

2018-2019 LMHS School Assurances_09212018_08:57

Phase Two: School Assurances

Lloyd High School
Mike Key
450 Bartlett Ave.
Erlanger, Kentucky, 41018
United States of America

Target Completion Date: 10/31/2018
Last Modified: 11/13/2018
Status: Open

TABLE OF CONTENTS

Introduction.....	3
School Assurances.....	4
ATTACHMENT SUMMARY.....	9

Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
 - No
 - N/A

COMMENTS

ATTACHMENTS

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

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
 - No
 - N/A

COMMENTS

School has developed fixed PD days. The PD has worked around choice for educators through our Erlanger Elsmere Teaching and Learning conference, Parent Engagement, Kagan Engagement Strategies and the Instructional rounds process.

ATTACHMENTS

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

Comprehensive Needs Assessment

3. 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
 - No
 - N/A

COMMENTS

In review of data from the 2017-18 school year of Behavior data, ACT scores , AP scores and common assessments. Lloyd Memorial has recognized the need to focus in the area of Domain 2 in the Danielson framework for teaching.

ATTACHMENTS

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

4. 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, career, and transition ready.

- Yes
- No
- N/A

COMMENTS

Professional Development has been established around Kagan Structures to improve engagement.

ATTACHMENTS

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

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A

COMMENTS

The professional development for the year has focused on Kagan Engagement structures. This evidence based practice increases student achievement and social development. It addresses Domain 2 c in the framework of building a culture of learning in the classroom.

ATTACHMENTS

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

Targeted Assistance Activities

6. 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.

- Yes
- No
- N/A

COMMENTS

Lloyd Memorial has a tiered system of support. This RTI system allows for targeted interventions within the classroom and during the Flex period of the day on Tuesdays and Thursday's. Students are identified based on Map scores and work for 6 weeks with a teacher to improve those scores in Math and Reading. Students are also referred to ESS - Extended School Services for one targeted week per month to improve academic standing in their classes.

ATTACHMENTS

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

7. 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
- No
- N/A

COMMENTS

Students are pretested and both tested using Map data with the reading and math interventions. Students are tracked for ESS services to see if additional levels of support are needed.

ATTACHMENTS

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

Parent and Family Engagement

8. 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 and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

School uses Parent - Teacher conferences and parent information nights along with parents participating in the summer bridge program for students. In the 2017-18 school year Lloyd Memorial Conducted a Parent Academy. This was an 8 week program that educated parents on how to prepare their child for college and post secondary. The academy covered topics such as: Nueroplasticity, GPA, college acceptance, mindfulness.

ATTACHMENTS

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

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

School sends out notifications through our messenger system in Infinite campus to notify parents of situations where their child is being taught by a non highly skilled educator for four weeks.

ATTACHMENTS

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

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
- N/A

COMMENTS

All Para educators are scheduled through our special education department and serve as supports to the primary teacher in each classroom.

ATTACHMENTS

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

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A



COMMENTS

Paraeducators do not serve in supervisory roles in non-instructional settings.

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)
 Accountability Targets	State accountability information	5
 Aug. 10 PD Agenda	Agenda with Targeted Strategies	2

Sept. and Oct. Timeline for 2018 Reporting

TENTATIVE

- Sept. 24
 - 9 a.m. ET – List of **CSI/TSI** schools and all data released to districts
 - 2 p.m. ET -- List of **CSI/TSI** and all data released to working media
- Sept. 25
 - District may discuss data under embargo privately with media
- Sept. 26
 - **Public Release** of School Accountability and test results
- Sept. 26-Oct. 8
 - **Data Review** for new individual student change requests in **SDRR**

Indicators – High Schools

High Schools

Indicator	Measures	Metric
Proficiency	Reading and mathematics sections from ACT	<ul style="list-style-type: none">• Index Score (0-125)• N=0, A=.50, P=1.0, D=1.25 (ACT levels)• Each score from reading and mathematics weighted equally
Transition Readiness	Academic Readiness (ACT, AP, IB, CAI, ELP) Career Readiness (Ind. Cert.; CTE EOP exam; Apprenticeship) ELP attainment (ACCESS)	<ul style="list-style-type: none">• Transition Readiness Rate (0-100)• Percentage of graduates who have a high school diploma and also demonstrate Academic or Career Readiness• ELs anytime throughout high school
Graduation Rate	4- and 5-year Graduation Rates	<ul style="list-style-type: none">• Percentage of grade 9 students (adjusted) who graduated in 4 or 5 years• Average of 4- and 5-year rates (0-100)

Final Cut Scores for Bottom 5%

Sch. Level	Indicators	Recommended threshold Cut Scores*	
High	Proficiency	40	52.8
	Transition Readiness	41	79.4
	Graduation Rate	85	96.4

School Name	Level	Feeder	CSI or TSI	CSI/TSI Reason	Proficiency Indicator	Separate Academic Indicator	Growth Indicator	Transition Readiness Indicator	Graduation Indicator	4 Yr Cohort Graduation Rate
Lloyd High School	HS		TSI	English Learners plus Monitored; Disability	52.8			79.4	96.4	96.4
School Name	Level	Demographic Group	Identified TSI	Proficiency Indicator	Separate Academic Indicator	Growth Indicator	Transition Readiness Indicator	Graduation Indicator		
Lloyd High School	HS	White		61				80.1	95.3	
Lloyd High School	HS	African American		41.2				69.7	96.7	
Lloyd High School	HS	Hispanic		29.2				80	100	
Lloyd High School	HS	Asian								
Lloyd High School	HS	American Indian or Alaska Native								
Lloyd High School	HS	Native Hawaiian or Other Pacific Islander								
Lloyd High School	HS	Two or More Races		43.2				90.9		
Lloyd High School	HS	English Learners plus Monitored	Y	16.6				35.4		
Lloyd High School	HS	Free/Reduced-Price Meals		46.2				76.5	97	
Lloyd High School	HS	Disability-with IEP (Total)	Y	26.4				40		

August 10, 2018
Professional Development Day
8 am - 3pm

- 7:30 - 8:00 - Breakfast
- 8:00 - 9:30 - Introduction to Kagan Part I
 - Staff Introductions
 - Tools that are needed for teaching
 - Classbuilding activities - The need for them
 - Lesson planning targets about culture
 - Culture of Learning
 - Framework
 - Teambuilding
 - Percentage of engagement
 - Cooperative learning vs. Group work
 - Teacher A, B and C
 - Gambits
- 9:30 - 9:45 - Break
- 9:45 - 11:30 - Intro to Kagan Part II
 - Structures
 - Think - Pair - Share
 - Activity
 - Variations
 - Round - Robin
 - Activity
 - Variations
 - Debrief of activities
 - Management Keys
 - Share the Items that have to be planned out to make them work.
- 11:30 - 12:30 - Lunch (on your own)
- 12:30 - 1:30 - Department Meeting Times
 - Review Course Codes for Classes
 - Planning/Sharing of Units and Pacing guides
 - Expectations by Department Chairs of Departments
 - Debrief Best practices from the EETLC
 - What do we want to implement in our classrooms
- 1:30 - 2:20 - Prep and Planning time
 - Implementation and planning of Kagan Strategies for the first days of school
- 2:30 - Return to the Library
- 2:30 - 2:50 - LMHS Scavenger Hunt
- 2:50 Return to Library
- 3:05 Dismissal