



2021-22 LeGrande Phase One: Continuous Improvement  
Diagnostic for Schools\_09142021\_12:25

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

**LeGrande Elementary School**  
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## **2021-22 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Professional Development Plan for Schools

### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Megan N Jones 10/1/2021



2021-22 LeGrande Phase Two: The Needs Assessment for  
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2021-22 Phase Two: The Needs Assessment for Schools

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## **2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Impact teams, led by one teacher leader each, meet bi-weekly with a focus on instruction and student data. Teams are grouped by grade level, with our school including four impact teams: primary (K-2), intermediate (3-5), middle grades (6-8), and specials (PE, Library, and Music). Additionally, the principal reports on student achievement to the SBDM council each month at their regular monthly meeting. SBDM council consists of three teacher members and two parent members. In each of the aforementioned groups, agendas are prepared and minutes are recorded for each meeting.

## Trends

2. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Based on STAR Reading and Early Literacy scores, students scoring below benchmark in reading have increased to 57% of our school population, K-8th. Based on STAR Math scores, students scoring below benchmark in math have increased to 80% of our school population, 1st-8th grade (Kindergarten students take STAR Early Literacy, which was included in the reading scores, and do not take STAR Math)

## Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

49% of students in grade k-5 scored at or above benchmark in reading on STAR Reading. 30% of students in grades 6-8 scored at or above benchmark in reading on STAR Reading. 24% of students in grades 1-5 scored at or above benchmark in math on STAR Math. 12% of student in grades 6-8 scored at or above benchmark in math on STAR math. Based on spring survey data, 100% of students surveyed answered agreeably to the following statements: "Adults from my school work hard to make sure students are safe", and "adults from my school handle safety concerns quickly." Based on spring survey data, 97-98% of students surveyed answered



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agreeably to the following statements: My school is a caring place, feel like am part of my school, All my teachers make me feel welcome in their class, Adults from my school care about me, and The school rules are fair.

### Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Based on fall 2021 STAR results, and previous statements in the current state portion of this assessment, 80% of our school population is not meeting benchmark in mathematics. Increasing this percentage by the winter benchmark will be our greatest priority.

### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

62.5% of our fifth grade class is at or above benchmark in Reading according to Fall 2021 STAR Reading scores. Only 16% of first graders scored in an urgent intervention level in Math according to Fall 2021 STAR Math scores.

### Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

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KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

As a school, differentiated instruction has been moved to the forefront of the educational process for all students in grades k-8 in order to ensure that gaps are closed and students are receiving targeted instruction in tiers 1, 2, and 3. This is also achieved through the implementation of an RTI program led by a teacher who pulls small groups and individuals for RTI and enrichment and small group instruction and grouping that takes place in all classes. Data is regularly collected and analyzed by impact teams in order to track student progress and ensure growth among all groups of students. An additional area of focus for our school over the past two years has been increasing parent involvement. While COVID-19 has postponed many of our events and plans for parent involvement, communication with parents is at an all time high.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-2022 LeGrande Phase Three: Comprehensive School  
Improvement Plan\_09142021\_12:37

2021-2022 Phase Three: Comprehensive School Improvement Plan

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## 2021-22 Phase Three: Comprehensive School Improvement Plan Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Students in all grades will improve to at least 50% on benchmark, with special considerations for students in 3-5 as a subgroup and 6-8 as a subgroup based on STAR Reading and Mathematics data.

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-

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term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

### Requirements for Building an Improvement Plan

The required school goals include the following:


- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.





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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 Improvement Plan		.



2021-22 LeGrande Phase Three: Executive Summary for  
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2021-22 Phase Three: Executive Summary for Schools

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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

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

LeGrande School is a small rural pre/K-8 school located in Hart County Kentucky. We currently have a total of 283 students enrolled, which is still somewhat down from the 19-20 school year, but has increased since the 20-21 school year. This is partially due to COVID-19. Our school is primarily made up of Caucasian students with a small percentage of African Americans and Hispanic students. Over the past few years our enrollment has grown considerably, to the point that many classes have over 30 students enrolled and classes have been split in kindergarten, 1st, 2nd, and 8th grade. Currently we are a school wide Title I school. We currently have 24.5 certified teachers including a full time physical education teacher, music teacher, library media specialist, principal, school counselor, 1 speech pathologist, and 3.5 special education teachers. We also have 15 classified employees including a full time secretary/book keeper, and 2 full time custodians. LeGrande Elementary has been a consistently high achieving school, however, scores have been lower in the past two school years of data collection. Changes such as teacher turnover, as well as COVID-19, have led to new initiatives to increase student achievement in the 21-22 school year and beyond. New teams and norms have been established and we are anxious to see them to come to fruition. Just like all schools we would like to see an increase in parent involvement. We have a very active PTA who supports every endeavor that we undertake and are we are currently collaborating with PTA and Title I to increase parent involvement and parent volunteerism.

### 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's primary purpose is to educate the students in this area in a way that will ensure that our students are life long learners and contributing members of the community at large. Our mission state reads: We are the LeGrande Family! As a LeGrande Cardinal... I devote myself to learning. As a LeGrande Cardinal... I cooperate with others and show them respect. As a LeGrande Cardinal... I am accountable for my actions and take responsibility. As a LeGrande Cardinal... I am determined to be successful. . Our students are offered rigorous core classes as well as music, and physical education classes daily. Our middle grades students also

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have the opportunity to complete high school classes through APEX online learning. Additionally our middle grades teachers work to prepare our students for high school through the use of technology because our high school has a one to one technology initiative. Across the board we have very high expectations for our students with a relatively low number of discipline issues.

#### 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 Elementary believes that our students learn through doing. Many of our teachers implement flexible seating in their classrooms during a typical school year and our classes excel at collaborative and group learning. Our teachers strive to provide a learning environment for students that is conducive to learning in a 21st century environment, including nontypical seating and classroom arrangements and implementation of technology for learning. Students in grades 1-8 are 1-to-1 with Chromebooks and students in grades K-2 have access to lpads on a daily basis. Our students are involved in many organizations such as band, Beta, and Student Council. Student Council and Beta Club are also opportunities not only to encourage excellent grades, but also to teach volunteerism. Students in our school learn servant leadership, and work to exhibit a monthly character trait for identification of students of the month.

#### Additional Information

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

N/A

#### Additional Information

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

N/A

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# Attachment Summary

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