Executive Summary-

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?

La Grange, Kentucky is the only town in America that has an active train running along its Main Street, up to 30 times a day. La Grange Elementary is a small town school with a century-old history. Generations of families have attended La Grange School, which was originally commissioned as a high school in 1912. While we love our school, the age of the building presents unique challenges related to easy accessibility and spacing.

La Grange is a K-5 school which serves an economic and ethnically diverse population of 457 students. Our students live roughly within a two-mile radius of the school. La Grange is identified as a school-wide Title I program with 59% of the population qualifying for free or reduced lunch. Our school received a grant to provide free breakfasts and lunches to all students beginning with the 19-20 school year. During the summer, La Grange also provides free breakfasts and lunches to any child under 18 in our community, Monday through Friday. We participate in the Blessings in a Backpack program for students whose families sign up to receive extra food to take home for the weekend, for students who might otherwise go hungry. La Grange also has a Family Resource Center Coordinator, Hispanic Liaison, and Wraparound Social Worker who work to build capacity in families and remove any additional barriers beyond the school.

Our largest ethnicity (excluding white) is Hispanic at 26%. The diversity among the student population also includes 16% Disability, 18% English Learners, and 3% Gifted & Talented/Primary Talent Pool.

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.

La Grange Elementary's driving force is to maintain a student-centered focus and remove the barriers that could prevent our students from learning. Our purpose statement *#studentsfirst*, is focused on "creating the situations to ensure learning for all students". Three of our directional pillars include Reading Academy, Co-Teaching, and Explicit Instruction. Embedded within our pillars is a focus on building background knowledge, vocabulary, and the weaving of reading, writing, listening and speaking into all content areas.

La Grange adopted four guidelines for success; R.O.A.R., which we intentionally teach and reinforce with our students as an expectation for success. R.O.A.R. encourages our students and staff to **R**each for high goals, **O**ffer their best, **A**ppreciate others' greatness and **R**ealize their potential. Our guidelines for success are practiced daily through our morning announcements and celebrated during our monthly Leopard Leadership Assemblies. School wide goals for hallway expectations, cafeteria expectations, classroom ownership and respect, and dismissal procedures are taught and monitored using a schoolwide positive reinforcement system. Additionally, individual students are recognized monthly for demonstrating ROAR qualities in the classroom.

The LES Counseling Program, which includes two counselors, a school psychologist, a social worker and a mental health consultant, utilizes a comprehensive approach to offer Tiered Counseling Interventions to all students. Social Emotional Learning is integrated into daily classroom routines. LES school counselors support teachers by integrating Conscious Discipline classroom management strategies, Purposeful People Character Education, and Sanford Harmony community building routines into their classrooms. Homeroom and resource classrooms are equipped with materials to implement a Safe Place station: a self-regulation learning center available to all students. School Counselors facilitate Tier 1 classroom guidance lessons twice/month for all students, with a focus on building social emotional skills. Homeroom teachers have a scheduled time of the day to complete Class Meet-Ups, a structured community building opportunity to establish and monitor classroom expectations, connect, solve problems, and share experiences.

Small group or individual counseling are offered as Tier 2 and/or Tier 3 responsive services. Students are selected for small group counseling utilizing a behavior screener,

teacher referral, parent referral, or counselor referral. Sample small group topics include managing stress and anxiety, building emotional regulation skills, or building friendships. Individual Counseling services are available to all students on an as-needed basis. Referrals may come from the individual student, parents, or any staff member. Counselors guide students through a solution-focused approach to problem solving. Furthermore, the counselors work collaboratively with district Mental Health Consultants to appropriately refer students to outside services as needed.

The social-emotional well-being of each student is paramount and impacts every area of a student's education. Through a collaborative approach, La Grange Elementary counselors support all staff in building emotional capacity in themselves and, in turn, in all students.

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.

La Grange offers unique programming, like our Family Resource Center, to meet individual learners' needs through the combined efforts of faculty, staff and parents. As a schoolwide Title I program, we have worked towards helping parents know more about Title I and becoming involved in parent events. According to our 21-22 Title I annual survey, 93% of parents acknowledged receiving a copy of the Parent Involvement Policy during registration or during our family Title I meeting. 92% of our parents felt their parent-teacher or student-led conference answered their questions and concerns and 91% felt they were offered information or helpful suggestions on how to help their child with learning.

The PTA is a vital partner with La Grange. During the 2019-2020 school year, the La Grange Elementary PTA was awarded a grant for $1250 from the National PTA & Bayer to host a family dinner & STEM Night Program, which as a result of Covid occurred during the fall of 2021. Our PTA continues to look for ways to support our school, community and students even with the continued constraints of social distancing and limiting of people in the school building through drive through family nights and outdoor events.

For the 2020-21 school year, the La Grange Elementary PTA was awarded TWO separate grants from Seven Counties and the Adolescent Substance Abuse Program (ASAP). The mini-grant, for up to $500, was used to create a 'community' in the world of

COVID restrictions. For the past two years, we had a Fall Y'All Family Drive-Thru where families were able to drive from station to station, wave greetings to teachers, staff and administrators, and receive a little gift or treat at each station. The second grant, for $3000, was put towards a Kindness Campaign where students learned about kindness, design a t-shirt based on their understanding of kindness.

La Grange continues to support all students through the use of co-teaching, small group and individualized instruction based on data. One area we have seen a dramatic increase in student success is in the area of writing. During the 20/21 school year one of our veteran teachers took the lead, teaching writing to all 5th graders while training another 5th grade teacher in the process. As a result, the percentage of students scoring proficient/distinguished in writing was 79.1%. We have utilized this teacher's expertise and are entering into the second year of having her teach small groups in grades 3-5 as well as coach teachers in the area of reading, writing and high structure classroom management. In addition to coaching, she will continue to co-teach in the area of writing in order for students and teachers alike to have access to high level writing skills and strategies. We eagerly await the release of our 21-22 KSA results.

Analysis of MAP (Measures of Academic Progress) reading/Math achievement and proficiency projections for the 2020-2021 school year revealed that in math 30.1% in 3rd, 37.1% in 4th and 15% in 5th grade were projected to score novice on the K-PREP in the spring. Projections for proficient and distinguished were 32.5% in 3rd grade, 37.2% in 4th and 50.1% in 5th grade. Reading proficiency projections were similar with 34.1% in 3rd, 45.7% in 4th, and 31.3% in 5th to score a novice. Projections for proficient and distinguished were 38.8% in 3rd, 35.7% in 4th and 51.3% in 5th grade. Projections in 4th, along with minimal conditional growth required a deeper focus on addressing the concerns within our fourth grade.

Our most recent analysis of MAP (Measures of Academic Progress) reading and math achievement and proficiency projections for the 2021-2022 have shown that in math 16.5% in 3rd, 24.3% in 4th and 10.4% in 5th grade were projected to score novice on the KSA in the spring of 2022. Projections for proficient and distinguished show 45.8% in 3rd grade, 45.7% in 4th and 46.8% in 5th grade. Reading proficiency projections were 27.1% in 3rd, 34.3% in 4th, and 18.2% in 5th to score a novice. Projections for proficient and distinguished show 54.1% in 3rd, 40% in 4th and 66.3% in 5th grade. In comparison to the previous year's projection, we achieved novice reduction across all three grade levels in math and reading. We also increased our percent of proficient and distinguished students in grades 3 and 4 in math and all three grades in reading.

An additional area of improvement focuses on technology. Our school is working to become a 1:1 technology device educational program. We are currently 1:1 Chromebooks in 1st-5th grade and 1:1 tablets (iPad and Android) in one Kindergarten classroom. Our other 4 Kindergarten classrooms are 1:2. We will continue to expand over the next few years until our 1:1 goal K-5 is achieved.

All of our instructional classrooms contain an interactive CleverTouch panel and an audio microphone system to help integrate technology into instruction, make instruction more visually engaging, and provide audio support for all students. We have 4 classrooms with 2 CleverTouch panels for co-teaching purposes.

Our staff is growing in our understanding and usage of technology and as educational leaders in our community. We have 18 Google Level 1 Certified Staff members, 5 Google Level 2 Certified Staff members, 6 SeeSaw Ambassadors, 2 SeeSaw Pioneer Educators, 2 Flipgrid Certified Educators, 3 Nearpod Certified Educators, and 4 Epic! Certified Educators. These certified educators lend their knowledge and expertise to their colleagues in order to lift the level of integrated technology schoolwide.

Additional Information

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

During the 2018-2019 school year, a whole-grade Kindergarten literacy initiative, K Academy, was introduced to close the achievement gap and address the major components of literacy instruction. K Academy data supports successful implementation. At the completion of the first year of the K Academy program in May 2019, 93% of all Kindergarten students met the end of Kindergarten reading benchmark according to the Developmental Reading Assessment (DRA). Due to the success of K Academy during the 2018-2019 school year, this push-in initiative has been expanded to K-3 (now called Academy). 2021-22 showed 87% of our kindergarten students on target. Third grade moved from 47 to 15 students below basic and jumped from 17 to 43 exceeding by the end of the year.

Academy includes thirty two certified teachers that push in to each grade level one hour per day to provide intense guided reading instruction. All Academy teachers receive intense job-embedded professional learning, which is the driving force behind our success. In addition to the critical topics covered for first year teachers to the program, additional professional learning includes the best practices in literacy instruction, as well as target specific teacher learning needs. A new practice, started last year that showed

to elevate our achievement, was our coaching cycles. Monthly the teachers input running record data in our Academy Tracking form as a means to monitor progress in student learning but also to monitor our Academy program as a whole. Using this data, we identify teachers that need additional support through coaching and modeling to further move their students forward. The coaching cycle will continue this school year because it has proven to be successful in moving teachers and students forward.