

2018-19: Executive Summary

Phase Three: Executive Summary for Schools

Lebanon Elementary School

Jim Freeman
420 West Main Street
Lebanon, Kentucky, 40033
United States of America

Last Modified: 11/26/2018

Status: Open

TABLE OF CONTENTS

Executive Summary for Schools	3
ATTACHMENT SUMMARY.....	5

Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Lebanon Elementary is located within the city limits of Lebanon, KY, the geographical center of Kentucky. We currently have 422 students (PreK-5) that compromise our diverse population - 10% African American, 14.7% Hispanic, 1.9% Asian and 8.1% are of a mixed race. 51% are female and 49% are male. 76% of our students are on free or reduced lunch. Many of our students live within walking distance of our school, while others are transported for several miles from rural areas of our county. The mobility rate of our school is currently at 4.47% .The district mobility rate is 2.31%. Our ELL population is 7.1% and the district ELL population is 2.3%. Special education students make up 19.7% of our student body. The average years experience for the teachers is 14.6.
Lebanon Elementary School

ATTACHMENTS

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

School's Purpose

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

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

Mission Statement: Every Child, Every Day, Charging Forward. Vision Statement: We see a future where education works for all students; where readiness and success are defined by students' engagement, effort, and what they can do with their knowledge, rather than just content mastery and testing. We see a future that creates success through opportunity, access, and equity for our students and our school. We see a future where school is a true, learning entity that positively impacts the lives of all that are a part. Students, faculty, and staff play their role in striving to create a culture of learning while protecting each other. Teaching is the means, learning is the goal. ALL means ALL Beliefs: All students can learn. All students need to be feel safe, respected, and valued. Students need to be intellectually engaged in all lessons and activities taught at LES. Understanding that productive struggles are accepted and encouraged. All students do not learn the same way, on the same timeframe, or with the same resources. It is our job to meet those differences and charge forward. Teaching is the means and learning is the goal. We is smarter than me. Learning is a lifelong skill. Change comes from within as life shapes your identity. Work from your strengths. The challenge (and solutions) is systemic. It takes more than a village. There's no one right answer or path; exploring opens horizons. Impact comes when practice, policy, and research are united. Collective Teacher Efficacy beats it all. Reflective Questions: Who are we? Why are we doing this? Why are we doing this this way? Who benefits? Base Principles Effort is a must. High expectations for all - Develop safety nets at all levels. Love our kids to SUCCESS 2. Making connections is a must. Internalizing content - student engagement and problem solving 3. Learning through and with others. School is a social beast - collaborative learning. 4. Learning takes time. Individualized learning - some more; some less 5. Motivation is a must. Building capacity to succeed as learners 6. The teacher matters YOU are the difference Collective teacher efficacy 7. Focused teaching gives accelerated learning Meet students where they are (ZPD) 8. Clear targets for learning is a must. Have a clear expectation and examples of

what is needed (Standards based) 9. Use the power of YET. Growth mindset 10. A thinking curriculum is a must. Productive struggle is alright. 11. A balanced instructional system is a must. All instruction, activities, standards, assessments, RTI, frameworks, etc... all work together. Principal Expectations: When we are in the building, we must be "ON". Every Day, Every Student, Every Class, Charging Forward. All decisions and planning must be done for what is best of our students. We teach from bell to bell. We will assess our kids daily to know where they really are. We must know our students and be ready to take action to meet their needs. We allow ourselves to be uncomfortable. We must have evidences, not our feelings.

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Lebanon Elementary School was given the status of "Other" based on the 2017-18 round of KPrep testing. The school scores were above the three measures of success for this testing cycle. However, LES will continue to focus on improving instruction in Reading and Math. Reading is the priority of the two. We have several discrepancies in some GAP subpopulations that need the attention. LES has seen some good growth in DRA scores for reading this school year. We will continue to use our Guided Reading Strategies and instructional rounds to address continued improvement. The Intermediate level grades have shown some improvement in Lexile levels by using the Achieve 3000 web based program. This is a new instructional tool for LES. We are continuing to promote its use with teachers and getting students used to using it. In turn, our Primary grades are using the companion program Smarty Ants with our younger students. Again, we have seen some growth, but will continue to monitor the progress based on usage. The school did rank above the cut score on KPrep for Other Academic Indicators. It was not an area of great growth, but was above the state average. However, we will continue to work on our writing scores by issuing a new Writing Policy for LES and develop a school wide writing program for the school with grade level expectations. LES did show great growth numbers in the 2017-18 KPrep scores. We will continue to monitor our growth numbers using MAP data for the 2018 school year.

ATTACHMENTS

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

Additional Information

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

LES is in a second year of the Leader In Me project. To say that it has changed the culture of the school is an understatement. The school strives to find ways to develop leadership events and opportunities for our students. We are adding student programs for our kids. In the last couple of years, LES has developed an Academic Team, a Jr. Beta Club, and a Jr. Ambassador program.

ATTACHMENTS

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

ATTACHMENT SUMMARY

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