



2020-21 Phase Three: LeGrande Executive Summary for
Schools_09282020_16:10

2020-21 Phase Three: Executive Summary for Schools

LeGrande Elementary School
Megan Jones
70 LeGrande School Road
Horse Cave, Kentucky, 42749
United States of America

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2020-21 Phase Three: Executive Summary for Schools

. 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 273 students enrolled, which is down from the 19-20 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 1st, 2nd, and 7th grade. Currently we are a school wide Title I school. We currently have 26 certified teachers including a full time physical education teacher, music teacher, library media specialist, principal, school counselor, 1.5 speech pathologists, and 3.5 special education teachers. We also have 13 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 fallen in the past two school years of data collection. Changes such as teacher turnover and a new principal in the 19-20 year, as well as COVID-19, have led to new initiatives to increase student achievement in the 20-21 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.

. 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, The LeGrande family believes in the importance of learning, cooperation, accountability, responsibility, determination in a safe, structured environment to ensure success. Our students are offered rigorous core classes as well as music, and physical education classes daily. Our middle grades students also 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. Each year our discipline numbers decrease due to high expectations of all stakeholders.

. 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 3-8 are 1-to-1 with Chromebooks and students in grades K-2 have access to Chromebooks and I pads on a daily basis. Our students are involved in many organizations such as band, KYA, 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. In the past three years, our school has been identified as a school that is not in need of intervention, however, our scores have fallen each year, and we are taking initiatives and measures to ensure that scores grow to our potential in the next three years.

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

N/A

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase One: LeGrande Continuous Improvement
Diagnostic for Schools_09282020_16:04

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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2020-21 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 2020-21 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
- Closing the Achievement Gap Diagnostic 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.

Please enter your name and date below to certify.

Megan Jones 10/1/2020



2020-21 Phase Two: LeGrande The Needs Assessment for
Schools_09282020_16:05

2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings 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). This year, we added an impact team for RTI and Special Education, which is proving to be very successful. 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.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. 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.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to RSP Data from Lexia, 51% of students in grades K-5 are on target to meet end of year reading benchmarks. RAPID assessment data indicates that only 25% of students schoolwide are on track to meet end of year benchmarks in reading. 19-20 KPREP Data indicated: KPREP data indicates the following current conditions: -11% of middle school students scored proficient or distinguished in science in 2019 on KPREP testing. -51% of middle school students scored proficient or distinguished in social studies in 2019 on KPREP testing. -6.1% of middle school students scored proficient or distinguished in writing 2019 on KPREP testing. -44.1% of middle school students scored proficient or distinguished in reading 2019 on KPREP testing. -33.3% of middle school students scored proficient or distinguished in math 2019 on KPREP testing. -18.8% of elementary school students scored proficient or distinguished in social studies in 2019 on KPREP testing. -37.5% of elementary school students scored proficient or distinguished in writing 2019 on KPREP testing. -48.8% of elementary school students scored proficient or distinguished in reading 2019 on KPREP testing. -30.2% of elementary school students scored proficient or distinguished in math 2019 on KPREP testing.

Priorities/Concerns

. Clearly and concisely identify 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.

The lowest areas of performance in RAPID reading assessments pertained to word reading in grade 3, reading comprehension in grade 7, and academic language in grade 3.

Trends

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

When looking at scores for the past two academic years, it is apparent that our highest priorities lie within the areas of writing, science, reading, and math. Science and writing have remained priority areas in our school, as the most recent assessment data indicates that scores had fallen when the last assessment data was reported. Writing preliminary (school level) data indicates that writing scores should improve significantly.

Potential Source of Problem

. 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 outlined below:

[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](#)

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 master teacher who pulls small groups and individuals for RTI and enrichment. 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.

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The attendance rate has been above 94% the past two years. 2019 growth scores for students in elementary school were 4.4% higher than the state average and growth scores in middle school were 6.3% higher than the state average. Preliminary school level data indicates that 75% of students in grades k-5 improved in the area of reading since this time last year and are set to meet or exceed benchmark for their grade level by the end of the school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: LeGrande Closing the Achievement Gap
Diagnostic_09282020_16:11

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See Attached- Economically Disadvantaged, Special Education, and Minority Group percentages.

ATTACHMENTS

Attachment Name

 Achievement Gap

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Our most significant gap group is free/reduced lunch, which makes up 68.7% of our total school population. Economically disadvantaged students performed significantly lower in both reading and math based on 2019 KPREP data. While we also have a large percentage of students in special education, the significance in the gap between scores for economically disadvantaged and non-economically disadvantaged students makes this our highest gap group priority.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Data from the previous two school years when data were collected (KPREP) shows that the achievement gaps have not been successfully closed.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

In a typical school year, our school uses ESS funds in order to have tutoring 2 days each week. Teachers target students who need extra help for ESS. Aside from this we have time devoted to tutoring each morning from 7:20-7:45. During virtual learning, small group interventions and virtual ESS will take place 2 days a week. Our school's professional development is prioritized as well as customized to meet the need of the teachers who serve our target groups. All teachers receive professional development in reading and math in order to teach these two subject areas across the curriculum. Additionally, measures are being taken to ensure that parents of economically disadvantaged students have access to the curriculum and the tools necessary to ensure success at home and school.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Our school has lacked progress in the area of special education math. One attributing factor to this regression is the high number of students identified for special education. This population growth has led to the addition of .5 special

education teacher, which should begin to alleviate this lack of progression. Additionally, as previously mentioned, students who are economically disadvantaged have performed lower in both reading and mathematics than those who are not economically disadvantaged. Another benefit for our students this school year is the hire of a 6-8 special education teacher who is certified in 5-8 mathematics as well and has experience teaching mathematics in grades 6-8.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Over the past few years our school has experienced an influx of special needs students which has overburdened the caseloads of our special education teachers. Title funds has been cut over the past few years causing a decrease in the ability to supply students with needed materials that would help close these gaps. There appears to be a lack of student work analysis going on, specially in elementary grades resulting a negative impact on closing gaps. Large class sizes have also contributed the lack of gap closure, as many teachers have had large classes. This year, class sizes are considerably smaller, which should lead to a decrease in the achievement gap.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Impact Teams are charged with analyzing student data to identify weak areas, but more dedicated practices need to be in place and more accountability for closing the achievement gaps. This involves all teachers in every grade level. During meetings, teachers have the capacity to share best practices with colleagues. SBDM approves the CSIP and budgets that are directly related to students achievement, thereby, closing achievement gaps. Additionally, the school has implemented instructional rounds for targeting growth among the faculty and school in the areas of formative assessment and student data tracking. Students are now grouped daily based on their individual levels for targeted instruction in reading, and some groupings are being implemented across other content areas. Teachers gather and interpret data from multiple sources including Lexia, RAPID, STAR Math, classroom assessments, benchmark assessments, and teacher observations in order to maintain student data tracking and student progress.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Professional development tailored to student needs and the new standards has begun and will continue to be implemented. Based on this professional development, teachers are conducting task alignment analysis in impact teams on at least a quarterly basis. They are required to submit evidence of this task analysis to the principal. Teachers are also receiving professional development in the areas of reading and mathematics through our district level professional development plan.

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

In the 2020-21 school year, reading scores among economically disadvantaged students will improve on KPREP from 41.4% proficient and distinguished in elementary, and 40.6% in middle school, to at least 50% proficient and distinguished, which is more aligned with the scores of those students who are not economically disadvantaged.



Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached, achievement gap planning and goals will remain the same for the 20-21 school year from previous CSIP due to lack of data from the 19-20 school year because of COVID-19.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap		•
 Achievement Gap Identification		•



2020-21 Phase Three: LeGrande Professional Development Plan for Schools_09282020_16:09

2020-21 Phase Three: Professional Development Plan for Schools

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

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, The LeGrande family believes in the importance of learning, cooperation, accountability, responsibility, determination in a safe, structured environment to ensure success. Our students are offered rigorous core classes as well as music, and physical education classes daily. Our middle grades students also 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. Currently, we are working diligently to improve test

scores after a low performing year in the 2018-19 school year which led to a two-star classification for our school.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

In order to support learning and continuous improvement in our school, there is a definite need for 1) continued professional learning in literacy, which includes basic literacy skills and 2) literacy across content areas and applying literacy skills in areas such as science and mathematics, as well as other core areas.

3. How do the identified **top two priorities** of professional development relate to school goals?

These two goals should lead to an increase in student performance not only in ELA and writing, but across content areas. Teachers in areas such as middle school science have noted that low performance is attributed to a lack of vocabulary acquisition and literacy skills rather than a lack of content area knowledge. A literacy focused professional development plan will allow for all teachers to focus on teaching students not only the skills and content in their area, but how to use literacy skills to communicate their knowledge.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

All teachers need to be trained in basic literacy skills and methods for teaching literacy instruction. We have a high number of intermediate and middle grades students whose performance has shown that they are below grade level in reading and writing skills, and are in need of remediation, even down to basic phonics and decoding skills that some teachers may not be as familiar with or well trained in. Professional development for all teachers in the area of basic literacy skills acquisition will allow us to fill these gaps in learning for those students who are beyond the age of reading recovery.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Our goal is for all students to be reading at/above grade level or at least no more than .5 years below grade level by the end of the 2021-22 school year.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success will be based on classroom teacher assessment and universal screener data, as well as KPREP scores.

4d. Who is the targeted audience for the professional development?

All teachers K-8, especially ELA and classroom teachers.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, all classroom teachers, and widespread effects to the district due to increase in test scores.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Books for book studies, professional learning dates summer 2021, "train the trainer" and refresher courses for lead teachers.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching within grade level teams and refresher courses to follow up quarterly on training.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence of implementation will be gathered through teacher lesson plans, classroom observation, and and teacher reflection.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

All teachers need to be trained in basic literacy skills and methods for teaching literacy instruction. We have a high number of intermediate and middle grades students whose performance has shown are not proficient in the content areas such as science and social studies, and are in need of remediation in order to accurately convey their knowledge through writing and acquire knowledge through reading and interpretation of other literacy materials. Professional development for all teachers in the area of literacy skills in the content areas will allow us to fill these gaps in learning for those students who are beyond the age of reading recovery.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers should see an increase in student achievement on assessments (formative and summative) in the content areas, as well as an increase in KPREP scores to reflect at least 50 percent proficiency in the areas of science and social studies due to an increase in student ability to communicate orally and acquire skills through reading.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success will be based on classroom teacher assessment and universal screener data, as well as KPREP scores.

5d. Who is the targeted audience for the professional development?

All teachers K-8

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, all classroom teachers, and widespread effects to the district due to increase in test scores.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Books for book studies, professional learning dates summer 2021, "train the trainer" and refresher courses for lead teachers.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching within grade level and content area district-level teams and refresher courses to follow up quarterly on training.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence of implementation will be gathered through teacher lesson plans, classroom observation, and and teacher reflection.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

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Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

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1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

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, The LeGrande family believes in the importance of learning, cooperation, accountability, responsibility, determination in a safe, structured environment to ensure success. Our students are offered rigorous core classes as well as music, and physical education classes daily. Our middle grades students also 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. Currently, we are working diligently to improve test

scores after a low performing year in the 2018-19 school year which led to a two-star classification for our school.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

In order to support learning and continuous improvement in our school, there is a definite need for 1) continued professional learning in literacy, which includes basic literacy skills and 2) literacy across content areas and applying literacy skills in areas such as science and mathematics, as well as other core areas.

3. How do the identified **top two priorities** of professional development relate to school goals?

These two goals should lead to an increase in student performance not only in ELA and writing, but across content areas. Teachers in areas such as middle school science have noted that low performance is attributed to a lack of vocabulary acquisition and literacy skills rather than a lack of content area knowledge. A literacy focused professional development plan will allow for all teachers to focus on teaching students not only the skills and content in their area, but how to use literacy skills to communicate their knowledge.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

All teachers need to be trained in basic literacy skills and methods for teaching literacy instruction. We have a high number of intermediate and middle grades students whose performance has shown that they are below grade level in reading and writing skills, and are in need of remediation, even down to basic phonics and decoding skills that some teachers may not be as familiar with or well trained in. Professional development for all teachers in the area of basic literacy skills acquisition will allow us to fill these gaps in learning for those students who are beyond the age of reading recovery.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Our goal is for all students to be reading at/above grade level or at least no more than .5 years below grade level by the end of the 2021-22 school year.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success will be based on classroom teacher assessment and universal screener data, as well as KPREP scores.

4d. Who is the targeted audience for the professional development?

All teachers K-8, especially ELA and classroom teachers.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, all classroom teachers, and widespread effects to the district due to increase in test scores.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Books for book studies, professional learning dates summer 2021, "train the trainer" and refresher courses for lead teachers.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching within grade level teams and refresher courses to follow up quarterly on training.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence of implementation will be gathered through teacher lesson plans, classroom observation, and and teacher reflection.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

All teachers need to be trained in basic literacy skills and methods for teaching literacy instruction. We have a high number of intermediate and middle grades students whose performance has shown are not proficient in the content areas such as science and social studies, and are in need of remediation in order to accurately convey their knowledge through writing and acquire knowledge through reading and interpretation of other literacy materials. Professional development for all teachers in the area of literacy skills in the content areas will allow us to fill these gaps in learning for those students who are beyond the age of reading recovery.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers should see an increase in student achievement on assessments (formative and summative) in the content areas, as well as an increase in KPREP scores to reflect at least 50 percent proficiency in the areas of science and social studies due to an increase in student ability to communicate orally and acquire skills through reading.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Success will be based on classroom teacher assessment and universal screener data, as well as KPREP scores.

5d. Who is the targeted audience for the professional development?

All teachers K-8

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All students, all classroom teachers, and widespread effects to the district due to increase in test scores.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Books for book studies, professional learning dates summer 2021, "train the trainer" and refresher courses for lead teachers.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching within grade level and content area district-level teams and refresher courses to follow up quarterly on training.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence of implementation will be gathered through teacher lesson plans, classroom observation, and and teacher reflection.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_09282020_16:06

2020-21 Phase Two: School Assurances

Legrande Elementary School
Megan Jones

70 Legrande School Road
Horse Cave, Kentucky, 42749
United States of America

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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_09282020_16:06

2020-21 Phase Two: School Assurances

Legrande Elementary School
Megan Jones

70 Legrande School Road
Horse Cave, Kentucky, 42749
United States of America

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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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