

LA GRANGE ELEMENTARY SCHOOL

EXECUTIVE SUMMARY 2010-2012

VISION STATEMENT:

Achieve- your best,
 Believe- you can,
 Celebrate- when you get there!

MISSION STATEMENT:

The mission for La Grange Elementary is to provide a safe, learning environment that challenges, encourages and celebrates as we work collaboratively to become life-long learners.

- Individualized, engaging instruction
- High expectations
- Collaboration between peers, teachers, parents and our community

REVIEW of the 2011-2012 DATA:	GOALS:
<p>According to the 2010 KCCT report: _19% of our students scored below the proficient level in reading with 2% scoring Novice _23% of the students (16% apprentice, 6% novice) scored below the proficient level in math.</p>	<p>To reach an Academic Index of 100.0 by increasing the number of students scoring at the:</p> <ul style="list-style-type: none"> • Proficient/Distinguished level in reading, • Proficient/Distinguished level in mathematics. <p>To reduce by 5% the number of students scoring at the Novice level.</p>
<p>The 2011 KCCT report indicates an increased number of our students scored in the proficient or higher category. Reading, one of our focus areas, continues to have more than 80% of the students scoring proficient or distinguished. In math, 76% of our students scored proficient or distinguished.</p> <p>According to the 2011 KCCT report, our school's non-adjusted Academic Index was 96 with an Accountability Index of 96. We have reached and exceeded the 2009 Accountability Index goal. According to the Adequate Yearly Progress (AYP) report, we did not meet the dropout and novice reduction requirements for the 2011 Accountability Cycle. In order to meet the goal for the biennium, as well as meet NCLB's AYP requirements, La Grange will need to continue novice reduction while increasing the proficient and distinguish performance requirements and achieve a 2012 accountability index of at least 100.</p>	<p>To increase by 5% the academic performance of all students in our school by focusing the entire school community's resources on reducing barriers to learning.</p> <p>To increase the academic performance of students on free and reduced lunch and students with disabilities performing at the Proficient/Distinguished level by 10% and decrease the percentage of students on free and reduced lunch and students with disabilities performing at the Novice level on the KCCT during the next biennium by the appropriate percentage according to NCLB's AYP and Kentucky assessment requirements.</p>

GOALS

Based on school-wide reading and math assessments, IOWA and KCCT scores, and other informal data, La Grange Elementary is in the process of developing an improvement plan for the 2010-2012 school year(s). The overarching focus for the 2011-2012 school year will be:

Students will receive rigorous, focused and differentiated instruction (from an aligned curriculum) in a workshop approach model. Student work will be analyzed frequently by team PLCs to address to what level are students addressing the standards. Are students hitting the target or are they missing the mark? How do we know?

- All students will receive unit instruction on a viable curriculum aligned with the new Kentucky literacy, content literacy, and mathematics standards in addition to the Kentucky Core Content for Assessment in the content areas, including the Arts and Humanities, Practical Living and career studies, as evidenced by the school's curriculum maps, Professional Learning Community (PLC) minutes, teacher lesson plans, and student work samples.
- All students will have active, engaging instruction that includes high expectations, rationale for learning, higher order questioning, thinking skills, problem solving, writing across content (across genre) and technology integration, etc., in workshop model for instruction as evidenced by analysis of curriculum maps, PLC minutes, teacher lesson plans, classroom observations, and student products.
- All students will receive differentiated instruction, through all content areas, including the Arts and Humanities, Practical Living and career studies, which focuses on individual cultural and diverse learning styles, cognitive levels and abilities, as evidenced through classroom observations, student assessments, and the analysis of student work.

Communication Plan

The ***Comprehensive School Improvement Plan*** will be communicated through:

1. Instructional Faculty Conferences,
2. School Council meetings,
3. Principal's Page to staff,
4. Principal's Newsletter to parent/home(s)/homes,
5. PTA meetings
6. Family Resource Center monthly newsletter,
7. La Grange Teacher Handbook,
8. School website – www.lagrangeelementary.com, and
9. Committee structures

We will continue to gather input from all stakeholders through involvement of stakeholders in school committee membership, through newsletter articles, parent/home(s)/home meetings, surveys, and parent/home(s)/home/teacher conferences.

GLOSSARY OF TERMS

AIMS Web: universal reading screener based on nationally-normed reading fluency data

Best Practices: researched based instructional techniques used throughout the school day to ensure the optimum learning environment and opportunities

Biennium: occurring every two years

Curriculum Map: grade level monthly planning guides developed by teams of teachers for the purpose of horizontal and vertical accountability

ECE: (Exceptional Child Education) instructional support for students with identified special needs or diagnosed disabilities

ELL: (English language Learner) any student who is not a native English speaker, or if more than one language is spoken at home

ELP: (Early Literacy Profile) computer based literacy / reading readiness assessment providing data to teachers regarding student abilities and next instructional steps

Embedded Professional Development: The term "job embedded" professional development reflects the common-sense and increasingly influential idea that training should be responsive to teachers' day to day practices in school and their own students' needs.

ESS: (Extended School Services) educational opportunity occurring before, during or after school hours; including summer school

F/R: (Free and/ or Reduced) students who qualify for fee waiver based on federally established income guidelines

FRC: (Family Resource Center) federally funded entity available to schools who qualify as Title I, or schools who service disadvantaged children

GATES: (Gifted and Talented Education Services) instructional support/ curriculum for students with advanced intellect

KCAS: (Kentucky Core Academic Standards) the set of nationally created English language arts and mathematical standards that have been adopted by the state of Kentucky and will serve as the educational standards

NCLB: (No Child Left Behind) federally mandated public education initiative

PLC: (Professional Learning Community) collaborative teamwork among teams of teachers or select teachers throughout the school

PD: (Professional Development) ongoing teacher education, often job-embedded and occurring during the school day

SACS Review: (Southern Accreditation of Colleges and Schools) national review that occurs every five years

Transition Index: In 2009, lawmakers passed Senate Bill 1, calling for new standards, testing, and accountability in Kentucky. While the law set aside the usual practice of calculating an academic index for each school, KASC, the [Prichard Committee for Academic Excellence](#), and the [Council for Better Education](#) responded to requests from schools across the state to keep publishing testing results that would provide trend data for school-level performance. The Transition Index was first published in 2009 and uses a formula to compare test scores from 2007 to the present to show school progress. This is the final year for the Transition Index.

Understanding by Design: (Understanding by Design) a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Workshop Model: a structure used to ensure that students receive direct instruction, time to work, and a common reflection/share component within each subject area, throughout the day

Action Component: Achieve Academic Success

Priority Need	Goal (Addresses the Priority Need)
According to the 2010/2011 Kentucky Interim Performance Report, the transition index for La Grange Elementary was 96.	By 2012, La Grange Elementary School's transition index on the Kentucky Interim Performance Report will meet or exceed 100.
Causes and Contributing Factors	Objectives with Measures of Success
<p>A. (Curriculum): Teachers express a continuing need to increase, refine and assess their own knowledge based on the new Kentucky Core Academic Standards; Literacy, Content Literacy, and Mathematics.</p> <p>B. (Instruction): 2010 results indicate steady improvement of student achievement, but teachers express the need to continue building a unified, vertically aligned approach to instruction (across literacy, mathematic, and content) which includes the implementation of constructed responses, on-demand writing, as well as thinking and other instructional teaching strategies.</p> <p>C. (Assessment): Teachers express a continuing need to implement and analyze effective formative assessments that include open response/constructive response, multiple-choice and on-demand questions/prompts that are meaningful and purposeful across content areas and grade levels.</p>	<p>A. By 2012, all teachers will become familiar with and design/revise Understanding by Design (UBD) instructional units from a viable curriculum aligned with the new Kentucky English Language Arts , and mathematics standards in addition to the Kentucky Core Content for Assessment in the content areas(science and social studies), including the Arts and Humanities, Practical Living and Career studies.</p> <p>B. By 2012, all students will continue to be instructed in a unified workshop model approach (both vertically and horizontally) to instruction(literacy, mathematics, and all content areas including the Arts and Humanities, Practical Living and Career studies) among all La Grange Elementary classrooms as evidenced through curriculum maps, PLC minutes, lesson plans indicating implementation of best practices in reading, math, and content area instruction, observations, walkthroughs, and student work products.</p> <p>C. By 2012, all students will perform at higher levels due to implementation and analysis of constructed responses, on-demand writing, and thinking strategies across curricular areas as evidenced through classroom observations, common assessments, and state test results. This vertical progression will present a cohesive understanding at each grade level to ensure student academic success.</p>

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible person(s)	Start Date	End Date	Estimated Resources & Costs
A-B	(Curriculum-Instruction) Curriculum maps will be developed/revised in all literacy, mathematics, content areas, Arts and Humanities, Practical Living and Career studies integrating problem solving, higher order thinking, process, and technology skill development by teachers, principals/literacy coach	Students receive instruction through workshop approach to increase academic achievement as evidenced through in-class assessments, common formative and summative assessments, and other school/state achievement data.	Grade level teachers, Principals, Literacy Coach, Team Leaders	Summer 2010	On-going	\$2000 PD/School funds
A-B	(Curriculum-Instruction): PLC teams will meet weekly and monthly with the principal (or designee) to plan UBD-like units in reading, writing and math instruction aligned to the new Kentucky Core Academic Standards.	Students receive instruction through workshop approach to increase academic achievement as evidenced through intervention data, assessment data and units of study focused on differentiated instruction.	Grade level teachers, Principal, Intervention Coordinator, Literacy Coach, Team Leaders	Summer 2010	On-going	\$0
A-B	(Curriculum-Instruction): Team Leaders will meet monthly with the principal; assistant principal and literacy coach to align instructional strategies horizontally and vertically across the K-5 curriculum. Particular attention will be given to K-5 alignment of writing including open and constructed response, multiple choice, and on-demand.	Students receive aligned instruction through workshop approach, across all content, to increase achievement as evidenced through intervention data, assessment data, units of study focused on differentiated instruction, and Program Reviews.	Grade level teachers, Principal, Intervention Coordinator, Literacy Coach, Team Leaders	Summer 2010	On-going	\$0
C	(Assessment): PLC teams will meet weekly and monthly with the principal (or designee) to analyze student work for the purpose of diagnosing and prescribing next instructional steps. To what level are students addressing the standards? Are students hitting the target or are they missing the mark? How do we know?	Students receive instruction to increase academic achievement as evidenced through intervention data, assessment data and units of study focused on differentiated instruction.	Grade level teachers, Principal, Intervention Coordinator, Literacy Coach, Team Leaders	Fall 2010	On-going	\$0
C	(Assessment): Struggling students in reading and mathematics will be identified through on-going analysis of ELP, STAR results, AIMS Web, IOWA and KCCT scores during Faculty Conference (FC) and regularly scheduled embedded PLC and PD events, or specially called meetings. Identified students will be serviced using the Response to Intervention (RTI) protocol.	Students will participate in effective reading/math intervention groups and receive individualized support services from the regular education teacher, support staff and/or an ESS instructor. Teachers will participate in regularly scheduled reflective conversations to assure that progress is being made and recorded in the tracking folder.	Grade level teachers, Principals, Literacy Coach, Team Leaders	Fall 2010	On-going	\$10,000 ESS funds PD Funds

Action Component: Believe -Narrowing the Achievement Gap

Priority Need	Goal (Addresses the Priority Need)
<p>According to the 20102011 Kentucky Interim Performance Report, the students in subpopulations achieved at lower performance levels than the general population as indicated:</p> <p>Reading: Grade 3: % P/D All students 88%, ECE 67%, ELL 83%, F/R 88% Grade 4: % P/D All students 77%, ECE 55%, ELL 69%, F/R 71% Grade 5: % P/D All students 77%, ECE 67%, ELL 71%, F/R 65%</p> <p>Mathematics: Grade 3: % P/D All students 72%, ECE 4767%, ELL 67%, F/R 79% Grade 4: % P/D All students 73%, ECE 55%, ELL 63%, F/R 62% Grade 5: % P/D All students 74%, ECE 67%, ELL 71, F/R 63%</p>	<p>By 2012, La Grange Elementary School's transition index on the Kentucky Interim Performance Report will meet or exceed 100. Subpopulations of ECE, ELL and F/R students scoring at the proficient/distinguished range in reading and math will increase by 10% across grade levels.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. (Intervention): Analysis of assessment data and the SACS review reveal a gap between student subpopulations. Through professional development focused on students of poverty, we have learned students lack the background knowledge, resources and ability to process information to learn in different ways. Intentional remediation must be provided for all students (regardless of diversity) who perform significantly below grade level, especially in the areas of reading and math.</p> <p>B. (Enrichment): Research supports and teachers indicate a need to continue to increase and refine enrichment services for all students based on their individual strengths.</p> <p>C. (Family Support): Surveys, demographic data and test score analysis of students in special populations, and the SACS review indicate a need to have the intentional involvement of community resources, building support, and targeted programs available for all students as a cornerstone towards academic success.</p>	<p>A. By 2012, students will continue to receive differentiated instruction in order to achieve proficient or distinguished levels of understanding. Teachers will continue to acquire effective instruction strategies through professional development to meet the needs of struggling students receiving purposeful intervention as evidenced through common school and state assessments.</p> <p>B. By 2012, students will continue to receive differentiated instruction in order to achieve proficient or distinguished levels of understanding. Teachers will continue to acquire effective instructional strategies through professional development determined by the GATES committee as evidenced through common assessment and state assessments.</p> <p>C. By 2012, La Grange staff will create, refine, and reflect on programs offered at La Grange Elementary to determine effective instructional strategies for use both at home and school. Communication with community stakeholders regarding academic programming, student progress, extra-curricular and co-curricular activities, and student support services will be increased to deepen the collaboration between school and community.</p>

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible person(s)	Start Date	End Date	Estimated Resources and Costs
A	(Intervention): PLC teams will target, plan, and orchestrate instruction based on individual needs of the student. Monitoring of targeted students will occur through regularly embedded PD, tracking folders, scrimmage, and weekly assessment data.	Students receive individualized instruction in reading and mathematics to increase achievement as evidenced through intervention data, assessment data and units of study focused on differentiated instruction.	Grade level teachers, Principal, Intervention Coordinator, Literacy Coach	Fall 2010	On-going	\$0
B	(Enrichment): After-school club activities offer a broad range of interest-based sessions and open to all students.	After-school extra-curricular and co-curricular instructional activities are offered to students to support interests and learning. Classes are offered in two to eight weeks sessions. Students can select from basketball, cross-country, knitting, scrapbooking, sign language, technology, reading, chess, academic team, dance, guitar, etc.	All certified staff responsible for hosting at least one course.	Fall 2010	On-going	Varies
B	(Enrichment): Arts and Humanities teachers will provide enrichment for grades 1-5 on a five-week cycle (during the Intervention-Enrichment block) to support and further enhance the Arts and Humanities program offered at La Grange.	Students receive instruction to increase understanding and appreciation for the Arts as evidenced through units of study, student products, and Program Reviews.	A & H teachers, Principals	Fall 2010	On-going	\$0
C	(Family Support): In-school family support concerns addressed through home visits, phone call, coordination of community volunteers, volunteer training, etc.	Resources and support target academic, behavior and attendance concerns. Assistance is provided based on the individualized needs of the family and student.	Family Resource Coordinator, Counselor, Principals	Fall 2010	On-going	Varies
C	(Family Support): During school, after school and evening activities support a broad range of interest-based sessions, focused to support academic criteria, parent concerns and family activities.	Families can participate in Mother/Father child activities, Hispanic Parent Forum, Literacy/Math night, Camp Inventions, Summer Camp, etc. to support the interests and academic needs of the family and student.	Grade Level Teachers, Family Resource Coordinator, Counselor, ELL Staff	Fall 2010	On-going	See FRC budget

Action Component: Celebrate Individual Successes

Priority Need	Goal (Addresses the Priority Need)
According to the 2010/2011 Kentucky Interim Performance Report, the transition index for La Grange Elementary was 96.	By 2012, La Grange Elementary School's transition index on the Kentucky Interim Performance Report will meet or exceed 100.

Causes and Contributing Factors	Objectives with Measures of Success
<p>A. (Collaboration): Informal and formal discussions within PLC meetings as well as the SACS review indicate a need to increase collaboration between and among PLC teams (including Leadership, Grade Level, Vertical, ELL, ECE, A&H, Instructional Aides, Professional Growth Plan, and building-wide teams). Teams need to focus their work on the planning, implementation, and revision of best practices, methods of implementation, and assessments, to ensure success of each student, celebrating milestones for individuals along the way.</p> <p>B. (Conferring): Short and long term academic goal setting needs to be consistent between and among grade levels, across content, as well as individualized for each student. Specific feedback on academic and behavioral goals should be provided to the students. Oral and visual next steps should be established to assist students in reaching the next level of success.</p> <p>C. (Constructive Feedback): Informal and formal observations, walkthroughs, and the SACS review indicate a need to increase academic and behavioral feedback occurring between student and student, teacher and student, teacher and parent, parent and student, principal and student, principal and teacher; all for the purpose of strengthening and valuing the process of continued learning and growth, and celebrating the success of each learner.</p>	<p>A. Horizontal and vertical teams of teachers will work together to ensure a structured learning community with rigorous, consistent expectations. They will constantly provide feedback to students (via workshop approach), colleagues, and parents while reflecting with their own professional learning communities. The collaborative effort will ensure a successful experience for all learners, one in which celebrations will occur throughout the school year.</p> <p>B. Short and long term academic goal setting should be daily routine. Meaningful feedback, naming and providing direct instructional next steps and support to achieve goals will guide learners, assisting success for all.</p> <p>C. Constructive, specific feedback will be evident on student work samples and in journals, conveyed in anecdotal notes recorded by teachers, it will be showcased on assessment records progressing over time. Commentary will appear on report cards, and will be discussed during parent/teacher and student/teacher conferences.</p>

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources & Costs
A.	(Collaboration): Collaboration with Grade Level PLC Teams:	Teachers will collaborate to design, implement, and reflect upon instructional tools used during instruction. Teachers will celebrate success of students as a grade level team once goals are achieved.	All Certified staff	Fall 2010	On-going	\$0
A.	(Collaboration): Collaboration through defined roles and/or responsibilities to provide instructional support for students	Teachers, Coaches, Arts & Humanities Teachers, Instructional Aides, ELL and ECE teachers, and the Leadership Team will refine schedules and planning times to ensure horizontal and vertical collaboration for the purpose of student success. Events will be held during planning and Faculty Conferences.	All Certified staff	Fall 2010	On-going	\$0
A.	(Collaboration): Collaboration with Family/School PLC Teams	Constant and focused communication between school and family will encourage and allow for the success of each learner. A team approach to education is essential to meet the needs of our diverse and unique population. Communication will include defining terms and detailing academic activities.	All Certified staff	Fall 2010	On-going	\$0
B	(Conferring): Conferring between members of Grade Level Teams and with students	Teachers focused on common areas of professional growth will provide constructive feedback to each other based on specific learning targets for students.	All Certified staff	Fall 2010	On-going	\$0
B	(Conferring): Constructive feedback between teachers and students/families:	Teachers will confer with students on a regular basis; across content areas regarding academic goals and progress made. Teachers will confer with families on a regular basis, ensuring an open line of communication while maintaining 100% parent/teacher conferences; notifying families of progress in order to celebrate milestones of success.	Teachers, Students, Families	Fall 2010	On-going	\$0
C	(Constructive Feedback): Student journals, notebooks and think tanks will be used across content to track student thinking, problem solving, and encourage reflective thinking.	Students receive effective instruction through workshop model approach with strategies presented by teachers as evidenced through professional development and analysis of student work products.	All certified staff, Principals, Literacy Coach	Fall 2010	On-going	\$0
C	(Constructive Feedback): In 2 nd -5 th , students will complete open and constructed response while familiarizing them with the scoring matrix. Teachers will monitor progress in skills and concepts and evaluate the student progress in addressing the requirements of the prompts.	Students receive instruction on effective strategies for answering constructed responses. Specific, detailed oral/written feedback will be provided to the students about their work as evidenced through teachers' written responses on student work samples, scrimmages, classroom observations, PLC minutes, and analysis of student responses, recorded on the tracking tool. Student progress will be recorded on the tracking tool, monitored and celebrated in various ways in the classroom and school.	Grade level teachers, Principals, Literacy Coach	Fall 2010	On-going	\$0