



Comprehensive School Improvement Plan

**Legrande Elementary School
Hart County**

Jerri Stiltz Harper, Principal
70 Legrande School Road
Horse Cave, KY 42749

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		LeGrande 2016-2017 School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Although the 2015-2016 school year proved to be a very successful outcome for LeGrande, there are still areas for improvement such as Writing. This is due to a high percent of poverty and students with disabilities.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

One barrier that LeGrande faces is the ratio of students with disabilities to faculty members. LeGrande has the highest percentage of students with disabilities within the Hart County school system. There are currently 76 students with disabilities attending LeGrande School, with only 3 certified Special Education teachers and 4 Instructional Assistants to fit the needs for these students.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		LeGrande School Equity Goals

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the averaged combined reading and math K-PREP scores for 3rd-5th grade elementary students from 71.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase combined reading and math scores from 71.35-75 in 3rd-5th grade students at LeGrande Elementary by 05/23/2016 as measured by by K-PREP.

Strategy1:

Best Practice - Teachers will implement research based instructional strategies to ensure students achieve proficiency as determined on the K-Prep assessment. We are also using "Leader in Me curriculum to build leadership capacity in our students.

Category:

Research Cited: Harry Wong, Fontas and Pinnell, Gardner,

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During district early release days the teachers meet and share a variety of material that will aide them in teaching. This time is used for those lead teachers who are involved in the state and district leadership network to report on new methodology as well as best practice in the area of reading and math. This time is also used to make teachers more familiar with PGES, Smart Goals, CIITS updates, etc.	Professional Learning	01/01/2014	05/16/2017	\$0 - No Funding Required	Jerri Harper Leigh Ann Scott Katrina England Adam Smith

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Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades pre, kindergarten, and first grade have the opportunity to participate in transitional activities through the year and more intensively near the end of the year. Eighth grade students also have transition activities during the school year.	Academic Support Program	01/01/2014	05/16/2017	\$0 - General Fund	Jerri Harper Megan Jones All Teachers

Activity - Job Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are expected to use PD 360 (Edivate) to tailor their professional development to their individual needs. After viewing sessions in PD 360 teachers must then write a reflection on the session and how it will be applied to their class. PD 360 is also used as a tool to meet teacher needs as are defined during PGES observations.	Professional Learning	01/01/2014	05/01/2017	\$0 - No Funding Required	Jerri Harper Angela Frank All Teachers

Activity - Targeted PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted PD through PGES.	Professional Learning	09/01/2014	05/16/2017	\$0 - No Funding Required	Teachers and Principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet in PLC's on an by weekly basis to analyze student work and decide on next steps in instruction to meet the needs of students.	Professional Learning	08/07/2013	05/01/2017	\$0 - No Funding Required	Jerri Harper All Teachers

Goal 2:

Increase the averaged combined reading and math K-PREP scores for 6th-8th grade middle school students from 75.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores of 75.6% in 2015 to 78% for students in grades 6-8 at LeGrande School by 05/26/2017 as measured by K-PREP scores..

Strategy1:

Best Practice - All teachers in grades 6-8 will work together in professional learning communities to analyze student data in order to meet each individual child's needs through research based programs and practices.

Category:

Research Cited: Next Generation Learners, Marzano, Harry Wong, Gardner

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Activity - PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are expected to use PD 360 to tailor their professional development needs to the areas that they want to improve. After viewing sessions in PD 360 teachers must then write a reflection on the session and how it will be applied in their classroom.	Professional Learning	01/01/2014	05/16/2017	\$0 - No Funding Required	Jerri Harper Angela Frank All Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During district early release days the teachers meet and share a variety of material that will aide them in teaching. This time is used for those lead teachers who are involved in state and district leadership networks on math and ELA to report on new methodology as well as best practice in those areas.	Professional Learning	01/01/2014	05/16/2017	\$0 - No Funding Required	Jerri Harper Leigh Ann Scott Katrina England All Certified Staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet in PLC's on a by weekly basis to analyse student work and decide on next steps in instruction to meet the needs of students. The schedule has been altered to allow teachers in the same grade or content area to have common planning daily which allows for a more cohesive professional learning community.	Professional Learning	01/01/2014	05/16/2017	\$0 - No Funding Required	Jerri Harper All Teachers

Activity - Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher representatives from each area of the school, along with school administration, participate in the Lighthouse Team as part of the school's participation in the Leader in Me curriculum. The team meets monthly to discuss important school and student goals, and to monitor progress in academics as well as Leader in Me behaviors.	Professional Learning	08/06/2014	05/01/2017	\$5000 - Race to the Top	Lighthouse Team Members: Jerri Harper, Megan Jones, Bethann Neville, Lindsey Fields, Katrina England, Boyd Rexroat, Curtis Wilson, and Adam Smith

Goal 3:
Increase the average combined middle grades reading and math proficiency rating for all students in the nonduplicated gap groups from 49.3% in 2015 to 70% in 2017.

Measurable Objective 1:
collaborate to increase the average combined middle grades reading and math proficiency ratings for the nonduplicated gap groups from 51.4% in 2013 to 56.3% by 05/30/2014 as measured by K-PREP scores.

Strategy1:
Professional Growth - All teachers will have a voice in the professional development that is needed to move all students to proficiency. A standing committee is charged with analyzing school needs to determine professional development. During the process of PGES evaluations

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teachers will also be assigned professional development through PD 360 that is tailored to their individual needs.

Category:

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2017	\$0 - No Funding Required	Jerri Harper All Teachers

Goal 4:

Increase the percentage of students who are college and career ready from 46.7% to 50% in 2017.

Measurable Objective 1:

collaborate to increase the number of students on target for CCR goals by 05/29/2015 as measured by Explore and Unbridled Learning CCR formula.

Strategy1:

Professional Development - The guidance counselor receives training to better serve the CCR needs of all students.

Category:

Research Cited: ASCA Standards

Activity - South Central Counseling Association	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor networks with counselors across the region to find new and enterprising ways to deliver college and career information in a way that is both academically and preparation oriented.	Professional Learning	01/01/2014	05/16/2017	\$0 - No Funding Required	Megan Jones

Activity - Counselor Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GRECC provides professional development in areas that are conducive to College and Career readiness. PD 360 also offers a venue for counselors to further thier knowledge in matters of college and carreer readiness.	Professional Learning	01/01/2014	05/16/2017	\$0 - No Funding Required	Megan Jones

Goal 5:

Increase the averaged combined elementary reading and math proficiency rating for all students in the nonduplicated gap groups from 51.8% to 65% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from the nonduplicated gap groups from 49.3% to 77.3 by 05/31/2017 as measured by K-PREP scores.

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Strategy1:

Professional Growth and Learning - All teachers will have a voice in the professional development that is needed in order to move all students to proficiency. A standing committee is charged with analyzing data in order to make choices on the PD that is offered each year. PD 360 allows teachers to tailor PD to their specific needs. PGES allows teachers to be notified of need areas for Professional Development.

Category: Professional Learning & Support

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2017	\$0 - No Funding Required	Jerri Harper All Teachers

Goal 6:

Ensure that all teachers at LeGrande School are effectively trained and continuous PD provided for the PGES implementation in 2015.

Measurable Objective 1:

collaborate to prepare a scaling plan to train teachers effectively and timely by 05/15/2015 as measured by the number of training sessions provided..

Strategy1:

Creating a Professional Growth Plan - Engage Effectiveness Coaches to provide training and guidance to teachers for the PGES Multiple Measures PGP.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instruction and informative information about the Multiple Measures of the PGES to guide teachers through writing an effective and measurable PGP.	Professional Learning	12/16/2013	05/16/2017	\$0 - General Fund	Jerri Harper Central Office Staff All Teachers

Phase I - The Missing Piece

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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.

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Stakeholders

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

A sampling of stakeholders were involved in creating and completing the missing piece including central office personnel, teachers, SBDM council members, PTA representatives.

Nathan Smith-Central Office-Instructional Supervisor

Debbie Fowler-Central Office-Title I Coordinator

Jerri Harper-Principal

Megan Jones-Counselor

Rachael Hensley-Teacher-SBDM Member

Boyd Rexroat-Teacher-Teacher-SBDM Member

Jeff Reed-Teacher-SBDM Member

Annette Jones-Teacher

Beth Atkins-Teacher

Angie Atwell-SBDM Parent-PTA President

Jeff Wislon-SBDM Parent

Margret Slaughter-PTA Treasurer

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Relationship Building

Overall Rating: 2.86

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

	Statement or Question	Response	Rating
3.1	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

	Statement or Question	Response	Rating
3.2	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	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

	Statement or Question	Response	Rating
3.5	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

	Statement or Question	Response	Rating
3.6	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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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

Overall Rating: 2.29

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	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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	Statement or Question	Response	Rating
4.7	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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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Advocacy

Overall Rating: 3.5

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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 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.	Proficient

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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: 2.67

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	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 welcomes families to visit all classrooms.	Proficient

	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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.5

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	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.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

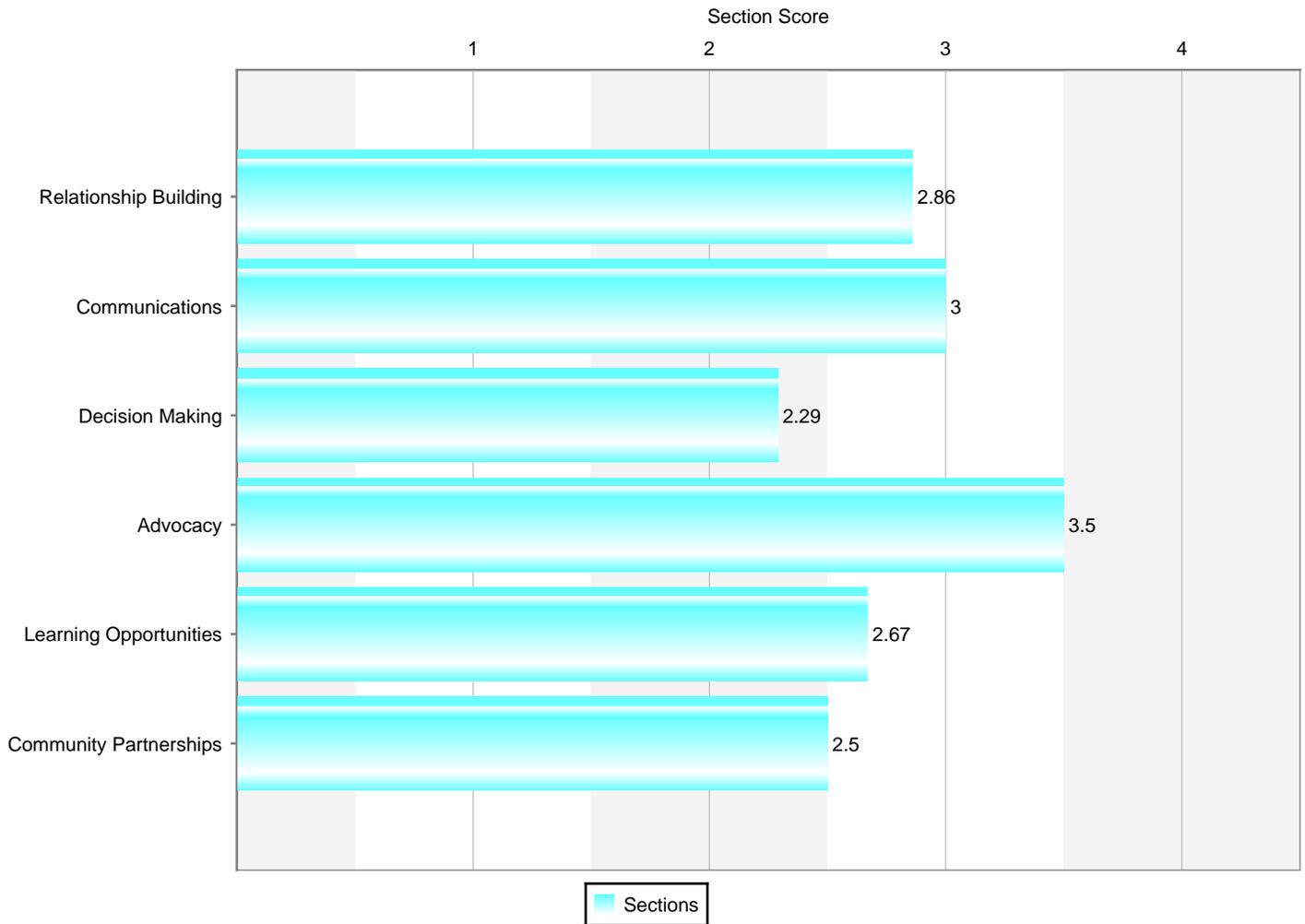
Reflect upon your responses to each of the Missing Piece objectives.

An area of strength that LeGrande leadership and staff work hard to maintain is within building relationships with parents/guardians. It is a common goal for our school to provide opportunities for all parents/guardians to make decisions and have input toward academic decisions made within LeGrande. An area of weakness that LeGrande leadership and staff demonstrates is through communicating with local business to promote adult learning and school participation on a daily basis. A large percentage of our student's parents/guardians are employed with local factories.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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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.

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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.

There are a variety of ways that stakeholders were involved in the improvement plan. All teachers were given the opportunity to join one or more committees, with the understanding that they must choose at least one. The committee consisted of teachers, administration, paraprofessionals and parents. These committees were formed to address school needs and next steps to improve instruction. The parents who participated were not hand-picked, they were volunteers. Each committee had a chairperson who informed members of meeting dates and times. The chairperson for each committee was assigned on a voluntary basis. Even during the process of completing the CSIP the committees have met to assist in answering some of the leading questions in the assurances. Our SBDM Council also works on the improvement plan. Teachers that serve on SBDM also serve on a standing committee as well as working on the improvement plan as a council member. The parents on SBDM may also serve on more than one committee.

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

Jerri Harper-School Principal, Megan Jones-Guidance Counselor, Nathan Smith-Instructional Supervisor, Wesley Waddle-Assistant Superintendent, Debbie Fowler-Title I coordinator, Jeff Wilson-Parent/SBDM Member, Angie Atwell-Parent/SBDM Member, Rachael Hensley-committee chair, Katrina England-committee chair, Annette Jones-committee chair, and all other faculty and staff served on a committee. Each committee was responsible for working on an area of the improvement plan ranging from the KDE assurances to the Title I portion. The principal also input the information in the appropriate areas. The counselor/School Title I coordinator worked with a group to ensure that the Title I information was accurate. The committee chairs reported to the principal. Mr. Smith, Mr. Waddle and Mrs. Fowler each served as resources for the school administration and committees if there were any problems or questions.

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 committees working on the improvement plan received immediate feedback in order to make changes that might be needed. All stakeholders will receive the improvement plan electronically and also have access to a paper copy of the plan. The SBDM council will approve the plan upon completion and a copy will be included in the open records for all parents and interested community members to view. The improvement plan will become part of the Title I records and a newsletter will be sent home to all parents with information about the improvement plan and information on how to access the improvement plan on the school's website. A link will be placed on the school's website so that all interested stakeholders can access the improvement plan easily.

Phase I - Needs Assessment

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Introduction

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

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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?**

All data is analyzed to identify student gaps and instructional gaps that might still be a problem from the changing standards. Data is also analyzed to drive instruction in the classrooms. It lets us know where our gaps are, where our strength and weaknesses are. One area of weakness as indicated in data is a lack of number sense in math. Our data indicates that we have a high apprentice population that must be addressed. It also indicates that attendance in many cases plays a role in achievement. The data doesn't tell us specific skill sets that are missing in some areas. We will continue to analyze data to improve student achievement.

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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?

There are some areas of strength for each tested area. School wide, reading scores were higher than math scores in all grade levels 3-8. 8th grade social studies were higher than we have ever experienced. Sixth and seventh grade both saw a substantial growth in reading. In order to sustain these strengths we have retained the teachers who taught in these areas. Also, for the first time in some years, we saw an increase within Middle Grades math scores. We have a better idea of target groups of students who have scored apprentice and who will now be given intense intervention in order to improve base and growth scores. We do have cause to celebrate because our school has been named a Kentucky School of Distinction for both elementary and middle grades.

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Opportunities for Improvement

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

The biggest area overall for needed improvement continues to be middle grades math. Although we did see an increase in middle grades math scores, there is still continued need for improvement within this grade level and subject area. Third grade math scores are also a high priority for further achievement. For this reason, our third grade math teacher has been provided with and attended targeted PD to address the concern. Additionally, the current fourth grade class is receiving rigorous and targeted math instruction. Along with this we need improvement in many grade levels of reading. Students who scored novice or apprentice in either of these areas are now targeted for intense intervention. Math and reading will continue to be targeted for further achievement. It is our goal to assist in raising these students to the level of proficient and thereby receiving their growth score. We are also proud that our primary program is working to better prepare our students for future testing by giving them a firm foundation in the standards.

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Conclusion

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

The areas of concern are reflected on during early release professional development days and during faculty meetings. This ensures that we are moving along steadily. The biggest thing that we are doing that will guide and inform instruction is targeting specific for intense intervention in the areas of math and reading to move the large population of apprentice on to proficiency and increasing growth scores. Additionally, all faculty in the school are working to build relationships with targeted individual students in order to foster a sense of school pride and positive relationships with teachers in the building. I am very pleased with the willingness of our entire faculty and staff as well as our parent volunteers for their willingness to take leadership roles in this intervention strategy.

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Plan for Closing the Achievement Gap - 2016 - 2017

DRAFT

Overview

Plan Name

Plan for Closing the Achievement Gap - 2016 - 2017

Plan Description

DRAFT

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 averaged combined elementary reading and math proficiency rating for all students in the nonduplicated gap groups from 51.8% to 65% in 2017.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$47000
2	Increase the average combined middle grades reading and math proficiency rating for all students in the nonduplicated gap groups from 49.3% in 2015 to 70% in 2017.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$4500
3	Decrease the novice population at LeGrande Elementary by at least 50%	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Increase the averaged combined elementary reading and math proficiency rating for all students in the nonduplicated gap groups from 51.8% to 65% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from the nonduplicated gap groups from 49.3% to 77.3 by 05/31/2017 as measured by K-PREP scores.

Strategy 1:

Professional Growth and Learning - All teachers will have a voice in the professional development that is needed in order to move all students to proficiency. A standing committee is charged with analyzing data in order to make choices on the PD that is offered each year. PD 360 allows teachers to tailor PD to their specific needs. PGES allows teachers to be notified of need areas for Professional Development.

Category: Professional Learning & Support

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper All Teachers

Strategy 2:

Parental Involvement - Research tells us that parental involvement is monumental to student success in school. The more involved parents are the more likely that student is to achieve proficiency.

Category:

Research Cited: Marzano, Harry Wong

Activity - Assessment Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to visit the school on a celebration day when scores are revealed. Individual student scores are discussed with parents at set times of the year.	Parent Involvement	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper All Teachers All Support Staff

Activity - Explore Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to come to school on an Explore night to discuss Explore data and what it means to their child.	Parent Involvement	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Megan Jones Middle Grades Teachers

Comprehensive School Improvement Plan

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Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Teacher Conferences will be held twice yearly or on an as needed basis in order to convey assessment results to parents.	Parent Involvement	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Megan Jones All Teachers

Strategy 3:

Research Based Instruction - Best practice dictates that teachers use research based learning in their classrooms. A variety of research based instruction such as Reading Recovery, Math Intervention, Singapore Math, and Lexiled Reading Levels, are all used to ensure that all students are taught at high levels in order to reach proficiency.

Category:

Research Cited: Marzona, Gardner, Reading Recovery

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery is used as an intensive research based program to aid students who are performing well below target.	Direct Instruction	01/01/2014	05/16/2016	\$45000	Other	Beth Spann Jerri Harper

Activity - Singapore Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All primary grades use Singapore math for thier whole group math instruction.	Direct Instruction	01/01/2014	05/16/2016	\$2000	General Fund	Jerri Harper Primary Teachers

Activity - Lexile Reading Levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have been trained to use lexile levels to obtain appropriate reading level of students and provide reading materials appropriate to the student's reading level.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Emily Northcutt All Teachers

Strategy 4:

Progress Monitoring - Student progress is the mainstay of student achavement. Being aware of students who are performing below grade level is necessary in gap reduction. To that end there are a variety of things that can aide the school in targeting low performing students to ensure their success.

Category:

Research Cited: Kentucky Department Of Special Education

Activity - TAT Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Legrande Elementary School

Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need placement in RTI or a special education program in order to better meet their individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0	No Funding Required	Leigh Ann Pinson Donna LeFevre Jerri Harper All Teachers
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Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Parent Volunteers Classified Staff All Teachers

Activity - Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students keep a data binder as part of Leader in Me. This binder allows parent to easily keep up with their student's progress.	Academic Support Program	01/01/2014	05/16/2016	\$0	General Fund	Jerri Harper All Teachers

Goal 2: Increase the average combined middle grades reading and math proficiency rating for all students in the nonduplicated gap groups from 49.3% in 2015 to 70% in 2017.

Measurable Objective 1:

collaborate to increase the average combined middle grades reading and math proficiency ratings for the nonduplicated gap groups from 51.4% in 2013 to 56.3% by 05/30/2014 as measured by K-PREP scores.

Strategy 1:

Professional Growth - All teachers will have a voice in the professional development that is needed to move all students to proficiency. A standing committee is charged with analyzing school needs to determine professional development. During the process of PGES evaluations teachers will also be assigned professional development through PD 360 that is tailored to their individual needs.

Category:

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper All Teachers

Comprehensive School Improvement Plan

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Strategy 2:

Parental Involvement - Research tells us that parental involvement is monumental to student success in school. The more involved parents are the more likely that a student is to achieve proficiency.

Category:

Research Cited: Marzono Harry Wong

Activity - Assessment Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to visit the school on a celebration day when scores are revealed. Individual assessment scores are then given to parents in another setting so that the scores can be explained.	Parent Involvement	10/31/2012	05/16/2016	\$0	No Funding Required	Jerri Harper All Teachers All Support Staff

Activity - Parent Teacher Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent teacher conferences will be held twice yearly or on an as needed basis in order to convey assessment results. Middle grades teachers also meet with parents when a student is off target for success. A plan is made and then applied to the students individual needs. Because of the implementation of Leader in Me students are now able to lead the parent teacher conferences.	Parent Involvement	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Megan Jones All Teachers

Strategy 3:

Progress Monitoring - Student progress is the mainstay of student achievement. Being aware of students who are performing below grade level is necessary in gap reduction. To that end there are a variety of things that can aide the school in targeting low performing students to ensure their success.

Category:

Research Cited: Kentucky Department of Special Education

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure, or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Parent Volunteers Classified Staff All Teachers

Activity - TAT Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Legrande Elementary School

Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need further testing and if a student might need placement in a special education program in order to better meet their individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0	No Funding Required	Leigh Ann Pinson Donna Lefevre Jerri Harper All Teachers
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Strategy 4:

Research Based Instruction - Best practice dictates that teachers use research based learning in their classrooms. A variety of research based instruction is used to ensure that all students are taught at high levels and on individual basis in order to reach proficiency.

Category:

Research Cited: Marzano Gardner

Activity - Literacy Circles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy circles are a method of developing reading skill based on student choice.	Direct Instruction	01/01/2014	05/16/2016	\$0	No Funding Required	Leigh Ann Scott Emily Northcutt

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have access to CIITS as a method of planning and assessing student learning. Students can take assessments that are teacher made or program produced. CIITS Trainings are provided periodically at teacher's meetings and early release dates.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Megan Jones Beth Atkins Jerri Harper All Teachers

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are given the STAR Reading and Math assessment twice yearly. This assessment is a good indication of whether students are on, above or below target for learning. Data gathered from STAR assessments is used to make instructional and intervention decisions for all students.	Academic Support Program	01/01/2014	05/16/2016	\$1500	General Fund	Emily Northcutt All Teachers

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reading is a program that allows teachers to set reading goals for their students and for students to be assessed on their reading ability regardless of the book they choose.	Other	08/07/2012	05/16/2016	\$3000	Other	Emily Northcutt All Teachers

Goal 3: Decrease the novice population at LeGrande Elementary by at least 50%

Comprehensive School Improvement Plan

Legrande Elementary School

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by decreasing the novice population by at least 50% in English Language Arts by 05/01/2019 as measured by KPREP mathematics and reading scores .

Strategy 1:

Decrease novice by 10% per year - Students and teachers will collaborate and implement learning systems to decrease the novice population by 10% per school year in order to decrease the novice population by at least 50% by 2019.

Category: Learning Systems

Research Cited: Marzano

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use existing and ongoing assessment data to target students who achieve novice, or are at risk for novice scores, through RTI, one on one interventions, and whole class teaching for gap reduction in skills needed to attain proficiency.	Academic Support Program, Direct Instruction	12/01/2015	05/01/2019	\$0	No Funding Required	All classroom teachers, resource teachers, Jerri Harper, Megan Jones

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Singapore Math	All primary grades use Singapore math for thier whole group math instruction.	Direct Instruction	01/01/2014	05/16/2016	\$2000	Jerri Harper Primary Teachers
STAR Reading and Math	All students are given the STAR Reading and Math assessment twice yearly. This assessment is a good indication of whether stduents are on, above or below target for learning. Data gathered from STAR assessments is used to make instructional and intervention decisions for all students.	Academic Support Program	01/01/2014	05/16/2016	\$1500	Emily Northcutt All Teachers
Data Binders	All students keep a data binder as part of Leader in Me. This binder allows parent to easily keep up with their student's progress.	Academic Support Program	01/01/2014	05/16/2016	\$0	Jerri Haprer All Teachers
Total					\$3500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TAT Team	Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need placement in RTI or a special education program in order to better meet thier individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0	Leigh Ann Pinson Donna LeFevre Jerri Harper All Teachers
Targeted Interventions	Teachers will use existing and ongoing assessment data to target students who achieve novice, or are at risk for novice scores, through RTI, one on one interventions, and whole class teaching for gap reduction in skills needed to attain proficiency.	Academic Support Program, Direct Instruction	12/01/2015	05/01/2019	\$0	All classroom teachers, resource teachers, Jerri Harper, Megan Jones

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Mentoring	Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure, or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0	Jerri Harper Parent Volunteers Classified Staff All Teachers
TAT Team	Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need further testing and if a student might need placement in a special education program in order to better meet their individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0	Leigh Ann Pinson Donna Lefevre Jerri Harper All Teachers
Lexile Reading Levels	All teachers have been trained to use lexile levels to obtain appropriate reading level of students and provide reading materials appropriate to the student's reading level.	Professional Learning	01/01/2014	05/16/2016	\$0	Emily Northcutt All Teachers
Parent Teacher Conferences	Parent Teacher Conferences will be held twice yearly or on an as needed basis in order to convey assessment results to parents.	Parent Involvement	01/01/2014	05/16/2016	\$0	Jerri Harper Megan Jones All Teachers
CIITS	All teachers have access to CIITS as a method of planning and assessing student learning. Students can take assessments that are teacher made or program produced. CIITS Trainings are provided periodically at teacher's meetings and early release dates.	Professional Learning	01/01/2014	05/16/2016	\$0	Megan Jones Beth Atkins Jerri Harper All Teachers
Parent Teacher Conference	Parent teacher conferences will be held twice yearly or on an as needed basis in order to convey assessment results. Middle grades teachers also meet with parents when a student is off target for success. A plan is made and then applied to the student's individual needs. Because of the implementation of Leader in Me students are now able to lead the parent teacher conferences.	Parent Involvement	01/01/2014	05/16/2016	\$0	Jerri Harper Megan Jones All Teachers
Assessment Results	Parents are invited to visit the school on a celebration day when scores are revealed. Individual assessment scores are then given to parents in another setting so that the scores can be explained.	Parent Involvement	10/31/2012	05/16/2016	\$0	Jerri Harper All Teachers All Support Staff
TELL KY Survey	All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0	Jerri Harper All Teachers
Mentoring	Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0	Jerri Harper Parent Volunteers Classified Staff All Teachers
TELL KY Survey	All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0	Jerri Harper All Teachers

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Explore Night	Parents are invited to come to school on an Explore night to discuss Explore data and what it means to their child.	Parent Involvement	01/01/2014	05/16/2016	\$0	Jerri Harper Megan Jones Middle Grades Teachers
Literacy Circles	Literacy circles are a method of developing reading skill based on student choice.	Direct Instruction	01/01/2014	05/16/2016	\$0	Leigh Ann Scott Emily Northcutt
Assessment Results	Parents are invited to visit the school on a celebration day when scores are revealed. Individual student scores are discussed with parents at set times of the year.	Parent Involvement	01/01/2014	05/16/2016	\$0	Jerri Harper All Teachers All Support Staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reading	Accelerated Reading is a program that allows teachers to set reading goals for their students and for students to be assessed on their reading ability regardless of the book they choose.	Other	08/07/2012	05/16/2016	\$3000	Emily Northcutt All Teachers
Reading Recovery	Reading Recovery is used as an intensive research based program to aid students who are performing well below target.	Direct Instruction	01/01/2014	05/16/2016	\$45000	Beth Spann Jerri Harper
Total					\$48000	

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School Improvement Plan

Plan Description

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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 averaged combined reading and math K-PREP scores for 3rd-5th grade elementary students from 71.6% in 2015 to 78% in 2017.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	\$94650
2	Increase the averaged combined reading and math K-PREP scores for 6th-8th grade middle school students from 75.6% in 2015 to 78% in 2017.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$5000
3	Increase the average combined middle grades reading and math proficiency rating for all students in the nonduplicated gap groups from 49.3% in 2015 to 70% in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$4500
4	Increase the averaged combined elementary reading and math proficiency rating for all students in the nonduplicated gap groups from 51.8% to 65% in 2017.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$47000
5	Ensure that all teachers at LeGrande School are effectively trained and continuous PD provided for the PGES implementation in 2015.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Decrease the novice population at LeGrande Elementary by at least 50%	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Increase the averaged combined reading and math K-PREP scores for 3rd-5th grade elementary students from 71.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase combined reading and math scores from 71.35-75 in 3rd-5th grade students at LeGrande Elementary by 05/23/2016 as measured by by K-PREP.

Strategy 1:

Reading/Math Instruction - Use a variety of universal screening data to identify students in grades kindergarten-5 performing below grade level and who may qualify for Reading Recovery, RTI, and other various interventions.

Category: Integrated Methods for Learning

Research Cited: STAR Reading, STAR Math, Reading Recovery

Activity - Leveled Literacy Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to ability for intensive reading intervention in literacy groups in grades K-4	Direct Instruction	08/01/2015	05/01/2017	\$0	District Funding	All Teachers K-4, Instructional Assistants, Special Education Teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers use ongoing formative assessments to assess student needs. Students performing below grade level receive intensive small group or one on one instruction from certified staff members.	Direct Instruction	01/01/2014	05/01/2017	\$0	Other	All Special Education Staff All Regular Classroom Teachers All Support Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified Reading Recovery instructor will provide intensive one on one intervention for those students in the lowest 10th percentile of the first grade class. Interventions through reading Recovery will also be given in small group settings for students in second grade who did not meet standards to discontinue from the program in the first grade.	Direct Instruction	01/01/2014	05/01/2017	\$45000	Other	BethSpann Jerri Harper

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Activity - CIM Reading Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructor uses Fountas and Pinnell to assess levels the instructor uses Guided Reading Plus for third grade students in need intervention. Kindergarten receives small group instruction as well as first grade . The students receive services according to their ability levels.	Direct Instruction	01/01/2014	05/01/2017	\$45000	Other	Beth Spann Jerri Harper
Activity - Reading and Math Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary-5th grade use a variety of technology programs such as , Reading Eggs, IXL.com, Flip Charts, etc. to support reading and math learning through technology. These grades also use STAR Reading and Math to assess students three times per year.	Technology	01/01/2014	05/01/2017	\$3000	Other	Jerri Harper Emily Northcutt All Teachers
Activity - Targeted Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted groups of apprentice level students are seen weekly by a teacher, instructional assistant or parent volunteer for intense instruction in reading or math.	Direct Instruction	12/08/2014	05/01/2017	\$0	No Funding Required	All teachers, instructional assistants, parent volunteers and administration
Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be assessed for kindergarten readiness using the Brigance Assessment.	Academic Support Program	08/01/2015	05/01/2017	\$0	No Funding Required	Bethann Neville

Strategy 2:

Best Practice - Teachers will implement research based instructional strategies to ensure students achieve proficiency as determined on the K-Prep assessment. We are also using "Leader in Me curriculum to build leadership capacity in our students.

Category:

Research Cited: Harry Wong, Fountas and Pinnell, Gardner,

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet in PLC's on an by weekly basis to analyze student work and decide on next steps in instruction to meet the needs of students.	Professional Learning	08/07/2013	05/01/2017	\$0	No Funding Required	Jerri Harper All Teachers
Activity - Job Embedded PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Legrande Elementary School

All teachers are expected to use PD 360 (Edivate) to tailor their professional development to thier individual needs. After viewing sessions in PD 360 teachers must then write a reflection on the session and how it will be applied to thier class. PD 360 is also used as a tool to meet teacher needs as are defined during PGES observations.	Professional Learning	01/01/2014	05/01/2017	\$0	No Funding Required	Jerri Harper Angela Frank All Teachers
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Strategy 3:

Parent Involvement - By creating an environment that sets high expectation for parent involmnet in the school setting and communication among all stakeholders this will foster student achievement.

Category:

Research Cited: Title I Parent Involvement Surveys, PTA School Involvement

Activity - Curriculum Information Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were invited to participate in a number of activities including, standards discussion, technology literacy, Title I, reading and math strategies for home, Infinite Campus Parent Portal, e-books and library media opportunities.	Parent Involvement	01/01/2016	03/01/2017	\$150	Title I Schoolwide	Megan Jones/Title I school coordinator and teachers/Parent Night Committee

Strategy 4:

Program Review - The primary Program Review team will meet and work to gather data evidence in order to rate the school for the yearly Program Review.

Category:

Research Cited: State Mandate/Accountability

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction. Literacy, fine arts, career studies and other practical living skills are part of the review. All teachers are responsible for implementing appropriate activivites for the Program Review.	Academic Support Program	01/01/2014	05/01/2016	\$0	No Funding Required	Emily Northcutt Rachael Hensley Leigh Ann Scott Jerri Harper

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

LeGrande Elementary School

LeGrande School is dedicated to teaching students the value of writing and the connection that writing has to becoming proficient readers. The school uses the district constructed writing matrix to ensure that appropriate writing takes place at II grade levels.	Direct Instruction	08/07/2012	05/01/2016	\$0	No Funding Required	Jerri Harper Leigh Ann Scott All primary teachers
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Activity - Primary Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All primary teachers work together to engage students in high quality instruction dealing with arts and humanities as well as practical living and vocational studies.	Policy and Process	08/11/2014	05/01/2016	\$1500	General Fund	All primary teachers, LMS, music teacher, physical education teacher, and principal

Goal 2: Increase the averaged combined reading and math K-PREP scores for 6th-8th grade middle school students from 75.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores of 75.6% in 2015 to 78% for students in grades 6-8 at LeGrande School by 05/26/2017 as measured by K-PREP scores..

Strategy 1:

Best Practice - All teachers in grades 6-8 will work together in professional learnign communities to analyse student data in order to meet each individual child's needs through research based programs and practices.

Category:

Research Cited: Next Generation Learners, Marzono, Harry Wong, Gardner

Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use PD 360 to tailor their professional devlopment needs to the areas that they want to improve. After viewing sessions in PD 360 teachers must then write a reflection ont he session and how it will be applied in their classroom.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Angela Frank All Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Legrande Elementary School

During district early release days the teachers meet and share a variety of material that will aide them in teaching. This time is used for those lead teachers who are involved in state and district leadership networks on math and ELA to report on new methodology as well as best practice in thsoe areas.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Leigh Ann Scott Katrina England All Certified Staff
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Activity - Lighthouse Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher representatives from each area of the school, along with school administration, participate in the Lighthouse Team as part of the school's participation in the Leader in Me curriculum. The team meets monthly to discuss important school and student goals, and to monitor progress in academics as well as Leader in Me behaviors.	Professional Learning	08/06/2014	05/16/2016	\$5000	Race to the Top	Lighthouse Team Members: Jerri Harper, Megan Jones, Bethann Neville, Lindsey Fields, Katrina England, Boyd Rexroat, Curtis Wilson, and Adam Smith

Strategy 2:

Program Review - The middle grades Program Review team will meet and work together gathering data and evidence to support the school's endeavors to meet the guidelines of the State Program Review.

Category:

Research Cited: State Mandated/Accountability

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction through literacy, fine arts career studies and other practical living skills.	Academic Support Program	01/01/2014	05/16/2016	\$0	No Funding Required	Emily Northcutt Leigh Ann Scott Lance Hamilton Boyd Rexroat Jerri Harper

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

Legrande Elementary School

LeGrande School recognizes that writing is an area of improvement. To that end we have adopted the district writing matrix and it is used at all levels of writing to ensure that appropriate writing takes place in all grade levels and that a concrete connection is made between reading and writing.	Direct Instruction	01/01/2014	05/16/2016	\$0	No Funding Required	Leigh Ann Scott All Middle Grades Teachers
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Strategy 3:

Parent Involvement - By creating an environment that sets high expectations for parent involvement in the school setting and communication among all stakeholders this will foster student achievement.

Category:

Research Cited: Title I Parent Surveys, PTO School Involvement,

Activity - School Community Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a variety of methods to remain in contact with student homes in order to keep parents informed of student progress and related activities. Good news notes, one call, newsletters, Infinite Campus Parent Portal, progress reports/report cards, school web site, SBDM meetings, PTA meetings, Parent teacher conferences twice yearly or as needed.	Parent Involvement	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper All Teachers Megan Jones (Title I Representative)

Activity - Boot Camp (Study Camp)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in middle grades have the opportunity to remain after school to participate in intensive, but fun learning activities as an extension of what is learned in the classroom.	Direct Instruction	01/01/2014	05/16/2016	\$0	No Funding Required	Middle Grades Teachers, ESS Coordinator

Goal 3: Increase the average combined middle grades reading and math proficiency rating for all students in the nonduplicated gap groups from 49.3% in 2015 to 70% in 2017.

Measurable Objective 1:

collaborate to increase the average combined middle grades reading and math proficiency ratings for the nonduplicated gap groups from 51.4% in 2013 to 56.3% by 05/30/2014 as measured by K-PREP scores.

Strategy 1:

Research Based Instruction - Best practice dictates that teachers use research based learning in their classrooms. A variety of research based instruction is used to ensure that all students are taught at high levels and on individual basis in order to reach proficiency.

Category:

Comprehensive School Improvement Plan

Legrande Elementary School

Research Cited: Marzono Gardner

Activity - Literacy Circles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy circles are a method of developing reading skill based on student choice.	Direct Instruction	01/01/2014	05/16/2016	\$0	No Funding Required	Leigh Ann Scott Emily Northcutt
Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have access to CIITS as a method of planning and assessing student learning. Students can take assessments that are teacher made or program produced. CIITS Trainings are provided periodically at teacher's meetings and early release dates.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Megan Jones Beth Atkins Jerri Harper All Teachers
Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are given the STAR Reading and Math assessment twice yearly. This assessment is a good indication of whether students are on, above or below target for learning. Data gathered from STAR assessments is used to make instructional and intervention decisions for all students.	Academic Support Program	01/01/2014	05/16/2016	\$1500	General Fund	Emily Northcutt All Teachers
Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reading is a program that allows teachers to set reading goals for their students and for students to be assessed on their reading ability regardless of the book they choose.	Other	08/07/2012	05/16/2016	\$3000	Other	Emily Northcutt All Teachers

Goal 4: Increase the averaged combined elementary reading and math proficiency rating for all students in the nonduplicated gap groups from 51.8% to 65% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from the nonduplicated gap groups from 49.3% to 77.3 by 05/31/2017 as measured by K-PREP scores.

Strategy 1:

Professional Growth and Learning - All teachers will have a voice in the professional development that is needed in order to move all students to proficiency. A standing committee is charged with analyzing data in order to make choices on the PD that is offered each year. PD 360 allows teachers to tailor PD to their specific needs. PGES allows teachers to be notified of need areas for Professional Development.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Legrande Elementary School

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper All Teachers

Strategy 2:

Parental Involvement - Research tells us that parental involvement is monumental to student success in school. The more involved parents are the more likely that student is to achieve proficiency.

Category:

Research Cited: Marzano, Harry Wong

Activity - Assessment Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to visit the school on a celebration day when scores are revealed. Individual student scores are discussed with parents at set times of the year.	Parent Involvement	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper All Teachers All Support Staff

Activity - Explore Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to come to school on an Explore night to discuss Explore data and what it means to their child.	Parent Involvement	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Megan Jones Middle Grades Teachers

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Teacher Conferences will be held twice yearly or on an as needed basis in order to convey assessment results to parents.	Parent Involvement	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Megan Jones All Teachers

Strategy 3:

Research Based Instruction - Best practice dictates that teachers use research based learning in their classrooms. A variety of research based instruction such as Reading Recovery, Math Intervention, Singapore Math, and Lexiled Reading Levels, are all used to ensure that all students are taught at high levels in order to reach proficiency.

Category:

Research Cited: Marzano, Gardner, Reading Recovery

Comprehensive School Improvement Plan

Legrande Elementary School

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery is used as an intensive research based program to aid students who are performing well below target.	Direct Instruction	01/01/2014	05/16/2016	\$45000	Other	Beth Spann Jerri Harper
Activity - Singapore Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All primary grades use Singapore math for thier whole group math instruction.	Direct Instruction	01/01/2014	05/16/2016	\$2000	General Fund	Jerri Harper Primary Teachers
Activity - Lexile Reading Levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have been trained to use lexile levels to obtain appropriate reading level of students and provide reading materials appropriate to the student's reading level.	Professional Learning	01/01/2014	05/16/2016	\$0	No Funding Required	Emily Northcutt All Teachers

Strategy 4:

Progress Monitoring - Student progress is the mainstay of student achavement. Being aware of students who are performing below grade level is necessary in gap reduction. To that end there are a variety of things that can aide the school in targeting low performing students to ensure their success.

Category:

Research Cited: Kentucky Department Of Special Education

Activity - TAT Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need placement in RTI or a special education program in order to better meet thier individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0	No Funding Required	Leigh Ann Pinson Donna LeFevre Jerri Harper All Teachers
Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0	No Funding Required	Jerri Harper Parent Volunteers Classified Staff All Teachers
Activity - Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Legrande Elementary School

All students keep a data binder as part of Leader in Me. This binder allows parent to easily keep up with their student's progress.	Academic Support Program	01/01/2014	05/16/2016	\$0	General Fund	Jerri Haprer All Teachers
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Goal 5: Ensure that all teachers at LeGrande School are effectively trained and continuous PD provided for the PGES implementation in 2015.

Measurable Objective 1:

collaborate to prepare a scaling plan to train teachers effectively and timely by 05/15/2015 as measured by the number of training sessions provided..

Strategy 1:

Creating a Professional Growth Plan - Engage Effectiveness Coaches to provide training and guidance to teachers for the PGES Multiple Measures PGP.

Category: Professional Learning & Support

Activity - Professional Growth Plan Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide instruction and informative information about the Multiple Measures of the PGES to guide teachers through writing an effective and measurable PGP.	Professional Learning	12/16/2013	05/16/2016	\$0	General Fund	Jerri Harper Central Office Staff All Teachers

Goal 6: Decrease the novice population at LeGrande Elementary by at least 50%

Measurable Objective 1:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by decreasing the novice population by at least 50% in English Language Arts by 05/01/2019 as measured by KPREP mathematics and reading scores .

Strategy 1:

Decrease novice by 10% per year - Students and teachers will collaborate and implement learning systems to decrease the novice population by 10% per school year in order to decrease the novice population by at least 50% by 2019.

Category: Learning Systems

Research Cited: Marzano

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Legrande Elementary School

Teachers will use existing and ongoing assessment data to target students who achieve novice, or are at risk for novice scores, through RTI, one on one interventions, and whole class teaching for gap reduction in skills needed to attain proficiency.	Academic Support Program, Direct Instruction	12/01/2015	05/01/2019	\$0	No Funding Required	All classroom teachers, resource teachers, Jerri Harper, Megan Jones
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Information Night	Parents were invited to participate in a number of activities including, standards discussion, technology literacy, Title I, reading and math strategies for home, Infinite Campus Parent Portal, e-books and library media opportunities.	Parent Involvement	01/01/2016	03/01/2017	\$150	Megan Jones/Title I school coordinator and teachers/Parent Night Committee
Total					\$150	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Singapore Math	All primary grades use Singapore math for thier whole group math instruction.	Direct Instruction	01/01/2014	05/16/2016	\$2000	Jerri Harper Primary Teachers
Primary Program Review	All primary teachers work together to engage students in high quality instruction dealing with arts and humanities as well as practical living and vocational studies.	Policy and Process	08/11/2014	05/01/2016	\$1500	All primary teachers, LMS, music teacher, physical education teacher, and principal
Data Binders	All students keep a data binder as part of Leader in Me. This binder allows parent to easily keep up with their student's progress.	Academic Support Program	01/01/2014	05/16/2016	\$0	Jerri Haprer All Teachers
STAR Reading and Math	All students are given the STAR Reading and Math assessment twice yearly. This assessment is a good indication of whether stduents are on, above or below target for learning. Data gathered from STAR assessments is used to make instructional and intervention decisions for all students.	Academic Support Program	01/01/2014	05/16/2016	\$1500	Emily Northcutt All Teachers

Comprehensive School Improvement Plan

Legrande Elementary School

Professional Growth Plan Development	Provide instruction and informative information about the Multiple Measures of the PGES to guide teachers through writing an effective and measurable PGP.	Professional Learning	12/16/2013	05/16/2016	\$0	Jerri Harper Central Office Staff All Teachers
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TELL KY Survey	All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0	Jerri Harper All Teachers
Targeted Interventions	Teachers will use existing and ongoing assessment data to target students who achieve novice, or are at risk for novice scores, through RTI, one on one interventions, and whole class teaching for gap reduction in skills needed to attain proficiency.	Academic Support Program, Direct Instruction	12/01/2015	05/01/2019	\$0	All classroom teachers, resource teachers, Jerri Harper, Megan Jones
Explore Night	Parents are invited to come to school on an Explore night to discuss Explore data and what it means to their child.	Parent Involvement	01/01/2014	05/16/2016	\$0	Jerri Harper Megan Jones Middle Grades Teachers
CIITS	All teachers have access to CIITS as a method of planning and assessing student learning. Students can take assessments that are teacher made or program produced. CIITS Trainings are provided periodically at teacher's meetings and early release dates.	Professional Learning	01/01/2014	05/16/2016	\$0	Megan Jones Beth Atkins Jerri Harper All Teachers
Assessment Results	Parents are invited to visit the school on a celebration day when scores are revealed. Individual student scores are discussed with parents at set times of the year.	Parent Involvement	01/01/2014	05/16/2016	\$0	Jerri Harper All Teachers All Support Staff
Lexile Reading Levels	All teachers have been trained to use lexile levels to obtain appropriate reading level of students and provide reading materials appropriate to the student's reading level.	Professional Learning	01/01/2014	05/16/2016	\$0	Emily Northcutt All Teachers
Mentoring	Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0	Jerri Harper Parent Volunteers Classified Staff All Teachers

Comprehensive School Improvement Plan

Legrande Elementary School

Program Review	The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction through literacy, fine arts career studies and other practical living skills.	Academic Support Program	01/01/2014	05/16/2016	\$0	Emily Northcutt Leigh Ann Scott Lance Hamilton Boyd Rexroat Jerri Harper
Parent Teacher Conferences	Parent Teacher Conferences will be held twice yearly or on an as needed basis in order to convey assessment results to parents.	Parent Involvement	01/01/2014	05/16/2016	\$0	Jerri Harper Megan Jones All Teachers
Brigance Assessment	All kindergarten students will be assessed for kindergarten readiness using the Brigance Assessment.	Academic Support Program	08/01/2015	05/01/2017	\$0	Bethann Neville
Targeted Groups	Targeted groups of apprentice level students are seen weekly by a teacher, instructional assistant or parent volunteer for intense instruction in reading or math.	Direct Instruction	12/08/2014	05/01/2017	\$0	All teachers, instructional assistants, parent volunteers and administration
Writing	LeGrande School recognizes that writing is an area of improvement. To that end we have adopted the district writing matrix and it is used at all levels of writing to ensure that appropriate writing takes place in all grade levels and that a concrete connection is made between reading and writing.	Direct Instruction	01/01/2014	05/16/2016	\$0	Leigh Ann Scott All Middle Grades Teachers
Job Embedded PD	All teachers are expected to use PD 360 (Edivate) to tailor their professional development to thier individual needs. After viewing sessions in PD 360 teachers must then write a reflection on the session and how it will be applied to thier class. PD 360 is also used as a tool to meet teacher needs as are defined during PGES observations.	Professional Learning	01/01/2014	05/01/2017	\$0	Jerri Harper Angela Frank All Teachers
Writing	LeGrande School is dedicated to teaching students the value of writing and the connection that writing has to becoming proficient readers. The school uses the district constructed writing matrix to ensure that appropriate writing takes place at ll grade levels.	Direct Instruction	08/07/2012	05/01/2016	\$0	Jerri Harper Leigh Ann Scott All primary teachers
Boot Camp (Study Camp)	Students in middle grades have the opportunity to remain after school to participate in intensive, but fun learning activities as an extention of what is learned in the classroom.	Direct Instruction	01/01/2014	05/16/2016	\$0	Middle Grades Teachers, ESS Coordinator

Comprehensive School Improvement Plan

Legrande Elementary School

TAT Team	Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need placement in RTI or a special education program in order to better meet thier individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0	Leigh Ann Pinson Donna LeFevre Jerri Harper All Teachers
Literacy Circles	Literacy circles are a method of developing reading skill based on student choice.	Direct Instruction	01/01/2014	05/16/2016	\$0	Leigh Ann Scott Emily Northcutt
Early Release	During district early release days the teachers meet and share a variety of material that will aide them in teaching. This time is used for those lead teachers who are involved in state and district leadership networks on math and ELA to report on new metholodgy as well as best practice in thsoe areas.	Professional Learning	01/01/2014	05/16/2016	\$0	Jerri Harper Leigh Ann Scott Katrina England All Certified Staff
School Community Communication	Staff will use a variety of methods to remain in contact with student homes in order to keep parents informed of student progress and related activities. Good news notes, one call, newsletters, Infinite Campus Parent Portal, progress reports/report cards, school web site,SBDM meetings, PTA meetings, Parent teacher conferences twice yearly or as needed.	Parent Involvement	01/01/2014	05/16/2016	\$0	Jerri Harper All Teachers Megan Jones (Title I Representative)
Program Review	The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction. Literacy, fine arts, career studies and other practical living skills are part of the review. All teachers are responsible for implementing appropriate activivites for the Program Review.	Academic Support Program	01/01/2014	05/01/2016	\$0	Emily Northcutt Rachael Hensley Leigh Ann Scott Jerri Harper
Professional Learning Communities	Teachers meet in PLC's on an by weekly basis to analyze student work and decide on next steps in instruction to meet the needs of students.	Professional Learning	08/07/2013	05/01/2017	\$0	Jerri Harper All Teachers
PD 360	All teachers are expected to use PD 360 to tailor their professional devlopment needs to the areas that they want to improve. After viewing sessions in PD 360 teachers must then write a reflection ont he session and how it will be applied in their classroom.	Professional Learning	01/01/2014	05/16/2016	\$0	Jerri Harper Angela Frank All Teachers
Total					\$0	

Race to the Top

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

Legrande Elementary School

Lighthouse Team	Teacher representatives from each area of the school, along with school administration, participate in the Lighthouse Team as part of the school's participation in the Leader in Me curriculum. The team meets monthly to discuss important school and student goals, and to monitor progress in academics as well as Leader in Me behaviors.	Professional Learning	08/06/2014	05/16/2016	\$5000	Lighthouse Team Members: Jerri Harper, Megan Jones, Bethann Neville, Lindsey Fields, Katrina England, Boyd Rexroat, Curtis Wilson, and Adam Smith
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	All teachers use ongoing formative assessments to assess student needs. Students performing below grade level receive intensive small group or one on one instruction from certified staff members.	Direct Instruction	01/01/2014	05/01/2017	\$0	All Special Education Staff All Regular Classroom Teachers All Support Teachers
Reading Recovery	A certified Reading Recovery instructor will provide intensive one on one intervention for those students in the lowest 10th percentile of the first grade class. Interventions through reading Recovery will also be given in small group settings for students in second grade who did not meet standards to discontinue from the program in the first grade.	Direct Instruction	01/01/2014	05/01/2017	\$45000	Beth Spann Jerri Harper
Reading and Math Technology	Primary-5th grade use a variety of technology programs such as , Reading Eggs, IXL.com, Flip Charts, etc. to support reading and math learning through technology. These grades also use STAR Reading and Math to assess students three times per year.	Technology	01/01/2014	05/01/2017	\$3000	Jerri Harper Emily Northcutt All Teachers
Reading Recovery	Reading Recovery is used as an intensive research based program to aid students who are performing well below target.	Direct Instruction	01/01/2014	05/16/2016	\$45000	Beth Spann Jerri Harper
CIM Reading Groups	Instructor uses Fountas and Pinnell to assess levels the instructor uses Guided Reading Plus for third grade students in need intervention. Kindergarten receives small group instruction as well as first grade . The students receive services according to their ability levels.	Direct Instruction	01/01/2014	05/01/2017	\$45000	Beth Spann Jerri Harper

Comprehensive School Improvement Plan

Legrande Elementary School

Accelerated Reading	Accelerated Reading is a program that allows teachers to set reading goals for thier students and for students to be assessed on their reading ability regardless of the book they choose.	Other	08/07/2012	05/16/2016	\$3000	Emily Northcutt All Teachers
Total					\$141000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leveled Literacy Groups	Students are grouped according to ability for intensive reading intervention in literacy groups in grades K-4	Direct Instruction	08/01/2015	05/01/2017	\$0	All Teachers K-4, Instructional Assistants, Special Education Teachers
Total					\$0	

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Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

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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	LeGrande, through PLC collaborate planning groups, analyzing data from KPREP and STAR Reading and Math, and learning interest inventories. Each teacher developed student learning goals based on academic needs assessments and data analysis. These student learning goals were customized to specific grade levels.	

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	LeGrande, as a Leader in Me school, has given more students hands on leadership roles. Through analysis of students' learning styles, pre-assessments, and other student inventories, students have increased their amount of quality learning time. Documentation of planned accommodations and modifications for students with IEPs helps to meet the specific needs of all students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool does have planned transition activities that go on throughout the year. The preschool teacher collaborates with the Kindergarten teacher in order to prepare students for Kindergarten. The preschool teacher works with preschool pals through GRECC to prepare transition activities that allow for a smoother transition to Kindergarten. The preschool students are involved with the primary classes through field trips and special school activities. At different times in the year the preschool teacher and Kindergarten teacher flip classes also.	

Comprehensive School Improvement Plan

Legrande Elementary School

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	Teachers and administration attended a data retreat focused on analyzing instructional data for the purpose of planning intentional strategies for all students, at all levels of achievement. PLCs convened to analyze KPREP data on grade level. Data shows that our area of emphasis is students scoring in the Novice and Apprentice level. We also target primary students for assistance through recovery.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	School administration, along with the school's SBDM meets to make decisions regarding staffing with the intention of recruiting highly qualified teachers. Systems such as REAP and job fairs are also used in identifying highly qualified teachers. The culture of our building is very positive, so retaining teachers is quite easy. We have great community support that also lends itself to retaining highly qualified teachers.	

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 existing school improvement planning process and the ten school-wide planning criteria are very closely linked, as both encompass the need of the students and staff in the school, with student access at the core of all decisions made. When planning school improvement strategies, school councils and committees implement strategies that will foster the process used.	

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 Parent Compact is reviewed each year and approved by the SBDM before being sent to every household. Parental involvement is fostered through our Parent Compact and Parental Involvement Policy which is sent home yearly in the student handbook. These documents outline responsibilities of school staff. The Family Resource acts as a catalyst to involve parents and to keep an open line to communication in order to break down barriers to education. Parent volunteers are actively recruited through social media, newsletters, phone calls, etc. They are trained to work with students and teachers.	

Comprehensive School Improvement Plan

Legrande Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The existing school improvement planning process and the ten school wide planning criteria are very closely linked, as both encompass the need of the students and staff in the school, with student success at the core of all decisions made. When planning school improvement strategies, school councils and committees implement strategies that will foster the process used.	

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	Professional development opportunities are offered in the summer, and periodically throughout the year for all certified staff members. Classified staff are also invited, but it is not mandatory for them to attend. Staff are offered professional development in Leader in Me as well as cutting edge instructional strategies, and data analysis. In addition, all staff have access to PD 360 (Edivate) in order to participate in specialized professional development related to areas of need as identified in TPGES.	

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 comprehensive plan is reviewed by both teachers and SBDM on an annual and biannual basis. The comprehensive plan should directly correlate with student achievement. Depending on the results of student achievement on KPREP and STAR reading and math changes are made to the comprehensive plan in order to meet student needs.	

Comprehensive School Improvement Plan

Legrande Elementary School

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	SBDM council meets at the onset of each school year, and after receiving testing data, to analyze student needs and implement strategies to help all students reach high levels of achievement. The comprehensive plan and student achievement results are made available to all teachers, and PLCs meet in order to analyze data, and fill gaps for the coming school year. This year, our focus is to see growth in all students who were identified as in need of improvement based on STAR and KPREP data.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	The teachers developed a schedule of regular testing of student achievement through the use of STAR Reading and Math testing three times during the school year, August, December, and March. The school planned targeted assistance activities for identified students that coordinated and integrated with other federal, state and local programs.	

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.	Yes	Identified students receive RTI time as needed for a particular subject area. Depending on need they will fall into a tier 1, 2, or 3. Students in primary grades receive tier 3 instruction through read to achieve and math intervention. Other students receive pull out interventions by teachers, instructional assistants and parent volunteers. Students in intermediate and middle grades receive RTI instruction ranging from large to small group with teachers, instructional assistants and parent volunteers. Title I employees work with identified students since the school is school wide Title I.	

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.	Yes	All students regardless of RTI status have access to ESS tutoring both morning and afternoon. Students in RTI tiered assistance has access to large and small group instruction led by teachers, instructional assistants, and parent volunteers.	

Comprehensive School Improvement Plan

Legrande Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	ESS activities are planned and coordinated to assist all students in need. Title I professionals are hired and work with all students in particular levels or grades. We also are involved with Race to the Top which allocates funds that are accessed by all students.	

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	Students identified for intensive instruction will be monitored closely and the results of their STAR data for reading and math will be analyzed. We will further analyze the results of their KPREP data to guide further instruction for the coming year.	

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	Paraprofessionals are highly qualified to work with targeted assistance groups for ESS activities, in small group intervention and for tier 3 assistance.	

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	All federal, local and state programs have record keeping that is up to date and completed as required. Students who meet particular guidelines for read to achieve, math intervention, ESS, and Family Resource services receive assistance for that program. We are a school wide Title I program, so all of our students are served in that program using the guidelines of supplementing and not supplanting.	

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	The school has an active PTA which recruits interested parents to participate in the parent volunteer. We also have a parent volunteer program coordinator that works to plan and place parent volunteers with particular teachers and students for work. The Family Resource Center also aids in training all parent volunteers and doing background checks for those parent volunteers before they are able to assist students or teachers.	

Comprehensive School Improvement Plan

Legrande Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes	The school's CSIP integrates all of the 8 targeted assistance points ranging from highly qualified teachers to parental involvement using a variety of methods such as PTA parent involvement to Title I surveys.	

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	All teachers including those who serve Title I students received professional development centered around Leader in Me, data analysis, Professional Growth and Evaluation, CIITS assessment training, and program review data collection training. Aside from these professional development opportunities all teachers have the opportunity to select professional development that is customized for them through PD 360.	

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	All certified teachers take part in the TELL survey. They also take part in the Family Resource and Title I survey annually. Teachers and administration analyzed TELL to inform needed changes and presented their findings during the August School Board meeting.	

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	Each year when the CSIP is completed a link is supplied on the web site. The CSIP is also approved by the SBDM annually. Teachers have access to a paper copy as well as an electronic copy of the document. http://www.hart.k12.ky.us/school_home.aspx?schoolid=4	

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	All students taught for more than four weeks by a teacher who is not highly qualified are notified by letter.	

Comprehensive School Improvement Plan

Legrande Elementary School

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	Professional development that ensures college and career readiness is offered in the summer months including data analysis, and Leader in Me. The guidance counselor receives training in advising students on the creation of their ILP's through webinars and online training.	

Label	Assurance	Response	Comment	Attachment
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	Any staff member included in the Title I ranking report shows need for this position through documentation that ensures that this position will improve student learning.	

Label	Assurance	Response	Comment	Attachment
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	Para-educators in the building are paired with highly qualified classroom teachers and are given tasks directly related to instructional goals in the classroom. Para-educators, under the guidance of highly qualified teachers, assist with daily instruction on whole group, small group, and individual levels. Para-educators have established relationships with students and are viewed as leaders in the classrooms.	

Label	Assurance	Response	Comment	Attachment
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	Para-educators work with targeted students, under the direct supervision of highly qualified teachers to deliver instruction on a whole group, small group, and individual level.	

Label	Assurance	Response	Comment	Attachment
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	On a limited basis, para-educators are given duties that are essential to the school day, but non-instructional, such as supervisory roles and classroom maintenance.	

Label	Assurance	Response	Comment	Attachment
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	All para-educators are subject to a daily schedule that reflects their duties. This schedule also reflects that non instructional tasks completed by para professionals are kept at a minimum.	

Comprehensive School Improvement Plan

Legrande Elementary School

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Each year the administrator or committee led by the administrator must show that the school can meet cap size requirements with only allocated teachers. This document must then be approved by the SBDM.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Each year the school is allocated a number of certified personnel in order to meet cap size. This allocation number is determined by the number of students enrolled in the school at a certain date in February. The allocation is then taken and decisions are made in order to meet cap size requirements for the coming year using only allocated positions.	

DRAFT

Phase II - KDE Compliance and Accountability - Schools

DRAFT

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.

DRAFT

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined middle grades reading and math proficiency rating for all students in the nonduplicated gap groups from 49.3% in 2015 to 70% in 2017.

Measurable Objective 1:

collaborate to increase the average combined middle grades reading and math proficiency ratings for the nonduplicated gap groups from 51.4% in 2013 to 56.3% by 05/30/2014 as measured by K-PREP scores.

Strategy1:

Research Based Instruction - Best practice dictates that teachers use research based learning in their classrooms. A variety of research based instruction is used to ensure that all students are taught at high levels and on individual basis in order to reach proficiency.

Category:

Research Cited: Marzano Gardner

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are given the STAR Reading and Math assessment twice yearly. This assessment is a good indication of whether students are on, above or below target for learning. Data gathered from STAR assessments is used to make instructional and intervention decisions for all students.	Academic Support Program	01/01/2014	05/16/2016	\$1500 - General Fund	Emily Northcutt All Teachers

Activity - Literacy Circles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy circles are a method of developing reading skill based on student choice.	Direct Instruction	01/01/2014	05/16/2016	\$0 - No Funding Required	Leigh Ann Scott Emily Northcutt

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have access to CIITS as a method of planning and assessing student learning. Students can take assessments that are teacher made or program produced. CIITS Trainings are provided periodically at teacher's meetings and early release dates.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Megan Jones Beth Atkins Jerri Harper All Teachers

Comprehensive School Improvement Plan

Legrande Elementary School

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a program that allows teachers to set reading goals for their students and for students to be assessed on their reading ability regardless of the book they choose.	Other	08/07/2012	05/16/2016	\$3000 - Other	Emily Northcutt All Teachers

Strategy2:

Progress Monitoring - Student progress is the mainstay of student achievement. Being aware of students who are performing below grade level is necessary in gap reduction. To that end there are a variety of things that can aide the school in targeting low performing students to ensure their success.

Category:

Research Cited: Kentucky Department of Special Education

Activity - TAT Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need further testing and if a student might need placement in a special education program in order to better meet their individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0 - No Funding Required	Leigh Ann Pinson Donna Lefevre Jerri Harper All Teachers

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure, or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Parent Volunteers Classified Staff All Teachers

Strategy3:

Parental Involvement - Research tells us that parental involvement is monumental to student success in school. The more involved parents are the more likely that a student is to achieve proficiency.

Category:

Research Cited: Marzano Harry Wong

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to visit the school on a celebration day when scores are revealed. Individual assessment scores are then given to parents in another setting so that the scores can be explained.	Parent Involvement	10/31/2012	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers All Support Staff

Comprehensive School Improvement Plan

Legrande Elementary School

Activity - Parent Teacher Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent teacher conferences will be held twice yearly or on an as needed basis in order to convey assessment results. Middle grades teachers also meet with parents when a student is off target for success. A plan is made and then applied to the students individual needs. Because of the implementation of Leader in Me students are now able to lead the parent teacher conferences.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Megan Jones All Teachers

Strategy4:

Professional Growth - All teachers will have a voice in the professional development that is needed to move all students to proficiency. A standing committee is charged with analyzing school needs to determine professional development. During the process of PGES evaluations teachers will also be assigned professional development through PD 360 that is tailored to their individual needs.

Category:

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers

Goal 2:

Increase the averaged combined elementary reading and math proficiency rating for all students in the nonduplicated gap groups from 51.8% to 65% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from the nonduplicated gap groups from 49.3% to 77.3 by 05/31/2017 as measured by K-PREP scores.

Strategy1:

Parental Involvement - Research tells us that parental involvement is monumental to student success in school. The more involved parents are the more likely that student is to achieve proficiency.

Category:

Research Cited: Marzano, Harry Wong

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to visit the school on a celebration day when scores are revealed. Individual student scores are discussed with parents at set times of the year.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers All Support Staff

Comprehensive School Improvement Plan

Legrande Elementary School

Activity - Explore Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to come to school on an Explore night to discuss Explore data and what it means to their child.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Megan Jones Middle Grades Teachers

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Teacher Conferences will be held twice yearly or on an as needed basis in order to convey assessment results to parents.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Megan Jones All Teachers

Strategy2:

Professional Growth and Learning - All teachers will have a voice in the professional development that is needed in order to move all students to proficiency. A standing committee is charged with analyzing data in order to make choices on the PD that is offered each year. PD 360 allows teachers to tailor PD to their specific needs. PGES allows teachers to be notified of need areas for Professional Development.

Category: Professional Learning & Support

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers

Strategy3:

Progress Monitoring - Student progress is the mainstay of student achievement. Being aware of students who are performing below grade level is necessary in gap reduction. To that end there are a variety of things that can aide the school in targeting low performing students to ensure their success.

Category:

Research Cited: Kentucky Department Of Special Education

Activity - TAT Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need placement in RTI or a special education program in order to better meet their individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0 - No Funding Required	Leigh Ann Pinson Donna LeFevre Jerri Harper All Teachers

Comprehensive School Improvement Plan

Legrande Elementary School

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Parent Volunteers Classified Staff All Teachers

Activity - Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students keep a data binder as part of Leader in Me. This binder allows parent to easily keep up with their student's progress.	Academic Support Program	01/01/2014	05/16/2016	\$0 - General Fund	Jerri Harper All Teachers

Strategy4:

Research Based Instruction - Best practice dictates that teachers use research based learning in their classrooms. A variety of research based instruction such as Reading Recovery, Math Intervention, Singapore Math, and Lexiled Reading Levels, are all used to ensure that all students are taught at high levels in order to reach proficiency.

Category:

Research Cited: Marzona, Gardner, Reading Recovery

Activity - Lexile Reading Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have been trained to use lexile levels to obtain appropriate reading level of students and provide reading materials appropriate to the student's reading level.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Emily Northcutt All Teachers

Activity - Singapore Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary grades use Singapore math for thier whole group math instruction.	Direct Instruction	01/01/2014	05/16/2016	\$2000 - General Fund	Jerri Harper Primary Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is used as an intensive research based program to aid students who are performing well below target.	Direct Instruction	01/01/2014	05/16/2016	\$45000 - Other	Beth Spann Jerri Harper

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for 3rd-5th grade elementary students from 71.6% in 2015 to 78% in 2017.

Comprehensive School Improvement Plan

Legrande Elementary School

Measurable Objective 1:

collaborate to increase combined reading and math scores from 71.35-75 in 3rd-5th grade students at LeGrande Elementary by 05/23/2016 as measured by by K-PREP.

Strategy1:

Parent Involvement - By creating an environment that sets high expectation for parent involvement in the school setting and communication among all stakeholders this will foster student achievement.

Category:

Research Cited: Title I Parent Involvement Surveys, PTA School Involvement

Activity - LeGrande Leader in Me Leadership Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program produced by students highlighting Leader in Me habits.	Community Engagement	10/01/2014	10/31/2014	\$0 - No Funding Required	Student leaders and teachers

Activity - Curriculum Information Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents were invited to participate in a number of activities including, standards discussion, technology literacy, Title I, reading and math strategies for home, Infinite Campus Parent Portal, e-books and library media opportunities.	Parent Involvement	01/01/2016	03/01/2017	\$150 - Title I Schoolwide	Megan Jones/Title I school coordinator and teachers/Parent Night Committee

Activity - School Community Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use a variety of methods to remain in contact with student homes in order to keep parents informed of student progress and related school activities. Good news notes, one call, weekly newsletters, Infinite Campus parent portal, progress reports/report cards (any student performing significantly below grade level will receive a phone call and have a conference for intervention), school web site, SBDM meetings, PTA meetings, etc.	Parent Involvement	01/01/2014	05/01/2016	\$250 - Title I Schoolwide	Jerri Harper All Teachers

Activity - District Literacy Event	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Literacy event is held annually. Parents, community members and teachers work together to provide reading opportunities for students on all grade levels.	Parent Involvement	04/01/2015	04/30/2015	\$500 - Title I Schoolwide	Parent volunteers, teachers, administration and community members

Strategy2:

Reading/Math Instruction - Use a variety of universal screening data to identify students in grades kindergarten-5 performing below grade level and who may qualify for Reading Recovery, RTI, and other various interventions.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Legrande Elementary School

Research Cited: STAR Reading, STAR Math, Reading Recovery

Activity - Reading and Math Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary-5th grade use a variety of technology programs such as , Reading Eggs, IXL.com, Flip Charts, etc. to support reading and math learning through technology. These grades also use STAR Reading and Math to assess students three times per year.	Technology	01/01/2014	05/01/2017	\$3000 - Other	Jerri Harper Emily Northcutt All Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified Reading Recovery instructor will provide intensive one on one intervention for those students in the lowest 10th percentile of the first grade class. Interventions through reading Recovery will also be given in small group settings for students in second grade who did not meet standards to discontinue from the program in the first grade.	Direct Instruction	01/01/2014	05/01/2017	\$45000 - Other	Beth Spann Jerri Harper

Activity - Targeted Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted groups of apprentice level students are seen weekly by a teacher, instructional assistant or parent volunteer for intense instruction in reading or math.	Direct Instruction	12/08/2014	05/01/2017	\$0 - No Funding Required	All teachers, instructional assistants, parent volunteers and administration

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed for kindergarten readiness using the Brigance Assessment.	Academic Support Program	08/01/2015	05/01/2017	\$0 - No Funding Required	Bethann Neville

Activity - Leveled Literacy Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped according to ability for intensive reading intervention in literacy groups in grades K-4	Direct Instruction	08/01/2015	05/01/2017	\$0 - District Funding	All Teachers K-4, Instructional Assistants, Special Education Teachers

Activity - CIM Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructor uses Fountas and Pinnell to assess levels the instructor uses Guided Reading Plus for third grade students in need intervention. Kindergarten receives small group instruction as well as first grade . The students receive services according to thier ability levels.	Direct Instruction	01/01/2014	05/01/2017	\$45000 - Other	Beth Spann Jerri Harper

Comprehensive School Improvement Plan

Legrande Elementary School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers use ongoing formative assessments to assess student needs. Students performing below grade level receive intensive small group or one on one instruction from certified staff members.	Direct Instruction	01/01/2014	05/01/2017	\$0 - Other	All Special Education Staff All Regular Classroom Teachers All Support Teachers

Strategy3:

Program Review - The primary Program Review team will meet and work to gather data evidence in order to rate the school for the yearly Program Review.

Category:

Research Cited: State Mandate/Accountability

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction. Literacy, fine arts, career studies and other practical living skills are part of the review. All teachers are responsible for implementing appropriate activities for the Program Review.	Academic Support Program	01/01/2014	05/01/2016	\$0 - No Funding Required	Emily Northcutt Rachael Hensley Leigh Ann Scott Jerri Harper

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LeGrande School is dedicated to teaching students the value of writing and the connection that writing has to becoming proficient readers. The school uses the district constructed writing matrix to ensure that appropriate writing takes place at all grade levels.	Direct Instruction	08/07/2012	05/01/2016	\$0 - No Funding Required	Jerri Harper Leigh Ann Scott All primary teachers

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers work together to engage students in high quality instruction dealing with arts and humanities as well as practical living and vocational studies.	Policy and Process	08/11/2014	05/01/2016	\$1500 - General Fund	All primary teachers, LMS, music teacher, physical education teacher, and principal

Strategy4:

Best Practice - Teachers will implement research based instructional strategies to ensure students achieve proficiency as determined on the K-Prep assessment. We are also using "Leader in Me curriculum to build leadership capacity in our students.

Category:

Research Cited: Harry Wong, Fontas and Pinnell, Gardner,

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet in PLC's on an by weekly basis to analyze student work and decide on next steps in instruction to meet the needs of students.	Professional Learning	08/07/2013	05/01/2017	\$0 - No Funding Required	Jerri Harper All Teachers

Comprehensive School Improvement Plan

Legrande Elementary School

Activity - Job Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are expected to use PD 360 (Edivate) to tailor their professional development to thier individual needs. After viewing sessions in PD 360 teachers must then write a reflection on the session and how it will be applied to thier class. PD 360 is also used as a tool to meet teacher needs as are defined during PGES observations.	Professional Learning	01/01/2014	05/01/2017	\$0 - No Funding Required	Jerri Harper Angela Frank All Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During district early release days the teachers meet and share a variety of material that will aide them in teaching. This time is used for those lead teachers who are involved in the state and district leadership network to report on new methodology as well as best practice in the area of reading and math. This time is also used to make teachers more familiar with PGES, Smart Goals, CIITS updates, etc.	Professional Learning	01/01/2014	05/01/2016	\$0 - No Funding Required	Jerri Harper Leigh Ann Scott Katrina England Adam Smith

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades pre, kindergarten, and first grade have the opportunity to participate in transitional activities through the year and more intensively near the end of the year. Eighth grade students also have transistion activities during the school year.	Academic Support Program	01/01/2014	05/01/2016	\$0 - General Fund	Jerri Harper Megan Jones All Teachers

Activity - Targeted PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted PD through PGES.	Professional Learning	09/01/2014	05/01/2016	\$0 - No Funding Required	Teachers and Principal

Goal 2:

Increase the averaged combined reading and math K-PREP scores for 6th-8th grade middle school students from 75.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores of 75.6% in 2015 to 78% for students in grades 6-8 at LeGrande School by 05/26/2017 as measured by K-PREP scores..

Strategy1:

Parent Involvement - By creating an environment that sets high expectations for parent involvement in the school setting and communication among all stakeholders this will foster student achievement.

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Category:

Research Cited: Title I Parent Surveys, PTO School Involvement,

Activity - Boot Camp (Study Camp)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in middle grades have the opportunity to remain after school to participate in intensive, but fun learning activities as an extension of what is learned in the classroom.	Direct Instruction	01/01/2014	05/16/2016	\$0 - No Funding Required	Middle Grades Teachers, ESS Coordinator

Activity - School Community Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use a variety of methods to remain in contact with student homes in order to keep parents informed of student progress and related activities. Good news notes, one call, newsletters, Infinite Campus Parent Portal, progress reports/report cards, school web site, SBDM meetings, PTA meetings, Parent teacher conferences twice yearly or as needed.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers Megan Jones (Title I Representative)

Strategy2:

Best Practice - All teachers in grades 6-8 will work together in professional learning communities to analyse student data in order to meet each individual child's needs through research based programs and practices.

Category:

Research Cited: Next Generation Learners, Marzano, Harry Wong, Gardner

Activity - PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are expected to use PD 360 to tailor their professional development needs to the areas that they want to improve. After viewing sessions in PD 360 teachers must then write a reflection on the session and how it will be applied in their classroom.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Angela Frank All Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During district early release days the teachers meet and share a variety of material that will aide them in teaching. This time is used for those lead teachers who are involved in state and district leadership networks on math and ELA to report on new methodology as well as best practice in those areas.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Leigh Ann Scott Katrina England All Certified Staff

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Activity - Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher representatives from each area of the school, along with school administration, participate in the Lighthouse Team as part of the school's participation in the Leader in Me curriculum. The team meets monthly to discuss important school and student goals, and to monitor progress in academics as well as Leader in Me behaviors.	Professional Learning	08/06/2014	05/01/2017	\$5000 - Race to the Top	Lighthouse Team Members: Jerri Harper, Megan Jones, Bethann Neville, Lindsey Fields, Katrina England, Boyd Rexroat, Curtis Wilson, and Adam Smith

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet in PLC's on a by weekly basis to analyse student work and decide on next steps in instruction to meet the needs of students. The schedule has been altered to allow teachers in the same grade or content area to have common planning daily which allows for a more cohesive professional learning community.	Professional Learning	01/01/2014	05/29/2015	\$0 - No Funding Required	Jerri Harper All Teachers

Strategy3:

Program Review - The middle grades Program Review team will meet and work together gathering data and evidence to support the school's endeavors to meet the guidelines of the State Program Review.

Category:

Research Cited: State Mandated/Accountability

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction through literacy, fine arts career studies and other practical living skills.	Academic Support Program	01/01/2014	05/16/2016	\$0 - No Funding Required	Emily Northcutt Leigh Ann Scott Lance Hamilton Boyd Rexroat Jerri Harper

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LeGrande School recognizes that writing is an area of improvement. To that end we have adopted the district writing matrix and it is used at all levels of writing to ensure that appropriate writing takes place in all grade levels and that a concrete connection is made between reading and writing.	Direct Instruction	01/01/2014	05/16/2016	\$0 - No Funding Required	Leigh Ann Scott All Middle Grades Teachers

Strategy4:

Reading and Math Instruction - LeGrande teachers will utilize all formative and summative assessment such as STAR data, K-PREP, Explore, etc. to drive instruction and meet the needs of all middle grades students including those who may be at risk for failure.

Category:

Research Cited: GEAR-UP KY, K-PREP, STAR, Explore

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Activity - Princeton Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are trained to use Princeton Review to teach Math in an intervention style to those students below target.	Direct Instruction	08/06/2014	05/01/2016	\$8000 - Other	Leigh Ann Scott, Jeff Reed, and Maegan Trent

Activity - Schedule Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The schedule has been altered to meet the math and reading needs of students 5-8. Some classes receive an extra math, ELA or Literature class while others have the opportunity to be exposed to reader's workshop, writing workshops, technology, etc.	Other	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper SBDM Council All Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle grades special education teacher pulls students who are performing below target to intensive intervention in reading and math. At scheduled times throughout the week, teachers, volunteers, and certified staff also pull small groups of students for more intensive instruction in reading and math.	Direct Instruction	01/01/2014	05/16/2016	\$0 - No Funding Required	Jeff Reed All Middle Grades Teachers All Certified teachers, instructional assistants, and parent volunteers

Activity - Common Core Aligned Products	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the benefit of using Common Core aligned products such as Coach Books, People's Common Core, and Common Core Progress through direct teacher instruction to practice reading and math skills. These books are aligned with Common Core grade level standards and are leveled to meet the needs of diverse learners.	Direct Instruction	01/01/2014	05/16/2016	\$3000 - General Fund	Jerri Harper All Teachers

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for 3rd-5th grade elementary students from 71.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase combined reading and math scores from 71.35-75 in 3rd-5th grade students at LeGrande Elementary by 05/23/2016 as measured by K-PREP.

Strategy 1:

Reading/Math Instruction - Use a variety of universal screening data to identify students in grades kindergarten-5 performing below grade

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level and who may qualify for Reading Recovery, RTI, and other various interventions.

Category: Integrated Methods for Learning

Research Cited: STAR Reading, STAR Math, Reading Recovery

Activity - Reading and Math Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary-5th grade use a variety of technology programs such as , Reading Eggs, IXL.com, Flip Charts, etc. to support reading and math learning through technology. These grades also use STAR Reading and Math to assess students three times per year.	Technology	01/01/2014	05/01/2017	\$3000 - Other	Jerri Harper Emily Northcutt All Teachers

Activity - Leveled Literacy Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped according to ability for intensive reading intervention in literacy groups in grades K-4	Direct Instruction	08/01/2015	05/01/2017	\$0 - District Funding	All Teachers K-4, Instructional Assistants, Special Education Teachers

Activity - Targeted Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted groups of apprentice level students are seen weekly by a teacher, instructional assistant or parent volunteer for intense instruction in reading or math.	Direct Instruction	12/08/2014	05/01/2017	\$0 - No Funding Required	All teachers, instructional assistants, parent volunteers and administration

Activity - CIM Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructor uses Fountas and Pinnell to assess levels the instructor uses Guided Reading Plus for third grade students in need intervention. Kindergarten receives small group instruction as well as first grade . The students receive services according to thier ability levels.	Direct Instruction	01/01/2014	05/01/2017	\$45000 - Other	Beth Spann Jerri Harper

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed for kindergarten readiness using the Brigance Assessment.	Academic Support Program	08/01/2015	05/01/2017	\$0 - No Funding Required	Bethann Neville

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers use ongoing formative assessments to assess student needs. Students performing below grade level receive intensive small group or one on one instruction from certified staff members.	Direct Instruction	01/01/2014	05/01/2017	\$0 - Other	All Special Education Staff All Regular Classroom Teachers All Support Teachers

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Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified Reading Recovery instructor will provide intensive one on one intervention for those students in the lowest 10th percentile of the first grade class. Interventions through reading Recovery will also be given in small group settings for students in second grade who did not meet standards to discontinue from the program in the first grade.	Direct Instruction	01/01/2014	05/01/2017	\$45000 - Other	BethSpann Jerri Harper

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for 3rd-5th grade elementary students from 71.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase combined reading and math scores from 71.35-75 in 3rd-5th grade students at LeGrande Elementary by 05/23/2016 as measured by by K-PREP.

Strategy1:

Reading/Math Instruction - Use a variety of universal screening data to identify students in grades kindergarten-5 performing below grade level and who may qualify for Reading Recovery, RTI, and other various interventions.

Category: Integrated Methods for Learning

Research Cited: STAR Reading, STAR Math, Reading Recovery

Activity - CIM Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructor uses Fountas and Pinnell to assess levels the instructor uses Guided Reading Plus for third grade students in need intervention. Kindergarten recieves small group instruction as well as first grade . The students receive services according to thier ability levels.	Direct Instruction	01/01/2014	05/01/2017	\$45000 - Other	Beth Spann Jerri Harper

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified Reading Recovery instructor will provide intensive one on one intervention for those students in the lowest 10th percentile of the first grade class. Interventions through reading Recovery will also be given in small group settings for students in second grade who did not meet standards to discontinue from the program in the first grade.	Direct Instruction	01/01/2014	05/01/2017	\$45000 - Other	BethSpann Jerri Harper

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Activity - Leveled Literacy Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped according to ability for intensive reading intervention in literacy groups in grades K-4	Direct Instruction	08/01/2015	05/01/2017	\$0 - District Funding	All Teachers K-4, Instructional Assistants, Special Education Teachers

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed for kindergarten readiness using the Brigance Assessment.	Academic Support Program	08/01/2015	05/01/2017	\$0 - No Funding Required	Bethann Neville

Activity - Targeted Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted groups of apprentice level students are seen weekly by a teacher, instructional assistant or parent volunteer for intense instruction in reading or math.	Direct Instruction	12/08/2014	05/01/2017	\$0 - No Funding Required	All teachers, instructional assistants, parent volunteers and administration

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers use ongoing formative assessments to assess student needs. Students performing below grade level receive intensive small group or one on one instruction from certified staff members.	Direct Instruction	01/01/2014	05/01/2017	\$0 - Other	All Special Education Staff All Regular Classroom Teachers All Support Teachers

Activity - Reading and Math Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary-5th grade use a variety of technology programs such as , Reading Eggs, IXL.com, Flip Charts, etc. to support reading and math learning through technology. These grades also use STAR Reading and Math to assess students three times per year.	Technology	01/01/2014	05/01/2017	\$3000 - Other	Jerri Harper Emily Northcutt All Teachers

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 averaged combined reading and math K-PREP scores for 3rd-5th grade elementary students from 71.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase combined reading and math scores from 71.35-75 in 3rd-5th grade students at LeGrande Elementary by 05/23/2016 as measured by K-PREP.

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Strategy1:

Reading/Math Instruction - Use a variety of universal screening data to identify students in grades kindergarten-5 performing below grade level and who may qualify for Reading Recovery, RTI, and other various interventions.

Category: Integrated Methods for Learning

Research Cited: STAR Reading, STAR Math, Reading Recovery

Activity - Targeted Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted groups of apprentice level students are seen weekly by a teacher, instructional assistant or parent volunteer for intense instruction in reading or math.	Direct Instruction	12/08/2014	05/01/2017	\$0 - No Funding Required	All teachers, instructional assistants, parent volunteers and administration

Activity - CIM Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructor uses Fountas and Pinnell to assess levels the instructor uses Guided Reading Plus for third grade students in need intervention. Kindergarten receives small group instruction as well as first grade. The students receive services according to their ability levels.	Direct Instruction	01/01/2014	05/01/2017	\$45000 - Other	Beth Spann Jerri Harper

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified Reading Recovery instructor will provide intensive one on one intervention for those students in the lowest 10th percentile of the first grade class. Interventions through reading Recovery will also be given in small group settings for students in second grade who did not meet standards to discontinue from the program in the first grade.	Direct Instruction	01/01/2014	05/01/2017	\$45000 - Other	Beth Spann Jerri Harper

Activity - Reading and Math Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary-5th grade use a variety of technology programs such as , Reading Eggs, IXL.com, Flip Charts, etc. to support reading and math learning through technology. These grades also use STAR Reading and Math to assess students three times per year.	Technology	01/01/2014	05/01/2017	\$3000 - Other	Jerri Harper Emily Northcutt All Teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers use ongoing formative assessments to assess student needs. Students performing below grade level receive intensive small group or one on one instruction from certified staff members.	Direct Instruction	01/01/2014	05/01/2017	\$0 - Other	All Special Education Staff All Regular Classroom Teachers All Support Teachers

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Activity - Leveled Literacy Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped according to ability for intensive reading intervention in literacy groups in grades K-4	Direct Instruction	08/01/2015	05/01/2017	\$0 - District Funding	All Teachers K-4, Instructional Assistants, Special Education Teachers

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed for kindergarten readiness using the Brigance Assessment.	Academic Support Program	08/01/2015	05/01/2017	\$0 - No Funding Required	Bethann Neville

Strategy2:

Program Review - The primary Program Review team will meet and work to gather data evidence in order to rate the school for the yearly Program Review.

Category:

Research Cited: State Mandate/Accountability

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction. Literacy, fine arts, career studies and other practical living skills are part of the review. All teachers are responsible for implementing appropriate activities for the Program Review.	Academic Support Program	01/01/2014	05/01/2016	\$0 - No Funding Required	Emily Northcutt Rachael Hensley Leigh Ann Scott Jerrri Harper

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LeGrande School is dedicated to teaching students the value of writing and the connection that writing has to becoming proficient readers. The school uses the district constructed writing matrix to ensure that appropriate writing takes place at II grade levels.	Direct Instruction	08/07/2012	05/01/2016	\$0 - No Funding Required	Jerrri Harper Leigh Ann Scott All primary teachers

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers work together to engage students in high quality instruction dealing with arts and humanities as well as practical living and vocational studies.	Policy and Process	08/11/2014	05/01/2016	\$1500 - General Fund	All primary teachers, LMS, music teacher, physical education teacher, and principal

Strategy3:

Parent Involvement - By creating an environment that sets high expectation for parent involvement in the school setting and communication among all stakeholders this will foster student achievement.

Category:

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Research Cited: Title I Parent Involvement Surveys, PTA School Involvement

Activity - LeGrande Leader in Me Leadership Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program produced by students highlighting Leader in Me habits.	Community Engagement	10/01/2014	10/31/2014	\$0 - No Funding Required	Student leaders and teachers

Activity - District Literacy Event	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Literacy event is held annually. Parents, community members and teachers work together to provide reading opportunities for students on all grade levels.	Parent Involvement	04/01/2015	04/30/2015	\$500 - Title I Schoolwide	Parent volunteers, teachers, administration and community members

Activity - School Community Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use a variety of methods to remain in contact with student homes in order to keep parents informed of student progress and related school activities. Good news notes, one call, weekly newsletters, Infinite Campus parent portal, progress reports/report cards (any student performing significantly below grade level will receive a phone call and have a conference for intervention), school web site, SBDM meetings, PTA meetings, etc.	Parent Involvement	01/01/2014	05/01/2016	\$250 - Title I Schoolwide	Jerri Harper All Teachers

Activity - Curriculum Information Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents were invited to participate in a number of activities including, standards discussion, technology literacy, Title I, reading and math strategies for home, Infinite Campus Parent Portal, e-books and library media opportunities.	Parent Involvement	01/01/2016	03/01/2017	\$150 - Title I Schoolwide	Megan Jones/Title I school coordinator and teachers/Parent Night Committee

Strategy4:

Best Practice - Teachers will implement research based instructional strategies to ensure students achieve proficiency as determined on the K-Prep assessment. We are also using "Leader in Me curriculum to build leadership capacity in our students.

Category:

Research Cited: Harry Wong, Fontas and Pinnell, Gardner,

Activity - Targeted PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted PD through PGES.	Professional Learning	09/01/2014	05/01/2016	\$0 - No Funding Required	Teachers and Principal

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Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades pre, kindergarten, and first grade have the opportunity to participate in transitional activities through the year and more intensively near the end of the year. Eighth grade students also have transition activities during the school year.	Academic Support Program	01/01/2014	05/01/2016	\$0 - General Fund	Jerri Harper Megan Jones All Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet in PLC's on an by weekly basis to analyze student work and decide on next steps in instruction to meet the needs of students.	Professional Learning	08/07/2013	05/01/2017	\$0 - No Funding Required	Jerri Harper All Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During district early release days the teachers meet and share a variety of material that will aide them in teaching. This time is used for those lead teachers who are involved in the state and district leadership network to report on new methodology as well as best practice in the area of reading and math. This time is also used to make teachers more familiar with PGES, Smart Goals, CIITS updates, etc.	Professional Learning	01/01/2014	05/01/2016	\$0 - No Funding Required	Jerri Harper Leigh Ann Scott Katrina England Adam Smith

Activity - Job Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are expected to use PD 360 (Edivate) to tailor their professional development to thier individual needs. After viewing sessions in PD 360 teachers must then write a reflection on the session and how it will be applied to thier class. PD 360 is also used as a tool to meet teacher needs as are defined during PGES observations.	Professional Learning	01/01/2014	05/01/2017	\$0 - No Funding Required	Jerri Harper Angela Frank All Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined elementary reading and math proficiency rating for all students in the nonduplicated gap groups from 51.8% to 65% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from the nonduplicated gap groups from 49.3% to 77.3 by 05/31/2017 as measured by K-PREP scores.

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Strategy1:

Research Based Instruction - Best practice dictates that teachers use research based learning in their classrooms. A variety of research based instruction such as Reading Recovery, Math Intervention, Singapore Math, and Lexiled Reading Levels, are all used to ensure that all students are taught at high levels in order to reach proficiency.

Category:

Research Cited: Marzona, Gardner, Reading Recovery

Activity - Singapore Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary grades use Singapore math for thier whole group math instruction.	Direct Instruction	01/01/2014	05/16/2016	\$2000 - General Fund	Jerri Harper Primary Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is used as an intensive research based program to aid students who are performing well below target.	Direct Instruction	01/01/2014	05/16/2016	\$45000 - Other	Beth Spann Jerri Harper

Activity - Lexile Reading Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have been trained to use lexile levels to obtain appropriate reading level of students and provide reading materials appropriate to the student's reading level.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Emily Northcutt All Teachers

Strategy2:

Progress Monitoring - Student progress is the mainstay of student achainement. Being aware of students who are performing below grade level is necessary in gap reduction. To that end there are a variety of things that can aide the school in targeting low performing students to ensure their success.

Category:

Research Cited: Kentucky Department Of Special Education

Activity - TAT Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need placement in RTI or a special education program in order to better meet thier individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0 - No Funding Required	Leigh Ann Pinson Donna LeFevre Jerri Harper All Teachers

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Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Parent Volunteers Classified Staff All Teachers

Activity - Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students keep a data binder as part of Leader in Me. This binder allows parent to easily keep up with their student's progress.	Academic Support Program	01/01/2014	05/16/2016	\$0 - General Fund	Jerri Harper All Teachers

Strategy3:

Professional Growth and Learning - All teachers will have a voice in the professional development that is needed in order to move all students to proficiency. A standing committee is charged with analyzing data in order to make choices on the PD that is offered each year. PD 360 allows teachers to tailor PD to their specific needs. PGES allows teachers to be notified of need areas for Professional Development.

Category: Professional Learning & Support

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers

Strategy4:

Parental Involvement - Research tells us that parental involvement is monumental to student success in school. The more involved parents are the more likely that student is to achieve proficiency.

Category:

Research Cited: Marzano, Harry Wong

Activity - Parent Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Teacher Conferences will be held twice yearly or on an as needed basis in order to convey assessment results to parents.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Megan Jones All Teachers

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to visit the school on a celebration day when scores are revealed. Individual student scores are discussed with parents at set times of the year.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers All Support Staff

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Activity - Explore Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to come to school on an Explore night to discuss Explore data and what it means to their child.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Megan Jones Middle Grades Teachers

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

Goal 1:

Increase the average combined middle grades reading and math proficiency rating for all students in the nonduplicated gap groups from 49.3% in 2015 to 70% in 2017.

Measurable Objective 1:

collaborate to increase the average combined middle grades reading and math proficiency ratings for the nonduplicated gap groups from 51.4% in 2013 to 56.3% by 05/30/2014 as measured by K-PREP scores.

Strategy1:

Progress Monitoring - Student progress is the mainstay of student achievement. Being aware of students who are performing below grade level is necessary in gap reduction. To that end there are a variety of things that can aide the school in targeting low performing students to ensure their success.

Category:

Research Cited: Kentucky Department of Special Education

Activity - TAT Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Assistance Teams work to provide support for students who are performing below grade level. This team looks at all data collected by classroom teachers to make decisions on the need for further testing and if a student might need further testing and if a student might need placement in a special education program in order to better meet their individual learning needs.	Academic Support Program	01/01/2014	05/16/2016	\$0 - No Funding Required	Leigh Ann Pinson Donna Lefevre Jerri Harper All Teachers

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who may have problems learning often need more help. Mentoring can be a great way to offer extra assistance. Students who are in danger of retention, failure, or performing below grade level are paired with someone who can offer academic support.	Other	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Parent Volunteers Classified Staff All Teachers

Strategy2:

Professional Growth - All teachers will have a voice in the professional development that is needed to move all students to proficiency. A

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standing committee is charged with analyzing school needs to determine professional development. During the process of PGES evaluations teachers will also be assigned professional development through PD 360 that is tailored to their individual needs.

Category:

Research Cited: KDE

Activity - TELL KY Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have the opportunity to participate in the TELL KY survey.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers

Strategy3:

Research Based Instruction - Best practice dictates that teachers use research based learning in their classrooms. A variety of research based instruction is used to ensure that all students are taught at high levels and on individual basis in order to reach proficiency.

Category:

Research Cited: Marzano Gardner

Activity - Literacy Circles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy circles are a method of developing reading skill based on student choice.	Direct Instruction	01/01/2014	05/16/2016	\$0 - No Funding Required	Leigh Ann Scott Emily Northcutt

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have access to CIITS as a method of planning and assessing student learning. Students can take assessments that are teacher made or program produced. CIITS Trainings are provided periodically at teacher's meetings and early release dates.	Professional Learning	01/01/2014	05/16/2016	\$0 - No Funding Required	Megan Jones Beth Atkins Jerri Harper All Teachers

Activity - STAR Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are given the STAR Reading and Math assessment twice yearly. This assessment is a good indication of whether students are on, above or below target for learning. Data gathered from STAR assessments is used to make instructional and intervention decisions for all students.	Academic Support Program	01/01/2014	05/16/2016	\$1500 - General Fund	Emily Northcutt All Teachers

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a program that allows teachers to set reading goals for their students and for students to be assessed on their reading ability regardless of the book they choose.	Other	08/07/2012	05/16/2016	\$3000 - Other	Emily Northcutt All Teachers

Strategy4:

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Parental Involvement - Research tells us that parental involvement is monumental to student success in school. The more involved parents are the more likely that a student is to achieve proficiency.

Category:

Research Cited: Marzano Harry Wong

Activity - Parent Teacher Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent teacher conferences will be held twice yearly or on an as needed basis in order to convey assessment results. Middle grades teachers also meet with parents when a student is off target for success. A plan is made and then applied to the students individual needs. Because of the implementation of Leader in Me students are now able to lead the parent teacher conferences.	Parent Involvement	01/01/2014	05/16/2016	\$0 - No Funding Required	Jerri Harper Megan Jones All Teachers

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to visit the school on a celebration day when scores are revealed. Individual assessment scores are then given to parents in another setting so that the scores can be explained.	Parent Involvement	10/31/2012	05/16/2016	\$0 - No Funding Required	Jerri Harper All Teachers All Support Staff

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:

Increase the averaged combined reading and math K-PREP scores for 3rd-5th grade elementary students from 71.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase combined reading and math scores from 71.35-75 in 3rd-5th grade students at LeGrande Elementary by 05/23/2016 as measured by by K-PREP.

Strategy1:

Program Review - The primary Program Review team will meet and work to gather data evidence in order to rate the school for the yearly Program Review.

Category:

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Research Cited: State Mandate/Accountability

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction. Literacy, fine arts, career studies and other practical living skills are part of the review. All teachers are responsible for implementing appropriate activities for the Program Review.	Academic Support Program	01/01/2014	05/01/2016	\$0 - No Funding Required	Emily Northcutt Rachael Hensley Leigh Ann Scott Jerri Harper

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LeGrande School is dedicated to teaching students the value of writing and the connection that writing has to becoming proficient readers. The school uses the district constructed writing matrix to ensure that appropriate writing takes place at all grade levels.	Direct Instruction	08/07/2012	05/01/2016	\$0 - No Funding Required	Jerri Harper Leigh Ann Scott All primary teachers

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers work together to engage students in high quality instruction dealing with arts and humanities as well as practical living and vocational studies.	Policy and Process	08/11/2014	05/01/2016	\$1500 - General Fund	All primary teachers, LMS, music teacher, physical education teacher, and principal

Goal 2:

Increase the averaged combined reading and math K-PREP scores for 6th-8th grade middle school students from 75.6% in 2015 to 78% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores of 75.6% in 2015 to 78% for students in grades 6-8 at LeGrande School by 05/26/2017 as measured by K-PREP scores..

Strategy1:

Program Review - The middle grades Program Review team will meet and work together gathering data and evidence to support the school's endeavors to meet the guidelines of the State Program Review.

Category:

Research Cited: State Mandated/Accountability

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Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of Program Review is to ensure that nonassessed areas are being adequately incorporated into instruction through literacy, fine arts career studies and other practical living skills.	Academic Support Program	01/01/2014	05/16/2016	\$0 - No Funding Required	Emily Northcutt Leigh Ann Scott Lance Hamilton Boyd Rexroat Jerri Harper

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LeGrande School recognizes that writing is an area of improvement. To that end we have adopted the district writing matrix and it is used at all levels of writing to ensure that appropriate writing takes place in all grade levels and that a concrete connection is made between reading and writing.	Direct Instruction	01/01/2014	05/16/2016	\$0 - No Funding Required	Leigh Ann Scott All Middle Grades Teachers

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Executive Summary

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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.

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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?

LeGrande School is composed of two hundred ninety-nine students in grades preschool through eighth grades. LeGrande School is governed by the School Based Decision Making Council that makes policy concerning the school. We have a large volunteer base that offers a variety of skills to our teachers and students on a daily basis. The school's PTA funds many of our extracurricular activities and special programs. The school is located in rural Horse Cave in South Central Kentucky. The community is made up in large by factory workers and farm families. Horse Cave is the home of three thriving factories, DART Container, Sister Schubert, and T. Marzetti. DART is a major contributor to our school through STEM grants that we receive each year. Additionally we are supported by local markets ranging from the local country store to a local roadside market that meets many of our needs. Our community is small but thriving and we even have a local artist who is in business and offers a variety of classes that benefit our community.

Our school is made up of only one class per grade with the exceptions of fifth grade and seventh grade where we have two classes each. Each class is taught by a highly qualified teacher. Currently LeGrande has one principal, one guidance counselor, one physical education teacher, one music teacher and a library media specialist and a speech pathologist. Our faculty and staff also include one preschool teacher, three special education teachers and fifteen certified teachers who teach primary and middle grades. Our school also employs five instructional assistants, and two custodians. LeGrande School is one of five feeder schools for Hart County High School. Although LeGrande is a small school we take pride in the broad range of resources and programs that we are able to offer our students. Our student population consists of 94.1% Caucasian with 1.2% consisting of African American and 2.3% Hispanic students. LeGrande has a large percentage of lower socio economic students with 64% of the students enrolled who are free and reduced lunch eligible. While this number of lower income students has presented its challenges, it is nothing that we have not been able to overcome, as we are now a Kentucky School of Distinction. The LeGrande community stands as a partner to our school by assisting with fundraising and joining in our celebrations of success. The unique feature of the school is that we are a preschool through eighth grade school which, in and of itself is a unique challenge to meet the needs of such a wide range of students. With such a wide age range we have to function both as an elementary school and a middle school. In addition, we also experience a high percentage of transient student population which makes it difficult to maintain a high level of learning for all students. Due to our school's growth we now have two new classrooms, two resource rooms, and an additional set of bathrooms. We are very excited about these changes as well as the growth in our school.

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.

LeGrande Elementary believes in its mission statement as the driving force for the day to do workings of the school. The mission statement reads: The LeGrande family believes in the importance of learning, Cooperation, Accountability, Responsibility, Determination in a safe, structured environment to ensure success. LeGrande includes this mission statement as part of a twice weekly ritual during morning meeting. Every student knows and understands the meaning behind the mission statement. With the inclusion of Leader in Me our students are now in charge of running the meetings on a twice a week basis. We envision our school as a school which focuses on a learning community, working cooperatively to assist each child to succeed at the highest level possible. With the help of Leader In Me the students are also beginning to focus on high levels of success so that much of our learning is student driven. Each child regardless of race, SES, etc. is valued in our school through mutual respect, accountability, responsibility, determination and tolerance of others. We embrace the fact that all of our students are able to learn at high levels, with the understanding that their learning may take place in a different way and at different times. Learning is a lifelong process for students and those adults who work in the school. LeGrande is a welcoming school to the parents and community. We strive to serve all stakeholders in an appropriate manner. We focus on authentic, interactive learning opportunities. We utilize technology to maximize the educational process and prepare student to be college and career ready. Through Leader in Me we are focusing on healthy behaviors, and the development of high self-esteem in every child. We endeavor to provide opportunities for students to develop artistic, academic, and creative talents to their fullest potential. The voices of students, parents, and community members are valued and respected. LeGrande is very proud of the culture and climate that has been created in our school. With the addition of Leader in Me it has become even healthier. We believe this culture of acceptance is one of the main reasons that our school has seen such a vast amount of academic success. We are a student focused school that is driven by data and doing what is best for students every day. Some examples of this are building leadership potential in all students through teaching the 7 habits, building relationships between students, teachers and families, PLC's working together to analyze data in order to meet individual student needs. We are also in the fourth year of Kid Friendly Communities of Practice where teachers are taking a wider view the teaching and learning process. This allows students to work in a self-paced style that benefits those who need more time learning as well as benefiting those students who move quickly through the learning process. LeGrande School is the mainstay of the community, and as a result of being in a close knit community we endeavor to include community members in all that we do. We encourage volunteers to be a part of the school family. As a result, we log thousands of volunteer hours each year. Our school's PTA is the avenue for fundraising. They contribute thousands of dollars each year to the school in a variety of ways ranging from field trips to purchasing equipment. We also offer authentic learning activities and club involvement throughout the year. Students have an opportunity to develop projects and compete in Science Fairs, technology fairs, 4-H, State and National Beta Competitions, Boy Scouts, Girl Scouts, Academic Team, Chess, Archery, Sports Teams (basketball, football, volleyball, cheerleading, baseball, etc.) and many other clubs and organizations. We also offer other opportunities to develop creative talents through band, musicals, drum club, gifted and talented and art club.

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.

LeGrande is honored to be classified as a Kentucky School of Distinction. This tremendous honor has given our school and community much to be proud of and a reason to celebrate our student's success. During the last KPREP cycle our students achieved the highest scores to date in the areas of social studies. Our middle grades reading scores also saw vast improvements. Over the past several years our school has received many thousands of dollars in STEM grants from DART Corporation. All of these funds have been used to purchase the latest technology so that our students can be prepared to compete in college and career readiness. Many of our students participated in both State and National Beta competitions. In conjunction with these competitions one of our teachers is currently serving as Kentucky State Sponsor and our principal holds a title as a member of Kentucky Junior Beta Council. We also have students who compete annually in the Kentucky Youth Assembly where they write and present bills and this year earned multiple awards. The club earned an award of chapter of distinction. One of our students won a distinguished speaker award. We also won an award for Outstanding Delegate and yet another who won honors by presiding over a session. We continue to have middle grades students who perform and compete with the high school band and color guard. Over the past several years our school has won numerous attendance awards from the district. We believe that our high attendance rate is one of the reasons that our student achievement continues to be high. While we are very proud of our student's achievement we realize that there is still much work to be done. We continue to target the areas of reading and math. Our teachers continue to use common core as their guide for teaching as well as self-pacing units. While most of the gaps are closed, we still find that a few exist. The new next generation science standards are being taught in primary and middle grades with an emphasis on engineering. This will allow them to close gaps that might be evident at an early grade level. It continues to be a common goal, regardless of grade or age range, to maintain this high standard for teaching and learning to ensure success for all of our students. In performing data analysis we have chosen several areas for improvement. Those areas include writing, math and reading. With the use of technology at the forefront of all learning we utilize our building resources daily while giving students the skills that they need to be college and career ready. This has been a valuable resource and has enabled us to focus even more on the use of technology. While we believe that our aspirations for achievement are great, they are attainable through hard work and dedication.

Additional Information

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

It continues to be a goal of the faculty and staff of LeGrande School to provide a strong foundation for our students to become college and career ready. We continuously seek input from the community as to what we might do to strengthen our students academically and socially. We continue to endeavor to be a welcoming school that parents and community feel comfortable in when visiting and giving feedback. Additionally, we are pleased to have teachers involved in communities of practice where a different type of teaching takes place. These teachers then come back and share ideas and teaching methods with the entire staff in order to better serve our students.

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