



## 2020-21 Phase Three: Executive Summary LaGrange Elementary

2020-21 Phase Three: Executive Summary for Schools

**LaGrange Elementary School**

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. 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?

La Grange, Kentucky is the only town in America that has an active train running along its Main Street, up to 30 times a day. La Grange Elementary is a small town school with a century-old history. Generations of families have attended La Grange School, which was originally commissioned as a high school in 1912. Currently, La Grange is a K-5 school which serves an economic and ethnically diverse population of 518 students. All of our students live within a two-mile radius of the school. La Grange is identified as a school-wide Title I program with 61.2% of the population qualifying for free or reduced lunch. Our school received a three year grant to provide free breakfasts and lunches to all students beginning with the 19-20 school year. We are currently in our second year of the grant. During the summer, La Grange also provides free breakfast and lunch to any child 18 and under in our community Monday through Friday. During NTI, La Grange offers drive-thru meal pick-up for our community. We also participate in the Blessings in a Backpack program where students whose families sign up receive extra food to take home for the weekend to students who might otherwise go hungry. During NTI, Blessings in a Backpack deliveries are made on Fridays to participating students using district buses and staff volunteers. The Family Resource Center Coordinator, Hispanic Liaison, and social worker work with families and the community to remove any additional barriers beyond the school. Our largest ethnicity (excluding white) is Hispanic at 24%. The diversity among the student population also includes 22% Disability, 24% English Learners, and 3% Gifted & Talented/Primary Talent Pool. Due to Covid 19, we not only offer instruction "in-person", we also have 152 students receive education services through a virtual learning platform this fall and 85 students will continue in Virtual Learning for winter 2020-21. 8 teachers are involved in the Virtual Learning Academy.

. 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.

The driving force behind La Grange Elementary is to maintain a student-centered focus and remove the barriers that could prevent our students from learning. Our purpose statement is #studentsfirst, and our direction is focused on "creating the situations to ensure learning for all students". Three of our directional pillars

include Reading Academy, Co-Teaching, and teaching with poverty in mind through Explicit Instruction. Embedded within our pillars is a focus on building background knowledge, vocabulary, and the weaving of reading, writing, listening and speaking into all content areas. La Grange adopted four guidelines for success, ROAR, which we intentionally teach and reinforce with our students as an expectation for success. ROAR encourages our students and staff to Reach for high goals, Offer their best, Appreciate others greatness and Realize their potential. Our guidelines for success are practiced daily through our morning announcements and our monthly Leopard Rally. Attendance is a focus and expectation for students and staff with a goal of achieving on average 96.1% attendance. However due to Covid-19 and the multiple shifts from in-person instruction to NTI, our attendance plan has transformed to meet the current needs. Students who are "Tiered" for attendance concerns are monitored regularly by the school leadership team. Contact is made with the families to determine if there are any barriers that can be addressed to help their students fully participate. The LES Counseling Program, which includes two counselors, a school psychologist, a social worker and a mental health consultant, utilizes a comprehensive approach to offer Tiered Counseling Interventions to all students. Social Emotional Learning is integrated into daily classroom routines. LES School Counselors support teachers in integrating Conscious Discipline classroom management strategies and Sanford Harmony community building routines into their classrooms. Homeroom and resource classrooms are equipped with materials to implement a Safe Place station, a self-regulation learning center available to all students. All students participate in monthly Tier 1 classroom guidance lessons, with a focus on building social emotional skills. School Counselors facilitate lessons using the Sanford Harmony Social Emotional Learning Program. Homeroom teachers have a scheduled time of the day to complete Class MeetUps, a structured community building opportunity to establish and monitor classroom expectations, connect, solve problems, and share experiences. Small group or individual counseling is offered as Tier 2 and/or Tier 3 responsive services. Students are selected for small group counseling utilizing a behavior screener, teacher referral, parent referral, or counselor referral. Sample small group topics include managing stress and anxiety, building emotional regulation skills, or building friendships. Individual Counseling services are available to all students on an as needed basis. Referrals may come from the individual student, parents, or any staff member. Counselors guide students through a solution-focused approach to problem solving. Counseling services are available to all students both in person and virtually. In the virtual setting, counselors offer guidance lessons directly to virtual classroom platforms, including Google Classroom or Seesaw. Students have the opportunity to engage in weekly Counselor Connect virtual meetings with similar aged peers. This is a time for students to build connections and strengthen social and emotional skills. Ongoing individual

counseling services, as well as responsive counseling services, remain available to students and families via phone or video conferencing. Furthermore, the counselors work collaboratively with district Mental Health Consultants to appropriately refer students to outside services as needed. The social-emotional well-being of each student is paramount and impacts every area of a student's education. Through a collaborative approach, La Grange Elementary Counselors support all staff in building emotional capacity in themselves and, in turn, in all students.

. 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.

La Grange offers unique programming, like our Family Resource Center to meet individual learner needs and abilities through the combined efforts of faculty, staff and parents. As a Title I school, we have worked towards helping parents know more about Title I and become involved in parent events. According to our Title I annual survey, parents acknowledging they were notified that we are a Title I school increased from 82.5% to 90.0%. 93% of our parents felt their parent-teacher or student-led conference answered their questions and concerns. Frequent parent academies and support groups, 100% participation in parent/teacher conference attendance, an involved PTA and SBDM parent representatives, are also noted strengths to support student performance. The PTA is a strong partner with La Grange. For the 2019-20 school year, the LaGrange Elementary PTA was awarded a grant for \$1250 from the National PTA & Bayer to host a dinner & STEM Night Program for the families of LES in the spring of 2020. Due to Covid-19, this event is rescheduled until spring 2021. For the 2020-21 school year, the LaGrange Elementary PTA was awarded TWO separate grants from Seven Counties and the Adolescent Substance Abuse Program (ASAP). The mini-grant, for up to \$500, was used to create 'community' in the world of COVID restrictions; we have a Fall Y'All Family Drive-Thru where families were able to drive from station to station, wave hi to teachers, staff and administrators, and get a little gift or treat at each station. The second grant, for \$3000, is to be put towards a Kindness Campaign where students will learn about kindness, design a t-shirt based on their understanding of kindness. The designs will be judged and the winning design will be turned into a t-shirt that will be printed and gifted to all LaGrange Elementary students. The LES PTA has received the coveted Apple Award from the KY PTA for the past two years. This is an award that can only be earned if you have full participation (by membership) of all the staff in your school. For the 2018-19 school year, LaGrange Elementary PTA earned an Outstanding Volunteer, and Outstanding Staff and an Outstanding Program Award from the KY PTA. It was the second year in a row that LaGrange PTA had earned an Outstanding Program Award from the State. Our staff is growing in

our understanding and usage of technology and as educational leaders in our community. We have 19 Google Level 1 Certified Staff members, 4 Google Level 2 Certified Staff members, 5 SeeSaw Ambassadors, 1 SeeSaw Pioneer Educator, 2 Flipgrid Certified Educators, 5 Nearpod Certified Educators, and 4 Epic! Certified Educators. Analyzing data helped to determine our areas for improvement. Our KPREP proficient/distinguished percentages have shown a slight increase over the past three years with our overall reading percentages of proficient and distinguished rising from 43.3% to 48.5%. The percentage of Hispanic students scoring Proficient and Distinguished had dropped from 32.6% to 28.3% (2017) but increased in 2019 to 34.9%. La Grange will continue to support our Hispanic students through the use of co-teaching, small group and individualized instruction based on data. Recent analysis of MAP (Measures of Academic Progress) reading/math achievement and conditional growth, has led us to conclude that our Hispanic, Poverty, and African American students made little progress in both areas due to In-Person instruction being suspended due to National Pandemic (Covid-19). Currently, 71% Hispanic students in grade 2 are reading below the 40th percentile in achievement. Hispanic students who are achieving below the 40th percentile in Math are as follows: Grade 1 - 60%; Grade 2 - 46%; Grade 3 - 48%; Grade 4 - 55%, Grade 5 - 43%. The Conditional growth rate in reading for Hispanic students in grades 3 & 4 is below the 40th percentile and in math, for all grades, conditional growth in math is below the 25th percentile. For our students of Poverty, according to MAP, math is an area of concern. Percentage of students achieving below the 40th percentile are as follows: 1st - 55%; 2nd - 39%; 3rd - 68%; 4th - 48%; 5th - 58%. Conditional Growth for students of poverty at all grade levels is below the 35th percentile in math. According to MAP, 100% of our African American students who are in 1st and 5th grade are achieving below the 40th percentile in reading. African American students who are achieving below the 40th percentile in Math are as follows: Grade 1 - 67%; Grade 3 - 100%; Grade 5 - 100%. The Conditional growth rate in reading for all African American students is below the 33rd percentile and in reading, and in math, conditional growth is below the 17th percentile. An additional area of improvement focuses on technology. Our school is working to become a 1:1 technology based educational program. Over the past 3 years, we've been able to make 3rd-5th grade 1:1. Our 4th & 5th grades have Chromebooks and our 3rd grade has touchscreen Chromebooks. We are currently working on purchasing 20 additional touchscreen Chromebooks for 2nd grade to make them 1:1 and will continue to expand over the next few years until our 1:1 goal K-5 is achieved. Last year, our school received a technology infrastructure upgrade. Each instructional classroom received an interactive Clevertouch screen, a new audio system and two years of professional development to expand our ability to use the new system. We are currently in our 2nd year of instructional coaching utilizing interactive technology.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

During the 2018-2019 school year, a whole-grade kindergarten literacy initiative, K Academy, was introduced to close the achievement gap and address the major components of literacy instruction. K Academy achieved unparalleled success. At the completion of the program in May 2019, 93% of all kindergarten students met the end of kindergarten reading benchmark according to the Developmental Reading Assessment (DRA). Due to the success of K Academy during the 2018-2019 school year, this push-in initiative has been expanded to K-3 (now called Academy), for the 2019-2020 school year. Academy includes twenty-nine certified teachers that push in to each grade level one hour per day to provide intense guided reading instruction. Furthermore, all teachers involved receive intense professional learning, which was the driving force behind the success of the first year. In addition to the critical topics covered for first year teachers to the program, additional professional learning will educate those involved in the best practices in literacy instruction, as well as target specific teacher learning needs. Due to ending the 19-20 school year in Non-Traditional Instruction, the building of professional knowledge in the area of reading and implementation of Academy will remain a focus of the 2020-21 school year.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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