

**La Grange Elementary School Council**  
**Oldham County Schools**  
**SPECIAL-CALLED**  
**A G E N D A**

**January 25, 2021**

- I. Call to Order
  
- II. Agenda Approval
  
- III. Review Norms
  - A. Council discussions stay within the group until the action item has been approved by the Council
  - B. Start on time and end on time
  - C. Maintain a focus on ensuring the learning of all students
  - D. Be willing to share ideas and open to new learning
  
- IV. Council Action Items
  - A. Policy Review: 4010 (Enclosure A)
  - B. Title I Annual Survey (Enclosure B)
  - C. December 2020 SBDM Updates (Enclosure C)
  
- V. Principal's Report
  - A. Board Report (Enclosure D)
  
- VI. Adjourn

**La Grange Elementary  
School-Based Decision Making Council  
Minutes  
December 14, 2020**

The La Grange Elementary School Council met in regular session in the Library/Media Center at LaGrange Elementary with the following members in attendance: Jessie Gray - Teacher Rep, Matthew Butterfield – Teacher Rep, Ashley Phenix – Parent Rep, Kiley Walker – Parent Rep and Heather Thomas - Chair. Mrs. Thomas called the meeting to order at 1:03 pm.

1. A motion was made by Jessie Gray to approve the agenda and accept the minutes as read. Kiley Walker seconded and the motion carried with no opposition.
2. Mrs. Thomas reviewed one SBDM policy. Policy 2002 – Selection of Textbooks and/or Instructional Alignment Materials. She explained what the policy means and what revisions she would recommend. After discussion and revisions, a motion was made by Kiley Walker to accept the revised policy as written. Ashley Phenix seconded the motion and the motion carried with no opposition.
3. Mrs. Thomas reviewed the plan that was set in place several years ago that was created to provide an equal opportunity for all staff to receive a stipend for extracurricular participation & leadership. Stipends are available for staff who meet one of the following three expectations: 1. the staff member serves on three or more clubs; 2. the club selected involves multiple weekend events or 3. the staff members serves as a director of a club that is active for an extensive portion of the school year. Mrs. Thomas explained that with the COVID-19 pandemic this year, she feels that the Council needs to reexamine this policy and make a one year exemption. Mrs. Thomas asked the Council to review the extra-curricular descriptors and approve Melinda Hadley as Yearbook Coordinator and to receive a stipend. A motion was made by Ashley Phenix and seconded by Matthew Butterfield. The motion carried with no opposition.
4. Mrs. Thomas presented and explained all facets of the CSIP (Comprehensive School Improvement Plan). She explained the data presented – assessment scores, funding, etc. After her explanation, brief discussion amongst the Council took place. A motion was made by Matthew Butterfield to accept the CSIP. Ashley Phenix seconded and the motion carried with no opposition.
5. Mrs. Thomas presented the letter to the Council regarding LaGrange Elementary School is an Asbestos Free building. No action was necessary.

With no further business to discuss, Kiley Walker made a motion to adjourn. Jessie Gray seconded.

Meeting was adjourned at 1:36 pm

La Grange Elementary School Council  
Oldham County Schools

CONCERN

The phrase *council policies* refer to what the school council develops and adopts concerning how the school operates. This includes such items as curriculum development, determining school schedules and technology use in schools. Policies are the rules, guidelines and procedures for school operations.

DISCUSSION:

School council policies need to contribute to raising student performance and keep a focus on achieving our mission and goals. As our goals and procedures evolve, the council needs to review our policies to determine if and how they need to be revised.

RECOMMENDATION:

Discuss the three council policies presented, make revisions, ask questions and seek additional information if needed. If questions are addressed, approved policy revisions.

LAGRANGE ELEMENTARY SCHOOL COUNCIL POLICY

Extended School Services 4010

TOPIC	STATEMENT
a) Rationale Program	LaGrange Elementary is committed to assisting all students with academic deficiencies consistent with students' intervention or individual learning plans. The SBDM Council will determine when and how services will be provided based on the resources available from district/state ESS funds.
b) Eligibility	Per district policy, student eligibility will be based on the following methods: <ul style="list-style-type: none"> <li>• Teacher recommendation</li> <li>• Academic performance data, including diagnostic, formative and summative assessments</li> <li>• Behavioral and developmental progress as documented on informal and formal assessments</li> </ul>
c) Student Selection/ Services	Students demonstrating the greatest need will be given priority. Students serviced through ESS will be monitored closely to determine progress.
d) Parent	Parents of eligible students will be notified through a notification form. Parents will receive feedback outlining their student's progress towards their learning goals.

La Grange Elementary School Council  
Oldham County Schools

CONCERN:

La Grange Elementary is a school-wide Title I school with 61.2% of our student population on free or reduced lunch. Each year we send home a parent survey and use the results from our parent survey to reflect on our programs and services. Parents are also asked to sign our Title I Policy and Parent Compact. This year the survey was modified to be conducted virtually during a parent drive thru event and shorted to focus on questions relevant to 20-21.

DISCUSSION:

The Council needs to review the results of the 2020-21 parent survey data. Through our discussion, we need to reflect on the following questions: what could explain the drop in responses to question 1? How can we start planning for next year?

RECOMMENDATION:

Take survey results under advisement in determining our 2021-22 Title I budget and parent involvement events.

Title I Parent Involvement Survey Data 2020-21

General Information	<u>17-18</u>	<u>18-19</u>	<u>2019-20</u>	<u>2020-21</u>
Enrollment	435	527		
Survey Participants	218	213	289	168
% of participation	47.9%	48.9%	55%	

(Percentage assumes one child per household)

<b>Title I Parent Involvement Survey Data</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
Were you notified that La Grange is a Title I school and that LA receives federal financial assistance to help ensure that all our children meet challenging state academic standards?	88.6	82.5%	90.9%	72.6%
Did you receive a copy of the Parent Involvement Policy during registration or the family night Title I meeting	92.9	86.7%	91.9%	85.1%
Have you been invited to a meeting or family night where the Title I program was discussed?	77.3	70.4%	86.2%	--
Have you participated in a parent/teacher conference this year?	93.02	88.6%	86.1%	91.1%
Did you conference, either student-led or individual conference, answer your questions and concerns?	97.1	88.2%	93%	95.6%
Have you been offered information or suggestions on how to help your child in learning?	95.79	91.9%	96.8%	98.2%
Was the information provided to you in the report card understandable?	98.1	94.7%	97.2%	--
Have you been well informed or activities at the school?	97.1	96.6	95.4%	--
Has your family attended or plans to attend any of the family night events?	86.7	86.7%	86.5%	--

**La Grange Elementary School Council  
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CONCERN:

Following our December SBDM meeting, KDE released a PowerPoint presentation with updates specific to CSIP, diversity, equity, and inclusion and guidance for Special Called Meetings.

DISCUSSION:

As a Council, we need to review the update and guidance for Special Called Meetings listed below:

- Held at dates and times **NOT** on a regular meeting schedule
- Called by the chairperson or a **majority** of the council
- Requires written notice that includes the date, time, place and agenda (agenda cannot be added **OR** amended during meeting)
- Requires that the notice be sent to all members by fax, mail, email (if they have requested to receive it via this method) or hand delivery **24** hours in advance
- Posted at your location **and** meeting location 24 hours in advance (include link to Zoom meeting)
- Sent to media by fax, mail, email (if they have requested to receive it via this method) or hand delivery 24 hours in advance if they have asked to receive notification of special meetings

Update #6, asks for all council members to sign the following: [Special Called Email Notification](#)

RECOMMENDATION:

As a member of the council, if you want to be notified via email, open the attachment above and complete one of the blank forms enclosed. After all forms have been received, the Principal is responsible for notifying Mr. Deaves, Assistant Superintendent.

January 25, 2021



**Oldham**  
COUNTY SCHOOLS

## **SBDM COUNCIL REPORT: 2020-21**

**School:** La Grange Elementary\_\_\_\_\_

**SBDM Council Members:** Ashley Phenix (parent rep.), Kiley Walker (parent rep.), Jessie Gray (teacher rep.), Matthew Butterfield (teacher rep.), Jessica Galati (teacher rep.) and Heather Thomas

**Date of Presentation to the Board:** January 28, 2021

**School Report (not to exceed three pages):**

1. Through your reflection on education during a pandemic and over the past nine months, what has come to light regarding instruction and the impact on student learning at your school? How will you build upon those successes and buttress those areas of improvement.

The pandemic has caused us to look beyond just the instructional needs of our students and shed light on their overall social-emotional well-being, physical needs, the need for technology and the importance of intervention.

During spring NTI the importance of technology became abundantly clear. It was necessary for us to provide paper packets rather than online learning due to the lack of technology available at home to many of our students. We would like to thank the Board, the Technology Department, and NOHS for their support prior to and during the pandemic. Three years ago we could not have survived a pandemic with the state of our technology. Due to the Board's support of our students and school, we are currently 1:1 Chromebooks in 3rd-5th grade, 1:2 in 2nd grade, and on track to become 1:1 school wide within the next 5 years. For 20-21, we were able to acquire an additional 100 Chromebooks from NOHS to support the needs of our students who do not have access to personal devices. Currently, **89%** of our student population have borrowed a district Chromebook for NTI/VLA usage. We also appreciate the Board's provision of hot spots for our families who do not have wifi support in their homes. At this time, 16% of our population is using a district hotspot for NTI/VLA. Because of this great support, we were able to provide an almost seamless transition to virtual learning.

The impact of the pandemic on the social and emotional needs of our students and families is vast. Isolation, chronic stress, depression, and financial hardships are just a few of the precipitating challenges our families face. Never has it been more apparent how crucial it is that we as a school have the capacity to address the mental health needs of students. Fortunately this school year we were blessed with a diverse and plentiful mental health team. In our building we are thankful to have two full-time school counselors, a full-time school psychologist, an ARC chair, a mental health consultant with a reduced caseload, and a wrap-around coordinator. This team allows us to reach all students consistently, and provide intensive services to those with a greater need. Already this year, more than 20 percent of our student population have received intensive mental health or social emotional support.

With the addition of a VLA option for families this school year and the protocols set forth for social distancing safety, we were blessed by the district to maintain small class sizes allowing us to better meet the individual academic needs of our students. We have 5 teachers per grade level in all but 4th grade who has 4 teachers. When many schools had to cut their intervention staff to lower classroom sizes, we were able to keep 2 of our 3 Reading Recovery teachers, 2 intervention teachers, and 1 ESS teacher. These teachers service 110 students through in-person supplemental instruction and were able to maintain most of these services for students during NTI thankfully due to the gift of technology. At the beginning of the pandemic meeting the needs of our intervention students was almost impossible virtually, but due to Lexia and Literacy Footprints not

only has the ease of delivering supplemental instruction increased, but the ability to meet the needs of our diverse population has too.

Along with our counselors and network of support staff, our Family Resource Center has played a critical role in supporting the physical needs of our families and removing the barriers that prevent them from fully participating. Over the summer, our FRC coordinated summer programs for 58 students. Since August, our FRC has coordinated weekly "Blessings in a Backpack" food deliveries for 187 children (40% of our population), which continued through NTI with the help of transportation. We have also helped 504 students with school supplies, partnered with local churches to distribute 75 food baskets and provide Christmas assistance for 100 children. Additionally, 94 home visits have been completed to assist with technology, NTI concerns, furniture assistance and additional family needs. Our FRC has also coordinated dental services and translation services for 37 parent-teacher conferences.

Helping students and families navigate the changes and instructional delivery options has been our priority, however, understanding our current data has allowed us to address supplemental instruction and plan ahead for next year. Through virtual professional development designed by Leslie Robertson related to MAP analysis, our teachers developed a detailed picture of student levels of academic achievement, conditional growth, and identified areas in which students struggle. Our teachers and staff have latched on to the power of the "conditional growth" score that MAP provides for each student and grade-level. Teacher/leadership team understanding of the use of conditional growth scores is powerful in that adults can verify if what they are doing instructionally is impacting student growth in learning beyond what is "expected".

We have determined that in the area of reading, the initiatives we have in place are growing our students as readers and that we need to continue to implement Reading Academy with fidelity. However, in the sub-areas of vocabulary usage and acquisitions there is a deficit in comparison with the other 3 subsets of MAP reading. Both math and reading are being addressed in our CSIP.

Our philosophy of focusing on the whole child has only been strengthened during the pandemic. Now we truly realize the importance of each of these team players when meeting the needs of our students and families.

**2. Based on your response to the first question, what are your long term goals for improvement? What steps will you follow over the next year in order to address your long term goals? How will you measure your progress toward your goals?**

Our long term goals focus on academics, intervention services, and social-emotional support. Professional development, financial resources and a commitment to our master schedule play an integral part in addressing our long term goals.

**MATH:** Five years ago La Grange adopted Engage NY/Eureka Math. Since that time we only have two teachers teaching in the original grade they were trained. Additionally, with our deeper understanding of conditional growth, we realized that math needs to be one of our primary improvement goals. In February of 20, we outlined a PD opportunity with Great Minds - Eureka Math focused on problem solving and crafting a PD around the identified needs of our building. We plan to proceed with this professional development and also attend additional training provided by the Board. We are also purchasing a pre-module assessment program to help us identify knowledge gaps, which is key in identifying the learning gaps that have occurred during the pandemic. Our master schedule will establish a designated math clinic block to address our gaps while continuing with core instruction. We will also continue using Simple Solutions to support a more spiraled approach within our math curriculum. Data and planning conversations will occur weekly to measure progress and establish growth goals.

**READING:** The implementation of the Reading Academy model based on Jan Richardson's *Next Step Forward in Guided Reading* for grades K-3 continues to be a big rock for our school. Teachers work with coaches to better their practices and utilize effective techniques for strengthening small-group reading instruction. Through the use of guided reading, students have developed greater control over the reading process applying reading strategies to promote decoding and construct meaning. DRA will be utilized to assess individual growth over time using grade level benchmarks as our standard. Along with Reading Academy, we are also implementing an intentional phonemic and phonological awareness program based on the work of Dr. David Kilpatrick's text, *Equipped for Reading Success*, with our youngest readers in K-1. The purpose behind this work is to develop phonemic awareness and fluent word recognition in children. Our K-1 teachers began this work in the summer of 2020 and we are planning to continue working with Dr. Kilpatrick summer 2021. Teachers will also build on their knowledge in administering and using the PAST assessment to meet the needs of their students. Through direct, intentional vocabulary instruction using the steps outlined in Robert Marzano's *Teaching Basic, Advanced, and Academic Vocabulary*,

teachers will deliver purposeful instruction based on students' needs, using pre and post assessment data. Students' growth will be reflected on the acquisition and usage portion of the MAP reading assessment.

Social-emotional and intervention support are discussed in Question 3.

3. How are you addressing the needs of students who are failing or struggling academically? How are you addressing the social/emotional needs of students?

La Grange has many systems in place to support students struggling academically and/or social-emotionally. Each grade has an instructional math and reading block called "clinics" designed to support students in meeting grade level standards. For those most at-risk, Tier 3 math services are also provided to allow for more intensive instruction. In K-3, our "Reading Academy" model is in place to meet the flexible growth of our readers. Intervention teachers heavily support this model targeting students most in need. For students requiring more intense intervention, Reading Recovery and Intervention teachers meet with small groups, in addition to Reading Academy, to provide Tier 3 instruction in reading and writing.

During NTI, Reading Recovery and Intervention teachers continue to meet virtually and/or in-person with students. Our EL teachers are meeting in-person with small groups of language learners requiring intensive support. The district has provided transportation for these students and the cafeteria is providing meals. For students who have struggled with connecting online and completing assignments, teachers are providing in-person support weekly. Homeroom teachers are also meeting with students in-person to complete DRA assessments.

During NTI, students' social-emotional needs are supported through a concerted full staff effort. All students are provided a weekly opportunity to participate in guided social interactions with grade level peers led by our two school counselors using a co-teach model to support students via a virtual platform providing students the opportunity to step away from academics and connect with their peers/counselors. The counselors have continued to provide individual and small groups to aid in students' social emotional wellbeing via virtual platforms and in-person services when necessary. Counselors assist with providing family referrals to district mental health consultants and a wrap-around coordinator. Counselors have provided families with resources to outside community mental health agencies to aid with student social-emotional needs. The counselors, FRC, and Officer Dawson have provided wellness checks and also general check-ins for students having difficulty accessing educational resources/technology issues.

4. What is one initiative that will make the difference in the lives of students at your school (could be academic, socio-emotional, etc.)?

Many exciting new initiatives were started during the spring 2020, but due to the pandemic we haven't been able to gain any traction. Two of our initiatives are Morning Meet-ups and Co-teaching.

When students resume in person services teachers will assist with social emotional needs of students through the continuation of daily class Meet-Ups, a targeted time each day to build community in the classroom. Additionally Meet Ups allow for intentional skill practice in the areas of emotional regulation, goal setting, and social skills. Counselors will support the facilitation of Meet Ups by collaborating with teachers to lead Meets, walkthroughs, and ongoing professional development.

The A.L.L.-In Co-teaching initiative, an inclusive model of special education for all students, expands the continuum of special education and EL services available at La Grange Elementary, and positively impacts the learning of all students. The structure of this program allows us to increase opportunities for co-teaching and small group instruction for all students, reduce the student to teacher ratio, and increase student exposure to grade level content. Moreover co-teaching allows us to increase the amount of time students with disabilities are potentially able to spend with their same age peers. Integrating the co-teaching model with the other support structures currently in place allows us to further build our capacity to meet the educational, social, and emotional needs of all students, helping each child reach their fullest potential.