured by K-PREP.

**Strategy1:**  
 Strategic Planning - Administration, Coaches, teachers, and support staff will be actively involved in the planning, implementation, and monitoring of novice reduction efforts.

Category: Continuous Improvement

Research Cited:

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Lebanon Junction Elementary

Activity - Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Academic Support Program Professional Learning Behavioral Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Instructional Coaches, Teachers and Support staff

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input and available data during PLCs to monitor reading and math student achievement and growth of novice students. Plans will be monitored after MAP assessments and learning checks by teachers/administration to ensure growth of students scoring novice. (SWP 1, 2, 8, 9)	Direct Instruction Professional Learning Academic Support Program Behavioral Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, Support Staff

Activity - Goal Setting/SMARTe goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with support staff, special education teachers, and instructional assistants to develop individual student SMART goals. Grade level goals will be in the format of SMARTe goals where all students are accountable for improvement. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. Goals will be set utilizing SMART and SMARTe goals.(SWP 1, 2, 3,)	Professional Learning Academic Support Program Behavioral Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Coaches, Teachers, and Support Staff

## Strategy2:

Strategic Skill Based Instruction - Students will receive strategic reading instruction to target novice level student improvement.

Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified with below grade level skills will receive differentiated instruction that meet their instructional level and moves them toward grade level proficiency.	Direct Instruction Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	RTI staff, Principal, Teachers, Instructional Coach

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified for ESS will receive student specific skill based instruction in reading. Each student's skills deficits are targeted through MAP testing	Direct Instruction Academic Support Program	12/01/2015	05/05/2017	\$12000 - State Funds	ESS staff, Principal, Instructional Coach

## Measurable Objective 2:

A 10% decrease of All Students will increase student growth by reducing Novice rates in Mathematics by 11/04/2016 as measured by K-PREP.

## Strategy1:

Strategic Planning - Administration, Coaches, teachers, and support staff will be actively involved in the planning, implementation, and monitoring of novice reduction efforts.

Category: Continuous Improvement

Research Cited:

Activity - Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Professional Learning Behavioral Support Program Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Instructional Coaches, Teachers and Support staff

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input and available data during PLCs to monitor reading and math student achievement and growth of novice students. Plans will be monitored after MAP assessments and learning checks by teachers/administration to ensure growth of students scoring novice. (SWP 1, 2, 8, 9)	Direct Instruction Professional Learning Behavioral Support Program Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, Support Staff



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Activity - Goal Setting/SMARTe goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with support staff, special education teachers, and instructional assistants to develop individual student SMART goals. Grade level goals will be in the format of SMARTe goals where all students are accountable for improvement. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. Goals will be set utilizing SMART and SMARTe goals.(SWP 1, 2, 3,)	Behavioral Support Program Professional Learning Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Coaches, Teachers, and Support Staff

**Strategy2:**

Strategic Skill Based Instruction - Students will receive strategic reading instruction to target novice level student improvement.

Category: Continuous Improvement

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified for ESS will receive student specific skill based instruction in reading. Each student's skills deficits are targeted through MAP testing	Academic Support Program Direct Instruction	12/01/2015	05/05/2017	\$12000 - State Funds	ESS staff, Principal, Instructional Coach

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified with below grade level skills will receive differentiated instruction that meet their instructional level and moves them toward grade level proficiency.	Direct Instruction Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	RTI staff, Principal, Teachers, Instructional Coach

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the average combined reading and math K-Prep scores for elementary school students from 47.5% to 72.0 by 2017

**Measurable Objective 1:**

collaborate to increase the overall combined reading and math for Lebanon Junction Elementary from 47.5% to 55.1% by 05/31/2016 as measured by K-PREP..

**Strategy1:**

Balanced Literacy-Core Instruction - Our classroom teachers will provide daily balanced literacy instruction in their classrooms. During this time, students are engaged in activities such as guided reading groups, reading workshop, word work, etc. and receive instruction and a variety of reading strategies. Teachers will use MAP, DRA's, learning checks, and anecdotal records from conferring with students to

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determine whether the instruction was successful.

Category: Continuous Improvement

Research Cited:

Activity - Family Literacy Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will implement monthly open library reading nights and celebrate a large-scale Family Literacy Night. The monthly reading nights focus on family participation and create opportunities for students to read with parents and participate with Accelerated Reader program. The Family Literacy Night event focuses on connecting families with Common Core curriculum strategies, Title I components, and college/career programs that require literacy skills.	Community Engagement Parent Involvement Academic Support Program	12/01/2015	05/31/2017	\$1000 - Title I Part A	All faculty and staff

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41% to 70.2 by 2017.

## Measurable Objective 1:

collaborate to increase the overall reading and math proficiency ratings for all students in the non duplicated gap group for Lebanon Junction Elementary from 41.1% to 52.2% by 05/31/2016 as measured by K-PREP..

## Strategy1:

Core Math - Teachers will follow KCAS standards to develop lessons that are grade level appropriate and differentiated to meet ALL student's needs

Category: Continuous Improvement

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality common assessments that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Academic Support Program	01/01/2015	01/01/2016	\$0 - Other	Classroom Teachers, Principal, Instructional Coach, Data Coach

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Student goals will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Career Preparation/ Orientation Behavioral Support Program Professional Learning Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Math Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will engage in Math Fluency practices focused on building basic math operation skills. The programs utilized may vary from Math Automaticity to Eureka Sprints/Fluency activities. (SWP 1, 2, 3, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

## Strategy2:

Master Schedule - Students will be identified using IEP's and within the master schedule, the special education services needed for each grade level/academic area will be priority.

Category: Continuous Improvement

Research Cited:

Activity - Special Education-Focused Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receiving IEP services will be identified and a special education schedule will be priority in the master schedule to ensure that IEP's are implemented with fidelity according to time required and academic area of need. (SWP 1,3, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	Principal, Special Education Teachers

## Strategy3:

Kindergarten Readiness - Students are screened during the first thirty days of school to identify instructional strengths/weaknesses.

Category: Continuous Improvement

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the information obtained from the Brigance screener to determine the individual student's strengths and weaknesses. (SWP 1, 2, ,3, 4, 6, 7, 8, 9)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, and instructional coach

## Strategy4:

Core Literacy - Teachers will follow KCAS standards to develop lessons that are grade level appropriate and differentiated to meet ALL student's needs.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

## Research Cited:

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to implement Thinking Strategies and the workshop model including vocabulary and anchor charts. (SWP 1, 2, 3, 4, 5, 9, 10)	Direct Instruction	01/01/2015	01/01/2016	\$0 - No Funding Required	PEBC trained teacher leaders, certified teachers, instructional coach, and administrator

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using the backwards design model to develop and implement high quality learning checks that are congruent with our learning objectives and common core state standards. Student results on all forms of assessments are analyzed by teachers and used formatively to plan next steps for instruction. (SWP 1, 2, 3, 4, 8, 9,)	Professional Learning Academic Support Program	12/01/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Pacing and Lesson Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will collaboratively develop lesson plans based on the alignment of the KCAS standards. Teams will use results from data collected to allow for differentiation in order to meet the needs of all students. The principal, instructional coach, and data coach will monitor instructional practices and lesson plans to ensure congruency of standards and district instructional norms. (SWP 1,2, 3, 4, 5, 9,)	Behavioral Support Program Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, Data Coach

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as English Learners will participate in the Rosetta Stone instructional program. This will be monitored by the School Counselor and classroom teachers through usage reports and progress reports.	Academic Support Program Direct Instruction	12/01/2015	05/31/2017	\$0 - No Funding Required	Classroom teachers, School Counselor

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will work with individual students to develop the essential skill of setting goals. Goals that the students will set will focus on academic and behavioral growth. (SWP 1, 2, 3,)	Professional Learning Parent Involvement Academic Support Program Direct Instruction Behavioral Support Program Career Preparation/ Orientation	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Instructional Coach, Data Coach, and Administrator

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

## Strategy5:

Professional Learning Communities - Professional Learning Communities will focus on analyzation and developing action plans for current non-duplicated gap group data.

Category: Continuous Improvement

Research Cited:

Activity - Targeted Gap Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize their data, specifically MAP data, to determine which students will require intense interventions and support. Infinite Campus will be used to identify students in the gap groups. Electronic war walls will be used to track student data and discussed during PLC's.. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	All Teachers, Principal, Instructional Coach, and Data Coach

Activity - Weekly Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teams will meet weekly to discuss student progress, common data, learning plans, and assessments.	Academic Support Program	01/01/2015	01/01/2016	\$0 - No Funding Required	All Teachers, Principal, Instruction Coach, and Data Coach

Activity - Student Growth/Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Coach, and Data Coach

## Strategy6:

Co-Teaching - Special Education students will benefit from Co-teaching opportunities in the regular education setting while receiving specialized instruction detailed within their IEP while meeting all accomodations and needs.

Category: Learning Systems

Research Cited:

Activity - Co-teach Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education and Regular Education staff planning opportunities will be provided .	Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$0 - No Funding Required	All staff

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

## Strategy7:

RTI - Response to Intervention team and classroom teachers will engage in small group differentiated learning opportunities for students of all levels using NWEA's Learning Continuum.

Category: Continuous Improvement

Research Cited:

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will be delivered in small group or individual settings. Interventions may range from technology based learning to direct instruction opportunities using research based programs and methods.	Direct Instruction Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Teachers, RTI/Title I instructors, School Principal, Instructional Coach

## Goal 3:

LJES will reduce Novice math and reading percentages.

## Measurable Objective 1:

10% of All Students will increase student growth by reducing Novice rates in Reading by 11/04/2016 as measured by K-PREP.

## Strategy1:

Strategic Skill Based Instruction - Students will receive strategic reading instruction to target novice level student improvement.

Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified with below grade level skills will receive differentiated instruction that meet their instructional level and moves them toward grade level proficiency.	Academic Support Program Direct Instruction	12/01/2015	12/16/2016	\$0 - No Funding Required	RTI staff, Principal, Teachers, Instructional Coach

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified for ESS will receive student specific skill based instruction in reading. Each student's skills deficits are targeted through MAP testing	Direct Instruction Academic Support Program	12/01/2015	05/05/2017	\$12000 - State Funds	ESS staff, Principal, Instructional Coach

## Strategy2:

Strategic Planning - Administration, Coaches, teachers, and support staff will be actively involved in the planning, implementation, and monitoring of novice reduction efforts.

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input and available data during PLCs to monitor reading and math student achievement and growth of novice students. Plans will be monitored after MAP assessments and learning checks by teachers/administration to ensure growth of students scoring novice. (SWP 1, 2, 8, 9)	Direct Instruction Behavioral Support Program Professional Learning Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, Support Staff

Activity - Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving RtI services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Academic Support Program Professional Learning Behavioral Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Instructional Coaches, Teachers and Support staff

Activity - Goal Setting/SMARTe goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with support staff, special education teachers, and instructional assistants to develop individual student SMART goals. Grade level goals will be in the format of SMARTe goals where all students are accountable for improvement. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. Goals will be set utilizing SMART and SMARTe goals.(SWP 1, 2, 3,)	Professional Learning Behavioral Support Program Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Coaches, Teachers, and Support Staff

## Measurable Objective 2:

A 10% decrease of All Students will increase student growth by reducing Novice rates in Mathematics by 11/04/2016 as measured by K-PREP.

## Strategy1:

Strategic Skill Based Instruction - Students will receive strategic reading instruction to target novice level student improvement.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified for ESS will receive student specific skill based instruction in reading. Each student's skills deficits are targeted through MAP testing	Academic Support Program Direct Instruction	12/01/2015	05/05/2017	\$12000 - State Funds	ESS staff, Principal, Instructional Coach

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified with below grade level skills will receive differentiated instruction that meet their instructional level and moves them toward grade level proficiency.	Direct Instruction Academic Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	RTI staff, Principal, Teachers, Instructional Coach

## Strategy2:

Strategic Planning - Administration, Coaches, teachers, and support staff will be actively involved in the planning, implementation, and monitoring of novice reduction efforts.

Category: Continuous Improvement

Research Cited:

Activity - Data PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, interventionists, instructional coach, administrator, school psychologist and/or school consultant will meet monthly to discuss individual student progress based on weekly progress monitoring probes and MAP results. Adjustments will be made following these PLC's to ensure all students, including the gap group students, are receiving Rtl services based on individual student need in reading and/or math. Weekly PLC's with teams will focus on student data and constructing plans that focus on Proficiency attainment. (SWP 1,2,3, 8, 9)	Behavioral Support Program Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Instructional Coaches, Teachers and Support staff

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input and available data during PLCs to monitor reading and math student achievement and growth of novice students. Plans will be monitored after MAP assessments and learning checks by teachers/administration to ensure growth of students scoring novice. (SWP 1, 2, 8, 9)	Academic Support Program Direct Instruction Professional Learning Behavioral Support Program	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Instructional Coach, Teachers, Support Staff



**KDE Comprehensive School Improvement Plan**

Lebanon Junction Elementary

Activity - Goal Setting/SMARTe goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will collaborate with support staff, special education teachers, and instructional assistants to develop individual student SMART goals. Grade level goals will be in the format of SMARTe goals where all students are accountable for improvement. Student goals will include individual goals for academic and behavioral, class goals, and areas for reflection. Goals will be set utilizing SMART and SMARTe goals.(SWP 1, 2, 3,)	Behavioral Support Program Academic Support Program Professional Learning	12/01/2015	12/16/2016	\$0 - No Funding Required	Administration, Coaches, Teachers, and Support Staff

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

**Goal 1:**

LJES will improve Program Review programs to Distinguished levels.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency by participating in PL/CS and Arts/Humanities experiences in Practical Living by 06/01/2016 as measured by Program Review documentation in SharePoint and Assist reviews.

**Strategy1:**

PL/CS Schoolwide Instruction - PL/CS concepts will be taught in accordance with the Kentucky Program of Studies, National Health Education Standards, and National Association of Sport and Physical Education focuses.

Category: Continuous Improvement

Research Cited: Kentucky Health Standards: <http://education.ky.gov/curriculum/CSH/wholechild/Pages/Health-Education.aspx>

Activity - College and Career Readiness (CCR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive quality instruction that focuses on preparing them for their career and/or college pathways. Students meeting the CCR requirements will be celebrated and identified on our CCR displays.	Academic Support Program Career Preparation/Orientation	12/01/2015	12/16/2016	\$1500 - General Fund	School Administration, School Counselor, PL/CS team, FRC, LJES teachers and instructional assistants.

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review School Wellness Policy each year. Modifications to the policy will be made as new standards/practices and requirements are received. Instruction will follow the guidelines set forth through the policy and state programs of studies.	Policy and Process	12/01/2015	12/16/2016	\$0 - No Funding Required	SBDM, PL/CS team, School Administration

## Strategy2:

Arts and Humanities Instruction - Students will be exposed to varied, high-quality Arts and Humanities content throughout the year.

Category: Continuous Improvement

Research Cited: KY Arts and Humanities programs: <http://education.ky.gov/curriculum/conpro/artshum/Pages/default.aspx>

Activity - Performing Arts opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will continue working to increase the opportunities to participate in non-sport and non-cognitive clubs/teams. These clubs will perform at our Performing Arts Nights held periodically throughout the school year.	Behavioral Support Program Career Preparation/ Orientation Academic Support Program Extra Curricular	12/01/2015	12/16/2016	\$500 - General Fund	Performing Arts Team, School Administration

Activity - Arts and Humanities Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LJES will engage in Arts and Humanities based learning opportunities from outside sources.	Academic Support Program Career Preparation/ Orientation	12/01/2015	12/16/2016	\$1000 - Grant Funds	Arts and Humanities Team, School Administration, Arts and Humanities teacher

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	All forms of data was reviewed for the needs assessment and the school-wide components were aligned to each activity.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	The school has collaborated to plan and develop strategies to strengthen our core programs. We have utilized PLC's, Faculty Meeting and Teacher Planning days to address our needs.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	LJES plans an annual Spring Step up day where all student participate in a transition day. This is especially important for Pre-K students.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	LJES intentionally provides additional support to those students not meeting mastery on our standards. We have ESS, RTI, and additional mastery days built into our instructional pacing plans. Computer lab times offer a range of tech skill development and computer based instruction.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	LJES recruits highly qualified teachers for openings that come open. Once hired, teachers receive intensive support their first year. Beyond that year teachers receive on-going support from PLC's, administration, coaches, teams, and meetings/trainings.	

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	he school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	The school planned or provided appropriate professional development activities for staff members who will be serving students.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	The school undergoes an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	The school planned and developed researchbased instructional strategies to support and assist identified students.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	The school planned activities to coordinate and integrate with other federal, state, and local programs.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	

# KDE Comprehensive School Improvement Plan

Lebanon Junction Elementary

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		



**KDE Comprehensive School Improvement Plan**

Lebanon Junction Elementary

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

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

SBDM council (parent reps and teacher reps), Instructional Coach, Counselor

## Relationship Building

Overall Rating: 3.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

**Communications**

Overall Rating: 3.43

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

## Decision Making

Overall Rating: 3.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient



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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

**Advocacy**

Overall Rating: 3.67

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

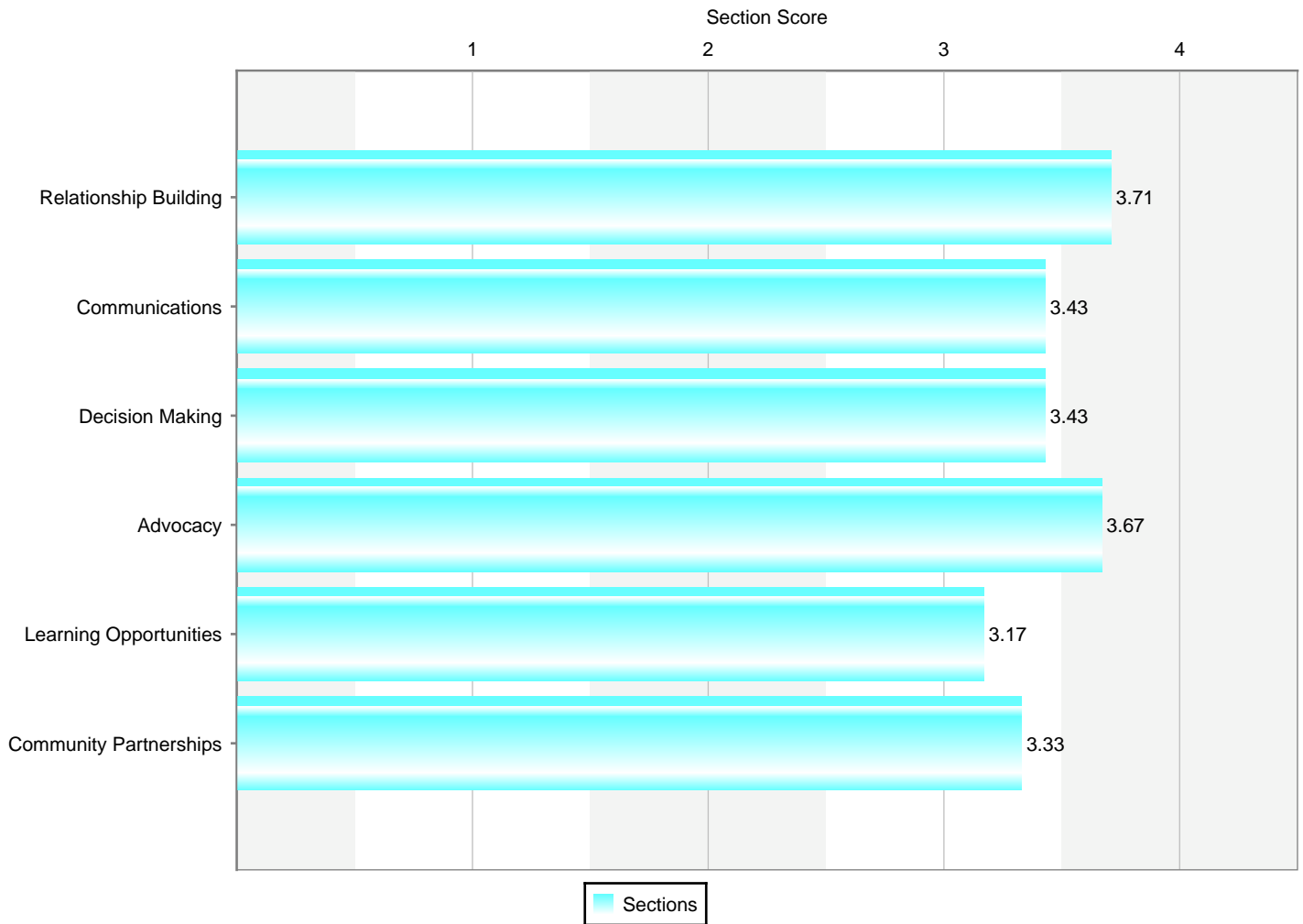
## **Reflection**

**Reflect upon your responses to each of the Missing Piece objectives.**

Overall, LJES has processes and partnerships with stakeholders that align us together in student achievement. Communication and education of parent groups can be very difficult at times. We are constantly working to improve our efforts and connections. We want to improve our community business relationships to further envelop the community in helping our student grow.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.



## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

LJES utilizes periodic survey results, parent comments, and SBDM input to develop our CSIP. SBDM members were selected through peer voting process. Each member is informed personally by the Principal of their role(s), schedule, and expectations.

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

SBDM council: discussion about improvement needs that include data and parent feedback.

Parent survey results from Instructional Coaches

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

The CSIP will be made available via our website. It is considered public information and is view-able anytime. Parents may request a copy at anytime if they cannot view it online.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	10/29/2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	7/30/2014	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	9/15/2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8/11/2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Not sure of date. They are provided with EMP and building layout maps.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Have practices been developed for students to follow during an earthquake?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 2015	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

Barriers to equitable access are:

- teacher preparation programs not fully equipping new teachers with the working knowledge of systematic instruction (research based and best practices) and real/authentic experience with management, time constraints, and results oriented realities.
- District pay scales and location to other districts that pay higher rates.
- timelines for hire
- process for improvement that can allow average teachers to technically be "okay"

**What sources of data were used to determine the barriers?**

- TELL survey
- Feedback from teachers and parents
- Feedback from educators that leave the district
- personal experience

**What are the root causes of those identified barriers?**

- inefficient hiring methods for screening prospective employees
- improving communication with higher education programs to give a realistic experience of the demands in education today
- continuing to send out positive press on district that moves away from pay gaps

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

The PGES data shows that most teachers are nearing accomplished in most areas. Our teachers are consistent in delivering instruction and providing behavioral training for students. As we continue to grow, our teachers will move from consistency to deep levels of student mastery for academic and behavioral skills.



## Equitable Access Strategies

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

SBDM student placement policy provides procedures for ensuring a balanced classroom. We utilize multiple factors for determining best fit classrooms. Teacher, instructional coach, counselor and principal input are all gathered and worked on over a course of 2-3 weeks to create balanced classrooms.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Our process includes student data forms to help ensure a balanced classroom. MAP, KPREP, DRA, and important non-academic data is discussed.

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

The data and trends discussed in meetings and PLC's help our school to identify specific needs for each classroom. Once that need is identified, we can then recruit/hire a highly skilled educator that meets the needs of our population.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Our recruitment and retention plans follow all state and local hiring practices. Once candidates are selected for interviews, questions are designed to target the needs of our school.

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

CULTURE of school. We maintain that a familial environment is key to retaining talented educators. We believe in professional and honest discussions about student growth and instruction. Familial units hold each other accountable and offer help when help is needed. Our culture is one where ideas are expected to be generated; this is not a follow the leader/robotic pace based school.

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

First year/New-to-LJES teachers participate in an induction process that meets monthly to identify and work on areas of need. PLC's, faculty meetings and Teacher work days all are focused on professional learning and development.

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

Whenever a teacher earns a Developing or below rating in a domain subgroup, they work with the principal and coaches to help address the need for growth. We utilize professional learning opportunities before we go through mandated plans for improvement.

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

TELL survey results helped us develop our Teacher Induction process and identify the needs of our faculty/staff. We use the data to develop methods of support and clarification when needed.

## Questions

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

The goals, objectives, and activities created to provide support are identified in our improvement plan under our "improving teacher instruction" goal. We have focused on identifying priority needs and providing support for our new teachers. This process is helping to identify ways to help our teachers and hopefully increase teacher skills each year.