



Comprehensive School Improvement Plan

Garrison Elementary School
Lewis County

Dale McDowell, Principal
Garrison, KY 41141

TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	10
--------------------	----

Stakeholders	11
--------------------	----

Relationship Building	12
-----------------------------	----

Communications	13
----------------------	----

Decision Making	15
-----------------------	----

Advocacy	17
----------------	----

Learning Opportunities	18
------------------------------	----

Community Partnerships	19
------------------------------	----

Reflection	20
------------------	----

Report Summary	23
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	25
--------------------	----

Improvement Planning Process	26
------------------------------------	----

Phase I - Needs Assessment

Introduction 28

Data Analysis 29

Areas of Strengths 31

Opportunities for Improvement 32

Conclusion 33

16-17 Plan for Comprehensive School Improvement Plan

Overview 35

Goals Summary 36

 Goal 1: Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019. 37

 Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.3% in 2015 to 64.1% in 2019. 41

 Goal 3: Increase student achievement, teacher retention, and parent involvement by following all district hiring, recruitment, retention policies to ensure that all students are taught by HQ adequately trained staff. 44

 Goal 4: Garrison Elementary will provide an environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity. 45

 Goal 5: Garrison Elementary School will increase the percentage of Accomplished certified staff from 33.3% in 2015 to 100% in 2020. 46

 Goal 6: Garrison Elementary will reduce the percent of novice scoring student in Reading/Math combined from 39.7% in 2015 to no less than 19.9% in 2021 as measured by KPREP data. 47

Activity Summary by Funding Source 49

Phase II - KDE Assurances - Schools

Introduction 57

Assurances 58

Phase II - KDE Compliance and Accountability - Schools

Introduction 64

Planning and Accountability Requirements 65

Executive Summary

Introduction 90

Description of the School 91

School's Purpose 92

Notable Achievements and Areas of Improvement 93

Additional Information 94

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

All students have access to highly qualified educators in all the classrooms at Garrison Elementary.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Garrison Elementary is located in a high poverty area. We have a very small rate of turnover but when we do we have a limited number of applicants for open positions. We actively recruit applicants but have seen a decrease in the number of teacher applicants in the last few years.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-

Comprehensive School Improvement Plan

Garrison Elementary School

embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Garrison Elementary from 46.6% in 2016 to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

Math Initiative - Teachers will plan and implement Go Math, Math Trailblazers, and Math Innovations following the district developed pacing guides.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development on Math Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, research-based professional development on math practices and interventions. Susie Osborne will work with teachers on improving RTI strategies for basic skills	Academic Support Program	08/07/2013	05/31/2016	\$1500 - Title II Part A	Principal Assistant Principal

Strategy2:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Literacy-Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing strategies needed for staff in order to transition our students to proficiency. A writing consultant will work with teachers to develop strategies to use with students. Strategies will be modeled in classrooms by consultant with on-going support.	Professional Learning	08/04/2014	05/31/2016	\$4000 - Title II Part A	Principal Assistant Principal Teachers Writing Consultant

Activity - Writing Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has hired a program consultant to provide on-going professional learning for writing. Consultant will provide strategies for teachers to use to improve student writing.	Professional Learning	07/01/2014	05/31/2016	\$4500 - Title II Part A	Principal Teachers

Strategy3:

School Readiness and Early Learning - Garrison Elementary School will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - ELLN Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary preschool teacher will attend ELLN meetings at KEDC along with district preschool teachers and the District Preschool Director.	Professional Learning	08/07/2013	05/31/2016	\$300 - District Funding	Preschool teacher District Preschool Director Principal

Strategy4:

Assess the current model of continuous improvement of the learning and teaching process - School will assess all program to determine if students are being successful.

Category: Continuous Improvement

Research Cited:

Activity - Assess the implementation of A. Hilterbrand materials and training in ELA classes.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will assess the success of the trainings by A. Hilterbrand to determine if students are being successful. Measures of success are MAP testing, on-demand scrimmages, and State testing.	Professional Learning	08/03/2015	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.3% in 2015 to 64.1% in 2019.

Measurable Objective 1:

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Comprehensive School Improvement Plan

Garrison Elementary School

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (MAP).

Category: Continuous Improvement

Research Cited:

Activity - Math Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided on-going professional learning from a math coach from the district. Focus will be on providing interventions for students. Teachers will learn strategies to use for students who struggle in Tier I with on-going support.	Professional Learning	08/04/2014	05/31/2017	\$1000 - Title II Part A	Principal Assistant Principal Teachers Math Coach

Goal 3:

Increase student achievement, teacher retention, and parent involvement by following all district hiring, recruitment, retention policies to ensure that all students are taught by HQ adequately trained staff.

Measurable Objective 1:

collaborate to follow recruitment, retention, hiring, and continuous professional learning policies and practices for all staff, certified and classified, aligned with those of the district by 05/31/2017 as measured by policies and procedures, hiring records and professional learning sign in sheets.

Strategy1:

Professional Learning - District Leadership Network will survey staff to determine professional learning needs to develop, plan, and implement a Professional Learning plan that will address staff needs.

Category: Professional Learning & Support

Research Cited:

Activity - Embedded Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have a 3 hours in the fall and 3 hours in the spring of professional learning to work on items such as assessments and program reviews.	Professional Learning	07/01/2016	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers Staff

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Summer Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will complete District and School Professional Learning activities.	Professional Learning	07/20/2016	05/31/2017	\$300 - District Funding	District Leadership Network Principal Assistant Principal

Goal 4:

Garrison Elementary School will increase the percentage of Accomplished certified staff from 33.3% in 2015 to 100% in 2020.

Measurable Objective 1:

collaborate to increase the number of principals proficient in determining the level of teacher effectiveness for evaluation and coaching by 05/31/2017 as measured by Teachscape certification.

Strategy1:

Certification - Principals and Assistant Principals will work through and successfully complete Teachscape modules.

Category: Principal PGES

Research Cited:

Activity - Teachscape	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in and complete professional development and testing for proficiency for teacher effectiveness by completing observation modules and passing certification exam. Principal and Assistant Principal will complete update training as required.	Career Preparation/Orientation	03/01/2013	05/31/2017	\$500 - Title II Part A	Principal Assistant Principal

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Dale McDowell-Principal

Gigi Prater-Assistant Principal

Angie Potter-Counselor

Lisette Clark-Family Resource Center Director

Ruby Brown-Kindergarten Teacher

Terena Kraft-Kindergarten Teacher

Elizabeth Underwood-1st Grade Teacher

Joanna Yates-1st Grade Teacher, SBDM Member

Glynnis Bivens-2nd Grade Teacher

Johnna Tolliver-2nd Grade Teacher

Alyssa Clark-3rd Grade Teacher, SBDM Member

Hazel Stanfield-3rd Grade Teacher

Jacqueline Hall-4th Grade Teacher, SBDM Member

Kaitlynn Burriss-4th Grade Teacher

Sherri Gardner-5th Grade Teacher

Lacey Patton-5th Grade Teacher

Christel Harr-6th Grade Teacher

Sarah Porter-6th Grade Teacher

Lydia Smith-Special Education Teacher

Lauren Charles-Special Education Teacher

Angela Harris-Special Education Teacher

Casandra McCann-Physical Education Teacher

Jennifer Sullivan-Art Teacher

Holly Huber-Speech Teacher

Lori Madden-Parent, SBDM Member

Melissa Potter-Parent, SBDM Member

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

Comprehensive School Improvement Plan

Garrison Elementary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

Comprehensive School Improvement Plan

Garrison Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Relationship Building

Our school makes attempts to build relationships with parents/guardians. However, there are several areas that could be improved upon. School staff are not consistent in providing informational material to families/students unless requested. Parental/guardian contact is mostly made for discipline purposes or low academic performance. Teachers should make parents/guardians of students in grades 3-6 aware of Parent Portal so all students' grades can be monitored at any given time. More positive contacts should be made on regular monthly basis. Administrators should actively welcome new parents to our school by providing a packet containing school information on curriculum, assessment schedules, behavior plans, extracurricular activities, etc. Teachers should attempt to send monthly newsletters to allow parents to be updated on current classroom instruction. Newsletters can be printed or sent via emails or blogs.

Communications

Areas of strength that we noted are, that staff makes conscientious efforts to inform parents about goals, classroom work, grades and homework for their children. For example, we use infinite campus, remind 101, class dojo, newsletters, parent teacher conferences, report cards, blogs, and missing homework sheets, in addition to phone and email. Another area of strength is that the school staff offers varied ways for parents to communicate about their children's learning needs. Parents can use phone, email, parent conferences, and in some cases home visits to communicate these needs. Another area of strength is that the school staff offers parents opportunities to discuss school-wide achievement issues at least once a semester. This is provided through monthly site-base decision making meetings that are made available to every parent and staff member. To sustain the areas of strength, we will use school wide expectations that will be communicated more effectively to parents, and the community. We will continue to ensure that teachers are communicating in a variety of ways, to parents, and this will be monitored by administration. We will make more of an effort to involve parents and community in our site base meetings. This could include posting the agendas on the school website, in the newspaper, and in our community organizations. Areas of improvement consist of partnering with our community organizations to build parent understanding of academic expectations. In our community, there are not a lot of opportunities for community organizations to partner with our school. We also need to focus on implementing systematic efforts to maximize parent-teacher conference participation. Currently, we hold two conferences a year, at the school, from 3:30-6:30. Another area of improvements is parent participation of stakeholder surveys, as well as using the surveys to evaluate our effectiveness as a school. To improve our areas of need we will partner community organizations to reward those students who are making an effort in academic expectations, and achievement. This could include rewarding students with coupons to receive free items, based on criteria. Also, we will be conscientious with our planning of parent teacher conferences, and will attempt to schedule them at the parent's convenience if they are unable to attend. We will make an effort to communicate using phone conferencing for those parents who are unable to attend.

Decision Making

Strengths:

Our school has several strengths in the area of decision making. These include the following: - Report to PTO. - Report in Site Base Council Meetings - Helps circulate annual parent surveys - Measurable objectives and plans such as an open door policy, confidentiality and restraint training - The policies allow active roles for the parents; such as, a parent volunteering, site based council and PTO

In section 1, our school showed a weakness with professional learning community opportunities, workshops, and easily accessible written information to equip parents for service. Most site based council trainings are offered in our county and parent volunteer trainings are limited.

In section 2, our school showed a weakness with facilitating broad parent participation by recruiting diverse membership, providing

Comprehensive School Improvement Plan

Garrison Elementary School

interpreters and materials when needed, convenient times for meeting, and seeking wide parent input. This weakness is due to a lack of cultural diversity. Also, only 8% of parents have stated that they attend site base council meetings.

Maintaining Strengths: We will maintain an open door policy for site base council and PTO meeting, site base and PTO meetings will be advertised locally, reports will be given at meetings and summaries reported to local media and will continue to promote active roles for parents. **Improving weaknesses:** Our plan is to reach out to parents through media and notes home and maintain a good rapport between parents and teachers. We will continue to provide site base training for parents and volunteers. We will incorporate cultural diversity through parenting classes and cultural heritage crafts.

Advocacy

One of the areas of strength we noted is that both district and school staff support a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs. Secondly, the school staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed. To ensure every student has an advocate and to continue to actively sustain academic goals and learning needs, school staff will work closely with Family Resource and community leaders. Areas of improvement include informal conversation, parental planning for individual learning plans, procedures for resolving concerns, and training/strategies involving progress measurement. Even though some parents are involved in informal conversation with school staff to address their child's individual learning needs, more than half of the parents do not actively participate in conferences about their child's individual learning needs. School staff will communicate and share ideas with parents through technology/messages. Although parents are invited to attend meetings to discuss IEP, ILP, and/or intervention strategies, many are not active in planning strategies. School staff will make a stronger attempt to involve parents in the planning process. In order to ensure resolution of complaints and resolve issues, school staff will provide a clear, complete informational packet of procedures to parents to facilitate understanding and promote collaboration. Lastly, parents are given notification of novice performance level and are informed of the strategies.

Learning Opportunities

Our learning opportunities strengths for our school is that our parents have multiple opportunities to learn about Kentucky standards/curriculum, expectations of all students, student services, and have access to the school's SBDM. Parents that have students with IEP's or ILP's receive their rights at every meeting. Parents are encouraged to fill out surveys to help improve our students' learning experiences. Parents are engaged in conversation and written communication about the academic process of their own child and the progress of the school. Parent meetings and workshops are held in convenient locations to help parents develop their children's skills and school improvement. The school council has a classroom observation policy that allows families to visit all classrooms. Areas of improvement in learning opportunities while we have proficient level work displayed not all classrooms provide the scoring guidelines. There is little parent leadership involvement to help other parents learn and meet their needs. Most of the support for these parents is supplied for school staff. The actions we are implementing to sustain areas of strength are continuing to supply parents with information that will allow them opportunities be involved in their child's learning. We will continue to have an open-classroom policy. We will also continue to be involved in written communication and conversation involving children's progress and the progress of the school. We will continue to offer parent workshop and meetings to help parents develop skills to support their children. The plans we are making to improve the areas of need is to provide scoring guides along with the proficient work displayed in all grade levels and to update these regularly. Also, we will strive to develop parent leaders who will contribute regularly to other parent learning needs.

Community Partnerships

Strengths: Our school had several strengths in the areas of community partnerships. These include the following: - Family Resource Youth Service Center - Foster Grandparent Program - Parent Volunteers - Home Liaison/Title 1 Program - Pizza Hut Book-It Program - Globe Funeral Home donations - Walmart snack donation for student of month and weekend snack program - Angel tree program - Lions Club eye glass program - Food Drive - Christmas Gift Program for hospitalized children - Collins Country Market snack donation for student of month

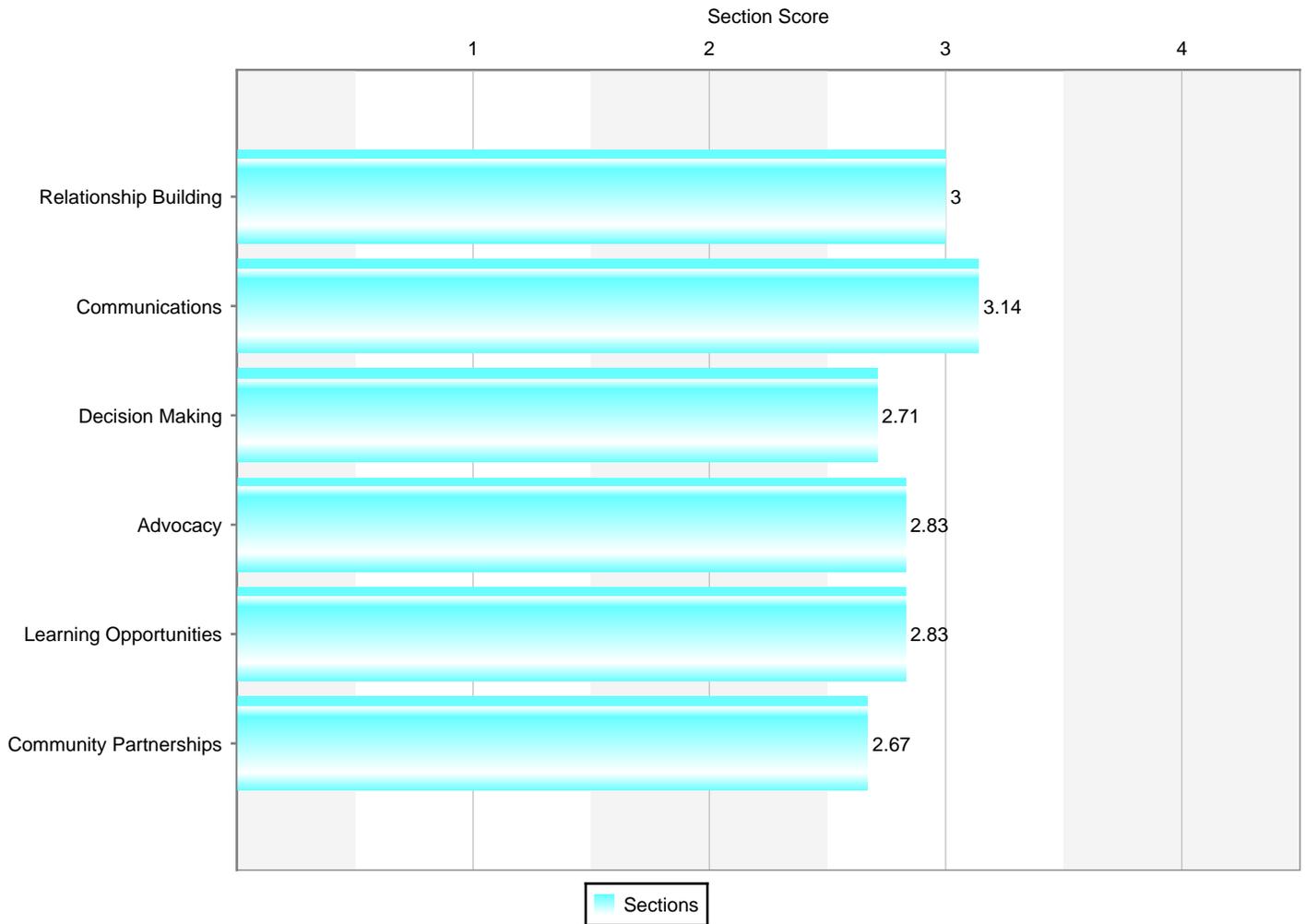
Comprehensive School Improvement Plan

Garrison Elementary School

and weekend snack program Weaknesses: In section 3, our school showed a weakness with employer involvement. This weakness is due to lack of local businesses because of our poor socio-economic conditions. Maintaining strengths: We will maintain a good rapport with current employers and organizations making donations and contributions to our school. Those businesses and organizations will be recognized publicly for their efforts in supporting our school and students. Improving weaknesses: Our plan is to reach out to neighboring community businesses in order to meet the needs of collaboration with school leadership and employers.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Garrison Elementary involved all staff into the development of the school's improvement plan. On a school work day, staff looked at all available data in teams to answer the five data questions for the data analysis section. Later, staff were divided into teams to complete the Missing Piece diagnostic. At Grade Level Meetings, staff were able to review the improvement plan and give suggestions for improvement. A draft of the School Improvement Plan was posted on the school website to allow stakeholders an opportunity to e-mail suggestions or feedback to the school principal. Next, the Garrison Elementary Site Based Decision Making council reviewed and discussed the improvement plan. After discussion and review, the council approved the plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All certified staff were involved in the development of the plan. Various groups worked on the development of the diagnostics and then the writing and revisions of the goals, strategies and activities. Later, the Garrison Site Based Decision Making council was involved in reviewing and approving the plan the staff developed. The school improvement plan was posted to the school website for three weeks to allow for stakeholders to provide suggestions and feedback on the plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was e-mailed to staff for review. The plan will also be posted to the district and school website. All stakeholders have been communicated with during the building of the school improvement plan and several drafts have been e-mailed to staff and Site Based Council members for review during the process.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Garrison Elementary continues to implement our school plan including programs, instructional strategies, and resources to teach the Kentucky Core Academic Standards. Our previous plan had many strategies and activities that we are still striving to meet during this current school year. Staff found that many of these strategies are on-going and will take more time to complete. The results of the 2014-2015 KPREP scores indicate that Garrison Elementary still needs to improve in all areas. Garrison Elementary School did not meet our AMO last year and failed to meet our delivery targets. Our focus will remain with English/Language Arts and Math. Based on the 2014-2015 KPREP results, our school continues to be concerned with our students in the Non-Duplicated GAP Group. The process Garrison Elementary used to develop our Needs Assessment began with all certified staff working in teams to look at data in the areas on Reading/Language Arts, Math, Science, Social Studies, TELL survey, and Non-academic data. The staff used all available data sources to answer the five data analysis questions for each area. The information the staff analyzed was used to write the Needs Assessment for each content area. The analysis was then reviewed by the School Leadership team which was comprised of the Principal, Assistant Principal, Counselor, and teacher leaders from various grade levels. The final draft was then discussed and approved by the Garrison Elementary Site Based Council. The School Improvement Plan will be monitored through analysis of our goals, strategies, and activities at Grade Level Meetings and SBDM meetings. The data tells us that the school has decreased in our overall ranking in the state the past three years. In Reading, our school made an improvement in our ranking statewide in 2015-2016 but decreased from 2013 to 2014. In 2016 we saw an increase in the number of P/D students and a decrease in the number of students scoring Novice. The 3rd grade reading scores rose in the number of P/D in 2016 and decreased in the number of novice. The 4th grade reading scores rose in the number of P/D in 2016 and increased in the number of novice. The 5th grade reading scores dropped in the number of P/D in 2016 and increased in the number of novice. The 6th graders have been fairly consistent in proficient over the last three years, but novice has reduced by 4%. On the On-Demand writing, we noticed that we had 2.7% decrease in P/D in the past year. There was also a .9% increase in novice. Females outscored males school wide. In Language Mechanics there was a 3.4% increase in students scoring novice over the last year. In social studies, there has not been any consistency in scores over the last three years. We had a decrease by 35.7% in P/D in 2016. There has been a 100% increase in novice over the past year. There was a significant increase in novice 19% over the same time period.

In Reading, the information does not tell us the specific deficit by reading component (i.e. fluency, phonics, comprehension, etc.) or by question type (i.e. multiple choice, short answer, and extended response). It also does not tell the percent of students completing the test and/or sections of the test. In addition, it does not tell the questions left blank. With this information, we could have determined if students had problems with written answers or if they ran out of time to take the test. Because of this, we cannot determine areas of strengths and weaknesses for each student to determine areas where growth is needed. In writing, the data does not answer the following questions: Are students being given enough opportunities with constructive feedback throughout the year for on-demand writing exercises? Are language mechanics being taught thoroughly in the classroom? We have been focusing on reading so much so that this skill may have been pushed aside in the past. Will our new reading program help address either of the above issues? We are still continuing to work on the Language Mechanics but we have significantly improved from last year. Now that we know how it is being tested, we are making it more of a focus in our classrooms. In Math, the data tells us that there are more novice and apprentice than proficient and distinguished in all grade levels. Free/Reduced and disabled students are mainly scoring in novice and apprentice in math.

In math, the number of P/D performers has increased by 2.9% from the previous school year. Our novice scores has decreased by 8.9%, during this same time. In third grade, the percent of Novice decreased by 29.6%, the number of apprentice increased by 12.8%, the number of proficient increased by 11.9%, the number of distinguished by 5%, from the previous school year. In fourth grade, the number of Novice remained the same, the number of apprentice increased by 8.1%, decreased the number of proficient 8.2%, and the number of distinguished

stayed the same. In fifth grade, the percent of Novice decreased by 11.4%, the number of apprentice increased by 2.6%, the number of proficient increased by 7.7%, and the number of distinguished increased by 1.1%. In sixth grade, the percent of Novice increased 8.6%, the number of apprentice decreased 8.1%, the number of proficient decreased 9.5%, the number of distinguished decreased 9%. On the Math assessment, the data does not tell us how students performed on multiple choice questions, short answer questions, and constructed response questions. It also does not tell us the number of blanks that each student had. With this information, we could have determined if students had problems with written answers or if they ran out of time to take the test. This information does not tell us how students scored in each sub-domain of math. Because of this, we cannot determine areas of strengths and weaknesses for each student to determine areas where growth is needed. On the Social Studies assessment, we concluded that there were 33.3% proficient/distinguished. The females outscored the males in this tested area by a large margin. The school performance levels were lower than both the district and state levels. On the Social Studies assessment, we found that there was no information provided in regards to strands, blanks, multiple choice and /or performance. Therefore, we could not determine areas of strength or weakness.

The TELL data informs us of the opinion of the school staff concerning: time (71%) in 2013 compared to (71%) in 2015 , facilities and resources (84%) in 2013 compared to (82%) in 2015, community support and involvement (77%) in 2013 compared to (80%) in 2015, managing student conduct (78%) in 2013 compared to (83%) in 2015, teacher leadership (82%) in 2013 compared to (78%) in 2015, school leadership (57%) in 2013 compared to (86%) in 2015, professional development (50%) in 2013 compared to (84%) in 2015, instructional practices and support (71%) in 2013 compared to (86%) in 2015. There were some areas in all of these sections of the TELL survey where GES outperformed the state and district. The TELL survey in 2013 indicated 90.3% of staff felt that this school is a good place to work compared to 89.4% in 2015.

According to our non-academic data, the attendance rate for the 2015 - 16 school year was 94%.Garrison Elementary continues to stress the importance of good attendance to students and parents. Our school uses PBIS strategies to encourage good attendance and to try to improve our attendance rate. In the district parent surveys for Title I programs, parents are given an opportunity to express their insight on school environment, instructional practices and parent involvement which will give us an overall view of the school atmosphere. According to the parent survey, 95% of the parents expressed that the school environment is a welcoming place that values academic success and maintains a safe environment through enforcing rules and monitoring behavior. 92% of the surveyed parents felt knowledgeable about the expectations for their child. 88% of the surveyed parents expressed that parent involvement was encouraged.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

In Reading, an area of strength was that our 3rd and 6th Grade scored highest percent of P/D students of all four grade levels. In Reading, small group instruction is being implemented throughout grade levels to reinforce core instruction and meet individual student needs. School-wide incentives for attendance and MAP testing will continue to be implemented. RTI will continue to be implemented to target students' needs. We are continuing to strive for higher level thinking and reasoning abilities within the classroom. We are continuing to tier our instruction, to meet the needs of all students. What is the cause to celebrate? In Reading, we met our Novice Reduction target. We had 100% growth in Math. This is the only subject that this occurred in. The number of P/D performers has increased by 2.9% from the previous school year. The entire school is implementing the Go-Math program. RTI is more systematic, and providing smaller groups to work with.

According to the TELL survey, our areas of strength are facilities and resources available to staff and students, time management, community support and involvement, management of student conduct, teacher leadership and instructional practices and support. With the TELL survey, the actions we are taking to sustain the areas of strength are: Facilities and resources: We will continue to maximize the resources we have to meet the needs of our students. Time management: We will continue developing schedules that address students and teacher needs. Instructional practices and supports: We will continue weekly grade level meetings that examine and develop assessments that go along with pacing guides. Community support and involvement: We will continue to keep parents informed and utilize community resources and services. Managing Student behavior: We will continue to teach procedures and rules, monitor behaviors, and reinforce consistent consequences for behavior issues. Teacher Leadership: Teachers will continue to use professional developments and trainings to promote leadership roles within the school.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

In Reading, timed activities need to be implemented more. Test taking skills and strategies need to be implemented weekly. RTI group size needs to be reduced to meet the individual needs of the students. Small group instruction needs to happen in all classrooms utilizing all staff. Instructional materials need to align with common core standards and everyone needs to improve the level of rigor of instruction and assessment. We are also using progress monitoring to determine the needs of our students and to ensure that students are mastering the concepts. As a school, we need to improve the level of instruction that our higher level students receive to facilitate proficient and distinguished thinking within the classroom. We also need to provide more opportunities of practicing skills within the classroom. As a school, we need to provide quality instruction for all students. In Writing, we need to make improvements in passage based prompts and standalone prompts in writing areas. We now have a better awareness of what is required of the test and our common core standards are more detailed and user friendly than any past document. In Writing, we feel that teaching the language portion of our new Reading Street program and adding the strategies presented by Angela Hilterbrand will help address some of the language mechanic deficits. We need to ensure that we are explicitly teaching how to organize, communicate, and completely answer questions through writing in our classroom before the test. Students cannot be expected to write with little to no experience. We have gotten away from using on-demand as assessments in our classrooms and may need to build more of these into our weekly or biweekly activities.

In Math, timed activities need to be implemented more. Test taking skills and strategies need to be implemented weekly. RTI groups have been reworked so that the size of groups are reduced to meet the individual needs of the students. Instructional materials have been aligned to meet state standards. Daily math facts skills will be implemented for targeted students. In Math, plans that we are making to improve the areas of need is to provide small group instruction to meet the individual needs of our students. We will use our computer activity times to implement math fact/skills for individual student needs through use of Study Island, and Go Math RTI resources. We are also going to provide opportunities in the classroom for students to be timed, as well as opportunities for students to complete work with and without a calculator. We are expecting higher level problem solving, and more authentic writing opportunities in mathematics instruction. We are also using progress monitoring to determine the needs of our students and to ensure that students are mastering the concepts. We also have purchased Do the Math RTI materials to help us better meet the needs of our struggling learners.

In Social Studies, we have decided to integrate more reading practice and strategies into the lessons. More attempts will be made to engage both females and male students using multiple intelligences. We will provide better writing instruction and give students more opportunities to write, as well as opportunities to reflect upon their writing. More formative assessments will be used to guide instruction. Additional independent real-world application will be provided. Modeling of exemplary writing responses will supplement student practice. Engagement of ALL students in the Social Studies discussions and activities will be instituted. According to the 2013 TELL survey, teachers felt like that their role at the school was minimal (59.1%). In 2015, that improved to 67.9%. Meeting the needs of teachers with professional development continues to be an area for improvement. From data collected from the TELL survey, we plan to work together to address the opportunities for improvement either through committee or Grade level meetings.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

In Reading, we will be discussing our findings with other teachers and administrators. We will implement instructional strategies that will meet the needs of the students. Small group instruction will continue to be implemented to address the needs of students. In Writing, both tested grade levels (fifth and sixth) scored poorly. We, as a school, need to incorporate explicit writing and language mechanics instruction into our daily schedule. We cannot expect our students to improve in this area without explicitly teaching them how to write and what is expected when they write. We will continue to implement the practices we have learned from the trainings with Angela Hilterbrand. We are implementing writing instruction school wide with a specific sequence to instruction.

In Math, our next step in addressing areas of concern is to continue to have high expectations of our students. We will continue to explore problem solving techniques, as well as test taking strategies with timed limitations, with and without use of technology (calculators). We will continue to ensure that we are mastering the state standards, and using materials that will allow this to happen. We will continue to establish a rigorous and skills-based RTI based upon student data and teacher judgment.

16-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

16-17 Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019.	Objectives: 1 Strategies: 7 Activities: 20	Organizational	\$10300
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.3% in 2015 to 64.1% in 2019.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$10600
3	Increase student achievement, teacher retention, and parent involvement by following all district hiring, recruitment, retention policies to ensure that all students are taught by HQ adequately trained staff.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$800
4	Garrison Elementary will provide an environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$1900
5	Garrison Elementary School will increase the percentage of Accomplished certified staff from 33.3% in 2015 to 100% in 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
6	Garrison Elementary will reduce the percent of novice scoring student in Reading/Math combined from 39.7% in 2015 to no less than 19.9% in 2021 as measured by KPREP data.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$10750

Goal 1: Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Garrison Elementary from 46.6% in 2016 to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy 1:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Category: Continuous Improvement

Activity - Revise, implement, and monitor a school wide writing plan to address critical thinking skills.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will work collaboratively to revise the writing plan K-6. Samples of all writings will be kept in electronic working folders to be passed on with the student each year.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Classroom teachers Principal/Assistant Principal

Activity - Analyzing Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will meet to analyze student evidence and learning to determine instructional improvements.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Teaching Staff Principal Assistant Principal

Activity - Analyzing Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed using Bloom's Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Teaching Staff Principal Assistant Principal

Activity - Writing Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has hired a program consultant to provide on-going professional learning for writing. Consultant will provide strategies for teachers to use to improve student writing.	Professional Learning	07/01/2014	05/31/2017	\$4500	Title II Part A	Principal Teachers

Activity - Literacy-Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Garrison Elementary School

On-going training with specific writing strategies needed for staff in order to transition our students to proficiency. A writing consultant will work with teachers to develop strategies to use with students. Strategies will be modeled in classrooms by consultant with on-going support.	Professional Learning	08/04/2014	05/31/2017	\$4000	Title II Part A	Principal Assistant Principal Teachers Writing Consultant
--	-----------------------	------------	------------	--------	-----------------	--

Strategy 2:

Math Initiative - Teachers will plan and implement Go Math, Math Trailblazers, and Math Innovations following the district developed pacing guides.

Category: Continuous Improvement

Activity - Monitor the implementation of District developed pacing guides based on Go Math, Math Trailblazers, and Math Innovations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Mastery is defined as 80% of students scoring 80% on the assessment.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Classroom Teachers Principal/Assistant Principal

Activity - Professional Development on Math Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in aligned, research-based professional development on math practices and interventions. Susie Osborne will work with teachers on improving RTI strategies for basic skills	Academic Support Program	08/07/2013	05/31/2017	\$1500	Title II Part A	Principal Assistant Principal

Strategy 3:

Curriculum Assessment and Alignment - Curriculum will be aligned to state standards to ensure that all students are successful. This work has been done by horizontal and vertical teams from all elementary schools in the district.

Category: Continuous Improvement

Activity - Monitor Practical Living/Career Studies Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will review results of all Program Reviews and make improvements followed by monitoring.	Professional Learning	08/07/2013	05/31/2017	\$0	No Funding Required	Program Review Teams Principal Assistant Principal

Strategy 4:

Program Review - The school will participate in the program review process for Writing, Practical Living/Career Studies, Arts and Humanities, K-3, and World Language. The school will have teams to identify evidence, collect evidence and post it electronically, and review each content area three times a year as required by the state accountability system.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Examine Program Review Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine the rubrics used in a program review. They will consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Teachers Principal Assistant Principal
Activity - Identifying Appropriate Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members will meet periodically to identify appropriate evidence and to calibrate evidence for ratings.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Teachers in Teams Principal Assistant Principal
Activity - Submit Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review ratings and information will be submitted into ASSIST for district and state review.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Principal Assistant Principal
Activity - Identifying and Analyzing Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams of teachers will identify and analyze gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Teacher Teams Principal Assistant Principal

Strategy 5:

School Readiness and Early Learning - Garrison Elementary School will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category: Early Learning

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener {BRIGANCE}.	Policy and Process	08/07/2013	05/31/2017	\$0	No Funding Required	Teaching staff Principal Assistant Principal
Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Garrison Elementary School

Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/07/2013	05/31/2017	\$0	No Funding Required	Teaching staff Principal Assistant Principal
---	--------------------	------------	------------	-----	---------------------	---

Activity - ELLN Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Garrison Elementary preschool teacher will attend ELLN meetings at KEDC along with district preschool teachers and the District Preschool Director.	Professional Learning	08/07/2013	05/31/2017	\$300	District Funding	Preschool teacher District Preschool Director Principal

Activity - Develop Implementation Plan for Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Garrison Elementary along with the Lewis County School District will develop an Implementation Plan to increase the number of students who are ready for Kindergarten.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Preschool Teacher District Preschool Director Principal

Activity - Collaboration with Head Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Garrison Elementary along with the Lewis County School District will collaborate with Garrison Head Start to communicate expectations for Kindergarten Readiness.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	District Preschool Director Principal

Strategy 6:

ILP - ILP's will be developed beginning in 6th Grade.

Category: Career Readiness Pathways

Activity - Monitor the development of ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop an ILP with assistance from the school counselor to set career goals, explore career clusters, and take the annual survey. Students will complete 60% of the ILP by the end of the first semester and total completion of the ILP by the end of the 6th Grade school year.	Career Preparation/Orientation	08/07/2013	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Classroom Teacher School Counselor

Strategy 7:

Assess the current model of continuous improvement of the learning and teaching process - School will assess all program to determine if students are being

Comprehensive School Improvement Plan

Garrison Elementary School

successful.

Category: Continuous Improvement

Activity - Assess the implementation of A. Hilterbrand materials and training in ELA classes.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will assess the success of the trainings by A. Hilterbrand to determine if students are being successful. Measures of success are MAP testing, on-demand scrimmages, and State testing.	Professional Learning	08/03/2015	05/31/2017	\$0	No Funding Required	Principal Assistant Principal

Activity - Assess Go Math and Do the Math materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess the effectiveness of math materials that were purchase for Core instruction for K-1 (Go Math) and RTI instruction (Do the Math). Measures of success will include MAP testing, Classroom Benchmark assessments, and state testing.	Academic Support Program	08/03/2015	05/31/2017	\$0	No Funding Required	Principal Assistant Principal

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.3% in 2015 to 64.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy 1:

Digital Learning - All teachers will receive training on use of Study Island, Lexia, CIITS, IXL, and other appropriate research based technology resources to meet the individual needs of students.

Category: Learning Systems

Activity - Integrate Digital Content into the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/07/2013	05/31/2017	\$4500	Title II Part A	District Staff Principal/Assi stant Principal

Strategy 2:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (MAP).

Category: Continuous Improvement

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Analyzing Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student achievement by gap groups, relative to K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Classroom Teachers Principal/Assistant Principal
Activity - Defining Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work collaboratively to define instructional best practices to improve all tiers of instruction.	Policy and Process	08/07/2013	05/31/2017	\$0	No Funding Required	Teachers Principal Assistant Principal
Activity - RTI System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and Teachers will work collaboratively to continually improve the RTI system for students not being successful. All students will be assessed using MAP as a universal screener. Students will be progress monitored using probes for Reading and Math.	Academic Support Program	08/07/2013	05/31/2017	\$0	No Funding Required	Teachers Principal Assistant Principal
Activity - Fluency Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fluency Instruction is an area of deficit according to data. Students that need additional fluency practice will receive instruction and practice daily. Progress will be monitored as needed per each child and their needs.	Academic Support Program	08/07/2013	05/31/2017	\$1000	School Council Funds	Teaching Staff Principal Assistant Principal
Activity - Forming Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze MAP data three times per year to form intervention groups-Benchmark, Supplemental, and Intensive to address specific individual needs.	Academic Support Program	08/07/2013	05/31/2017	\$4100	School Council Funds	Principal Assistant Principal Counselor GES Teachers
Activity - Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided on-going professional learning from a math coach from the district. Focus will be on providing interventions for students. Teachers will learn strategies to use for students who struggle in Tier I with on-going support.	Professional Learning	08/04/2014	05/31/2017	\$1000	Title II Part A	Principal Assistant Principal Teachers Math Coach

Comprehensive School Improvement Plan

Garrison Elementary School

Strategy 3:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category: Stakeholder Engagement

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will be encouraged to participate in the TELL survey. The staff will analyze results at the leadership level and at the staff level. We will compare 2013 results with 2015 results to address areas of concerns and areas that are in need for improvement.	Parent Involvement	08/07/2013	05/31/2017	\$0	No Funding Required	Teaching Staff Principal Assistant Principal Counselor

Activity - Title I Certified Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and staff level.	Other	08/07/2013	05/31/2017	\$0	No Funding Required	Certified Staff Principal Title I Committee

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and staff level.	Parent Involvement	08/07/2013	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Counselor Title I Committee

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue training and support/monitoring for implementation of school wide PBIS with support from the Kentucky Center for Instructional Discipline.	Behavioral Support Program	08/04/2014	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Counselor Teachers FRC Coordinator

Activity - Student Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to monitor student attendance closely and work with families to increase the student attendance rates. GES will continue to work with the District DPP to address student truancy issues along with working with families by making daily phone calls and home visits by FRC staff and administration. School will continue incentives for student attendance as part of our PBIS program.	Academic Support Program	08/04/2014	05/31/2017	\$0	No Funding Required	Principal Assistant Principal FRC Staff District DPP

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Celebrate School Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop and ways to celebrate student and school success by holding school wide celebration meetings to recognize and reward students for various school and classroom accomplishments. PBIS team will review and revise school celebrations for success.	Academic Support Program	08/04/2014	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Teachers FRC Coordinator

Goal 3: Increase student achievement, teacher retention, and parent involvement by following all district hiring, recruitment, retention policies to ensure that all students are taught by HQ adequately trained staff.

Measurable Objective 1:

collaborate to follow recruitment, retention, hiring, and continuous professional learning policies and practices for all staff, certified and classified, aligned with those of the district by 05/31/2017 as measured by policies and procedures, hiring records and professional learning sign in sheets.

Strategy 1:

Professional Learning - District Leadership Network will survey staff to determine professional learning needs to develop, plan, and implement a Professional Learning plan that will address staff needs.

Category: Professional Learning & Support

Activity - Summer Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will complete District and School Professional Learning activities.	Professional Learning	07/20/2016	05/31/2017	\$300	District Funding	District Leadership Network Principal Assistant Principal

Activity - Embedded Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have a 3 hours in the fall and 3 hours in the spring of professional learning to work on items such as assessments and program reviews.	Professional Learning	07/01/2016	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Teachers Staff

Comprehensive School Improvement Plan

Garrison Elementary School

Strategy 2:

Parent Involvement - Garrison Elementary will work to increase the opportunities for parents to participate in school sponsored events to improve parent participation.

Category: Stakeholder Engagement

Activity - Family Resource Center Family Fun Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource Staff will host a Family Fun Night one evening a month to do an art or craft project with parents and students to increase parent involvement.	Parent Involvement	08/04/2014	05/31/2017	\$500	Booster Fund	Family Resource Center Staff Principal Assistant Principal
Activity - PTO Student Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level groups will have students participate in a program for students.	Parent Involvement	08/08/2016	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Teachers

Goal 4: Garrison Elementary will provide an environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

Measurable Objective 1:

collaborate to provide students with opportunities to participate in physical activities and healthy food choices by 05/31/2017 as measured by schedules, food service records, counseling logs, and FRC documentation.

Strategy 1:

Physical Education Class - All students will participate in Physical Education classes.

Category: Learning Systems

Activity - Physical Education Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will participate in at least 75 minutes of Physical Education classes a week.	Policy and Process	08/04/2014	05/31/2017	\$0	No Funding Required	Principal Wellness Team Physical Education Teacher

Comprehensive School Improvement Plan

Garrison Elementary School

Strategy 2:

Reducing Barriers - Students will participate in programs that will help meet unmet needs outside of school.

Category: Other - System for helping meet the needs of the students in our school.

Activity - Backpack Food Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students recommended by school staff and identified by the FRC Ccoordinator will participate in the Backpack Food Program.	Other	08/07/2013	05/31/2017	\$0	No Funding Required	FRC Coordinator School Staff

Strategy 3:

Mental Health - Garrison Elementary will provide counseling services to students that are recommended by parents or staff.

Category: Other - A system to meet the needs of our students.

Activity - Counseling Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Garrison Elementary Guidance Counselor and Comprehend School Based Counselor will collaborate to provide individual and/or group counseling to students recommended and identified based upon student need.	Behavioral Support Program	08/07/2013	05/31/2017	\$1900	School Council Funds	Counselor Comprehend School Based Counselor Principal

Strategy 4:

Healthy Food Choices - Garrison Elementary will provide students with healthy food choices.

Category: Other - A system to meet the needs of our students.

Activity - School Meal Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Food Service will serve meals that meet or exceed the requirements specified by state and federal regulations.	Policy and Process	08/07/2013	05/31/2017	\$0	No Funding Required	Principal Food Service Director School Cafeteria Staff

Goal 5: Garrison Elementary School will increase the percentage of Accomplished certified staff from 33.3% in 2015 to 100% in 2020.

Measurable Objective 1:

Comprehensive School Improvement Plan

Garrison Elementary School

collaborate to increase the number of principals proficient in determining the level of teacher effectiveness for evaluation and coaching by 05/31/2017 as measured by Teachscape certification.

Strategy 1:

Certification - Principals and Assistant Principals will work through and successfully complete Teachscape modules.

Category: Principal PGES

Activity - Teachscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in and complete professional development and testing for proficiency for teacher effectiveness by completing observation modules and passing certification exam. Principal and Assistant Principal will complete update training as required.	Career Preparation/Orientation	03/01/2013	05/31/2017	\$500	Title II Part A	Principal Assistant Principal

Goal 6: Garrison Elementary will reduce the percent of novice scoring student in Reading/Math combined from 39.7% in 2015 to no less than 19.9% in 2021 as measured by KPREP data.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will collaborate to reduce the overall percent of students scoring Novice from 40.1% to 35.1% in Reading by 05/31/2017 as measured by KPREP data.

Strategy 1:

Reading/Math Initiative - Teachers will implement strategies to reduce the number of students scoring novice.

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in the technology program in Reading and Math to meet the rigor of the Common Core Standards.	Technology, Academic Support Program	10/01/2015	05/31/2017	\$2150	Other	Principal Assistant Principal Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement small group instruction to meet the needs of all students. Schedules will be adjusted to have instructional assistants scheduled during this time in core instruction.	Direct Instruction	08/08/2016	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Teachers

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Do The Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI program to meet the math needs of our students.	Academic Support Program	08/08/2016	05/31/2017	\$8000	Title I Part A	Principal Assistant Principal Teacher District Math Consultant
Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a student data binder to help take responsibility for their learning. Students can goal set and track their progress in all subject areas.	Academic Support Program	10/19/2015	05/31/2017	\$600	Other	Principal Assistant Principal Teachers
Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase student engagement by having students work in pairs or groups during the learning process.	Direct Instruction	08/08/2016	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Teachers
Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work cooperatively to master grade level standards.	Academic Support Program	12/01/2016	05/31/2017	\$0	No Funding Required	Principal Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center Family Fun Night	Family Resource Staff will host a Family Fun Night one evening a month to do an art or craft project with parents and students to increase parent involvement.	Parent Involvement	08/04/2014	05/31/2017	\$500	Family Resource Center Staff Principal Assistant Principal
Total					\$500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Do The Math	RTI program to meet the math needs of our students.	Academic Support Program	08/08/2016	05/31/2017	\$8000	Principal Assistant Principal Teacher District Math Consultant
Total					\$8000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Practical Living/Career Studies Program Review	Teams will review results of all Program Reviews and make improvements followed by monitoring.	Professional Learning	08/07/2013	05/31/2017	\$0	Program Review Teams Principal Assistant Principal
Cooperative Learning	Teachers will increase student engagement by having students work in pairs or groups during the learning process.	Direct Instruction	08/08/2016	05/31/2017	\$0	Principal Assistant Principal Teachers

Comprehensive School Improvement Plan

Garrison Elementary School

School Meal Program	Food Service will serve meals that meet or exceed the requirements specified by state and federal regulations.	Policy and Process	08/07/2013	05/31/2017	\$0	Principal Food Service Director School Cafeteria Staff
Student Attendance	Continue to monitor student attendance closely and work with families to increase the student attendance rates. GES will continue to work with the District DPP to address student truancy issues along with working with families by making daily phone calls and home visits by FRC staff and administration. School will continue incentives for student attendance as part of our PBIS program.	Academic Support Program	08/04/2014	05/31/2017	\$0	Principal Assistant Principal FRC Staff District DPP
Title I Parent Survey	All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and staff level.	Parent Involvement	08/07/2013	05/31/2017	\$0	Principal Assistant Principal Counselor Title I Committee
Monitor the implementation of District developed pacing guides based on Go Math, Math Trailblazers, and Math Innovations	Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Mastery is defined as 80% of students scoring 80% on the assessment.	Academic Support Program	08/07/2013	05/31/2017	\$0	Classroom Teachers Principal/Assistant Principal
Develop Implementation Plan for Kindergarten Readiness	Garrison Elementary along with the Lewis County School District will develop an Implementation Plan to increase the number of students who are ready for Kindergarten.	Academic Support Program	08/07/2013	05/31/2017	\$0	Preschool Teacher District Preschool Director Principal
Analyzing Student Learning	Teaching staff will meet to analyze student evidence and learning to determine instructional improvements.	Academic Support Program	08/07/2013	05/31/2017	\$0	Teaching Staff Principal Assistant Principal
Identifying and Analyzing Gaps	Teams of teachers will identify and analyze gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/07/2013	05/31/2017	\$0	Teacher Teams Principal Assistant Principal
RTI System	Administration and Teachers will work collaboratively to continually improve the RTI system for students not being successful. All students will be assessed using MAP as a universal screener. Students will be progress monitored using probes for Reading and Math.	Academic Support Program	08/07/2013	05/31/2017	\$0	Teachers Principal Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

PBIS	Continue training and support/monitoring for implementation of school wide PBIS with support from the Kentucky Center for Instructional Discipline.	Behavioral Support Program	08/04/2014	05/31/2017	\$0	Principal Assistant Principal Counselor Teachers FRC Coordinator
Analyzing Rigor	Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed using Bloom's Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards.	Academic Support Program	08/07/2013	05/31/2017	\$0	Teaching Staff Principal Assistant Principal
Collaboration with Head Start	Garrison Elementary along with the Lewis County School District will collaborate with Garrison Head Start to communicate expectations for Kindergarten Readiness.	Academic Support Program	08/07/2013	05/31/2017	\$0	District Preschool Director Principal
Backpack Food Program	Students recommended by school staff and identified by the FRC Ccoordinator will participate in the Backpack Food Program.	Other	08/07/2013	05/31/2017	\$0	FRC Coordinator School Staff
Embedded Professional Learning	Teachers will have a 3 hours in the fall and 3 hours in the spring of professional learning to work on items such as assessments and program reviews.	Professional Learning	07/01/2016	05/31/2017	\$0	Principal Assistant Principal Teachers Staff
Submit Program Review Ratings	Program Review ratings and information will be submitted into ASSIST for district and state review.	Academic Support Program	08/07/2013	05/31/2017	\$0	Principal Assistant Principal
Title I Certified Survey	All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and staff level.	Other	08/07/2013	05/31/2017	\$0	Certified Staff Principal Title I Committee
Identifying Appropriate Evidence	Program review team members will meet periodically to identify appropriate evidence and to calibrate evidence for ratings.	Academic Support Program	08/07/2013	05/31/2017	\$0	Teachers in Teams Principal Assistant Principal
Examine Program Review Rubrics	Teachers will examine the rubrics used in a program review. They will consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	08/07/2013	05/31/2017	\$0	Teachers Principal Assistant Principal
Assess the implementation of A. Hilterbrand materials and training in ELA classes.	The school will assess the success of the trainings by A. Hilterbrand to determine if students are being successful. Measures of success are MAP testing, on-demand scrimmages, and State testing.	Professional Learning	08/03/2015	05/31/2017	\$0	Principal Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Defining Instructional Best Practices	Staff will work collaboratively to define instructional best practices to improve all tiers of instruction.	Policy and Process	08/07/2013	05/31/2017	\$0	Teachers Principal Assistant Principal
Small Group Instruction	Teachers will implement small group instruction to meet the needs of all students. Schedules will be adjusted to have instructional assistants scheduled during this time in core instruction.	Direct Instruction	08/08/2016	05/31/2017	\$0	Principal Assistant Principal Teachers
PTO Student Performances	Grade level groups will have students participate in a program for students.	Parent Involvement	08/08/2016	05/31/2017	\$0	Principal Assistant Principal Teachers
Monitor the development of ILP's	Students will develop an ILP with assistance from the school counselor to set career goals, explore career clusters, and take the annual survey. Students will complete 60% of the ILP by the end of the first semester and total completion of the ILP by the end of the 6th Grade school year.	Career Preparation/Orientation	08/07/2013	05/31/2017	\$0	Principal Assistant Principal Classroom Teacher School Counselor
TELL Survey	All teaching staff will be encouraged to participate in the TELL survey. The staff will analyze results at the leadership level and at the staff level. We will compare 2013 results with 2015 results to address areas of concerns and areas that are in need for improvement.	Parent Involvement	08/07/2013	05/31/2017	\$0	Teaching Staff Principal Assistant Principal Counselor
Analyzing Student Achievement	Teachers will analyze student achievement by gap groups, relative to K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/07/2013	05/31/2017	\$0	Classroom Teachers Principal/Assi stant Principal
Kindergarten Readiness Screening	Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener {BRIGANCE}.	Policy and Process	08/07/2013	05/31/2017	\$0	Teaching staff Principal Assistant Principal
Physical Education Class	Each student will participate in at least 75 minutes of Physical Education classes a week.	Policy and Process	08/04/2014	05/31/2017	\$0	Principal Wellness Team Physical Education Teacher
Analyze Screening Data	Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/07/2013	05/31/2017	\$0	Teaching staff Principal Assistant Principal
Peer Tutoring	Students will work cooperatively to master grade level standards.	Academic Support Program	12/01/2016	05/31/2017	\$0	Principal Teachers

Comprehensive School Improvement Plan

Garrison Elementary School

Revise, implement, and monitor a school wide writing plan to address critical thinking skills.	Administration and teachers will work collaboratively to revise the writing plan K-6. Samples of all writings will be kept in electronic working folders to be passed on with the student each year.	Academic Support Program	08/07/2013	05/31/2017	\$0	Classroom teachers Principal/Assistant Principal
Assess Go Math and Do the Math materials	Assess the effectiveness of math materials that were purchase for Core instruction for K-1 (Go Math) and RTI instruction (Do the Math). Measures of success will include MAP testing, Classroom Benchmark assessments, and state testing.	Academic Support Program	08/03/2015	05/31/2017	\$0	Principal Assistant Principal
Celebrate School Success	Continue to develop and ways to celebrate student and school success by holding school wide celebration meetings to recognize and reward students for various school and classroom accomplishments. PBIS team will review and revise school celebrations for success.	Academic Support Program	08/04/2014	05/31/2017	\$0	Principal Assistant Principal Teachers FRC Coordinator
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fluency Practice	Fluency Instruction is an area of deficit according to data. Students that need additional fluency practice will receive instruction and practice daily. Progress will be monitored as needed per each child and their needs.	Academic Support Program	08/07/2013	05/31/2017	\$1000	Teaching Staff Principal Assistant Principal
Forming Intervention Groups	Staff will analyze MAP data three times per year to form intervention groups-Benchmark, Supplemental, and Intensive to address specific individual needs.	Academic Support Program	08/07/2013	05/31/2017	\$4100	Principal Assistant Principal Counselor GES Teachers
Counseling Services	The Garrison Elementary Guidance Counselor and Comprehend School Based Counselor will collaborate to provide individual and/or group counseling to students recommended and identified based upon student need.	Behavioral Support Program	08/07/2013	05/31/2017	\$1900	Counselor Comprehend School Based Counselor Principal
Total					\$7000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrate Digital Content into the Curriculum	Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/07/2013	05/31/2017	\$4500	District Staff Principal/Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Teachscape	Participate in and complete professional development and testing for proficiency for teacher effectiveness by completing observation modules and passing certification exam. Principal and Assistant Principal will complete update training as required.	Career Preparation/Orientation	03/01/2013	05/31/2017	\$500	Principal Assistant Principal
Writing Professional Learning	The district has hired a program consultant to provide on-going professional learning for writing. Consultant will provide strategies for teachers to use to improve student writing.	Professional Learning	07/01/2014	05/31/2017	\$4500	Principal Teachers
Professional Development on Math Practices	Teachers will participate in aligned, research-based professional development on math practices and interventions. Susie Osborne will work with teachers on improving RTI strategies for basic skills	Academic Support Program	08/07/2013	05/31/2017	\$1500	Principal Assistant Principal
Math Support	Teachers will be provided on-going professional learning from a math coach from the district. Focus will be on providing interventions for students. Teachers will learn strategies to use for students who struggle in Tier I with on-going support.	Professional Learning	08/04/2014	05/31/2017	\$1000	Principal Assistant Principal Teachers Math Coach
Literacy-Writing	On-going training with specific writing strategies needed for staff in order to transition our students to proficiency. A writing consultant will work with teachers to develop strategies to use with students. Strategies will be modeled in classrooms by consultant with on-going support.	Professional Learning	08/04/2014	05/31/2017	\$4000	Principal Assistant Principal Teachers Writing Consultant
Total					\$16000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Professional Learning	Staff will complete District and School Professional Learning activities.	Professional Learning	07/20/2016	05/31/2017	\$300	District Leadership Network Principal Assistant Principal
ELLN Meetings	Garrison Elementary preschool teacher will attend ELLN meetings at KEDC along with district preschool teachers and the District Preschool Director.	Professional Learning	08/07/2013	05/31/2017	\$300	Preschool teacher District Preschool Director Principal
Total					\$600	

Other

Comprehensive School Improvement Plan

Garrison Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students will work in the technology program in Reading and Math to meet the rigor of the Common Core Standards.	Technology, Academic Support Program	10/01/2015	05/31/2017	\$2150	Principal Assistant Principal Teachers
Student Data Binders	Students will keep a student data binder to help take responsibility for their learning. Students can goal set and track their progress in all subject areas.	Academic Support Program	10/19/2015	05/31/2017	\$600	Principal Assistant Principal Teachers
Total					\$2750	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Garrison Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

Comprehensive School Improvement Plan

Garrison Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Garrison Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.lewis.kyschools.us/school/ges/	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

Comprehensive School Improvement Plan

Garrison Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.3% in 2015 to 64.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category: Stakeholder Engagement

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will be encouraged to participate in the TELL survey. The staff will analyze results at the leadership level and at the staff level. We will compare 2013 results with 2015 results to address areas of concerns and areas that are in need for improvement.	Parent Involvement	08/07/2013	05/31/2017	\$0 - No Funding Required	Teaching Staff Principal Assistant Principal Counselor

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Garrison Elementary from 46.6% in 2016 to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Comprehensive School Improvement Plan

Garrison Elementary School

Category: Continuous Improvement

Research Cited:

Activity - Writing Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has hired a program consultant to provide on-going professional learning for writing. Consultant will provide strategies for teachers to use to improve student writing.	Professional Learning	07/01/2014	05/31/2016	\$4500 - Title II Part A	Principal Teachers

Activity - Literacy-Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing strategies needed for staff in order to transition our students to proficiency. A writing consultant will work with teachers to develop strategies to use with students. Strategies will be modeled in classrooms by consultant with on-going support.	Professional Learning	08/04/2014	05/31/2016	\$4000 - Title II Part A	Principal Assistant Principal Teachers Writing Consultant

Activity - Analyzing Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed using Bloom's Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Teaching Staff Principal Assistant Principal

Activity - Analyzing Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will meet to analyze student evidence and learning to determine instructional improvements.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Teaching Staff Principal Assistant Principal

Activity - Revise, implement, and monitor a school wide writing plan to address critical thinking skills.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work collaboratively to revise the writing plan K-6. Samples of all writings will be kept in electronic working folders to be passed on with the student each year.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Classroom teachers Principal/Assistant Principal

Strategy2:

School Readiness and Early Learning - Garrison Elementary School will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/07/2013	05/31/2016	\$0 - No Funding Required	Teaching staff Principal Assistant Principal

Activity - ELLN Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary preschool teacher will attend ELLN meetings at KEDC along with district preschool teachers and the District Preschool Director.	Professional Learning	08/07/2013	05/31/2016	\$300 - District Funding	Preschool teacher District Preschool Director Principal

Activity - Develop Implementation Plan for Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary along with the Lewis County School District will develop an Implementation Plan to increase the number of students who are ready for Kindergarten.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Preschool Teacher District Preschool Director Principal

Activity - Collaboration with Head Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary along with the Lewis County School District will collaborate with Garrison Head Start to communicate expectations for Kindergarten Readiness.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	District Preschool Director Principal

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/07/2013	05/31/2016	\$0 - No Funding Required	Teaching staff Principal Assistant Principal

Strategy3:

Program Review - The school will participate in the program review process for Writing, Practical Living/Career Studies, Arts and Humanities, K-3, and World Language. The school will have teams to identify evidence, collect evidence and post it electronically, and review each content area three times a year as required by the state accountability system.

Category: Continuous Improvement

Research Cited:

Activity - Submit Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review ratings and information will be submitted into ASSIST for district and state review.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Identifying and Analyzing Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams of teachers will identify and analyze gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Teacher Teams Principal Assistant Principal

Activity - Identifying Appropriate Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members will meet periodically to identify appropriate evidence and to calibrate evidence for ratings.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Teachers in Teams Principal Assistant Principal

Activity - Examine Program Review Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine the rubrics used in a program review. They will consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	08/07/2013	05/29/2015	\$0 - No Funding Required	Teachers Principal Assistant Principal

Strategy4:

Math Initiative - Teachers will plan and implement Go Math, Math Trailblazers, and Math Innovations following the district developed pacing guides.

Category: Continuous Improvement

Research Cited:

Activity - Monitor the implementation of District developed pacing guides based on Go Math, Math Trailblazers, and Math Innovations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Mastery is defined as 80% of students scoring 80% on the assessment.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Classroom Teachers Principal/Assistant Principal

Activity - Professional Development on Math Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, research-based professional development on math practices and interventions. Susie Osborne will work with teachers on improving RTI strategies for basic skills	Academic Support Program	08/07/2013	05/31/2016	\$1500 - Title II Part A	Principal Assistant Principal

Strategy5:

Curriculum Assessment and Alignment - Curriculum will be aligned to state standards to ensure that all students are successful. This work has been done by horizontal and vertical teams from all elementary schools in the district.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Monitor Practical Living/Career Studies Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will review results of all Program Reviews and make improvements followed by monitoring.	Professional Learning	08/07/2013	05/31/2016	\$0 - No Funding Required	Program Review Teams Principal Assistant Principal

Strategy6:

ILP - ILP's will be developed beginning in 6th Grade.

Category: Career Readiness Pathways

Research Cited:

Activity - Monitor the development of ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop an ILP with assistance from the school counselor to set career goals, explore career clusters, and take the annual survey. Students will complete 60% of the ILP by the end of the first semester and total completion of the ILP by the end of the 6th Grade school year.	Career Preparation/Orientation	08/07/2013	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal Classroom Teacher School Counselor

Strategy7:

Assess the current model of continuous improvement of the learning and teaching process - School will assess all program to determine if students are being successful.

Category: Continuous Improvement

Research Cited:

Activity - Assess Go Math and Do the Math materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess the effectiveness of math materials that were purchase for Core instruction for K-1 (Go Math) and RTI instruction (Do the Math). Measures of success will include MAP testing, Classroom Benchmark assessments, and state testing.	Academic Support Program	08/03/2015	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Activity - Assess the implementation of A. Hilterbrand materials and training in ELA classes.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will assess the success of the trainings by A. Hilterbrand to determine if students are being successful. Measures of success are MAP testing, on-demand scrimmages, and State testing.	Professional Learning	08/03/2015	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.3% in 2015 to 64.1% in 2019.

Measurable Objective 1:

Comprehensive School Improvement Plan

Garrison Elementary School

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category: Stakeholder Engagement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training and support/monitoring for implementation of school wide PBIS with support from the Kentucky Center for Instructional Discipline.	Behavioral Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Teachers FRC Coordinator

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and staff level.	Parent Involvement	08/07/2013	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Title I Committee

Activity - Title I Certified Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and staff level.	Other	08/07/2013	05/31/2017	\$0 - No Funding Required	Certified Staff Principal Title I Committee

Activity - Celebrate School Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop and ways to celebrate student and school success by holding school wide celebration meetings to recognize and reward students for various school and classroom accomplishments. PBIS team will review and revise school celebrations for success.	Academic Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers FRC Coordinator

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will be encouraged to participate in the TELL survey. The staff will analyze results at the leadership level and at the staff level. We will compare 2013 results with 2015 results to address areas of concerns and areas that are in need for improvement.	Parent Involvement	08/07/2013	05/31/2017	\$0 - No Funding Required	Teaching Staff Principal Assistant Principal Counselor

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to monitor student attendance closely and work with families to increase the student attendance rates. GES will continue to work with the District DPP to address student truancy issues along with working with families by making daily phone calls and home visits by FRC staff and administration. School will continue incentives for student attendance as part of our PBIS program.	Academic Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal FRC Staff District DPP

Strategy2:

Digital Learning - All teachers will receive training on use of Study Island, Lexia, CIITS, IXL, and other appropriate research based technology resources to meet the individual needs of students.

Category: Learning Systems

Research Cited:

Activity - Integrate Digital Content into the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/07/2013	05/31/2017	\$4500 - Title II Part A	District Staff Principal/Assistant Principal

Strategy3:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (MAP).

Category: Continuous Improvement

Research Cited:

Activity - Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fluency Instruction is an area of deficit according to data. Students that need additional fluency practice will receive instruction and practice daily. Progress will be monitored as needed per each child and their needs.	Academic Support Program	08/07/2013	05/31/2017	\$1000 - School Council Funds	Teaching Staff Principal Assistant Principal

Activity - Analyzing Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achievement by gap groups, relative to K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Classroom Teachers Principal/Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Math Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided on-going professional learning from a math coach from the district. Focus will be on providing interventions for students. Teachers will learn strategies to use for students who struggle in Tier I with on-going support.	Professional Learning	08/04/2014	05/31/2017	\$1000 - Title II Part A	Principal Assistant Principal Teachers Math Coach

Activity - Forming Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze MAP data three times per year to form intervention groups-Benchmark, Supplemental, and Intensive to address specific individual needs.	Academic Support Program	08/07/2013	05/31/2017	\$4100 - School Council Funds	Principal Assistant Principal Counselor GES Teachers

Activity - Defining Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work collaboratively to define instructional best practices to improve all tiers of instruction.	Policy and Process	08/07/2013	05/31/2017	\$0 - No Funding Required	Teachers Principal Assistant Principal

Activity - RTI System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Teachers will work collaboratively to continually improve the RTI system for students not being successful. All students will be assessed using MAP as a universal screener. Students will be progress monitored using probes for Reading and Math.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Teachers Principal Assistant Principal

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Garrison Elementary from 46.6% in 2016 to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

School Readiness and Early Learning - Garrison Elementary School will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - ELLN Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary preschool teacher will attend ELLN meetings at KEDC along with district preschool teachers and the District Preschool Director.	Professional Learning	08/07/2013	05/31/2016	\$300 - District Funding	Preschool teacher District Preschool Director Principal

Activity - Collaboration with Head Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary along with the Lewis County School District will collaborate with Garrison Head Start to communicate expectations for Kindergarten Readiness.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	District Preschool Director Principal

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/07/2013	05/31/2016	\$0 - No Funding Required	Teaching staff Principal Assistant Principal

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/07/2013	05/31/2016	\$0 - No Funding Required	Teaching staff Principal Assistant Principal

Activity - Develop Implementation Plan for Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary along with the Lewis County School District will develop an Implementation Plan to increase the number of students who are ready for Kindergarten.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Preschool Teacher District Preschool Director Principal

Narrative:

Brigance

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Garrison Elementary from 46.6% in 2016 to 53.2% by 05/31/2017 as measured by K-Prep.

Comprehensive School Improvement Plan

Garrison Elementary School

Strategy1:

School Readiness and Early Learning - Garrison Elementary School will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - ELLN Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary preschool teacher will attend ELLN meetings at KEDC along with district preschool teachers and the District Preschool Director.	Professional Learning	08/07/2013	05/31/2016	\$300 - District Funding	Preschool teacher District Preschool Director Principal

Activity - Develop Implementation Plan for Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary along with the Lewis County School District will develop an Implementation Plan to increase the number of students who are ready for Kindergarten.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Preschool Teacher District Preschool Director Principal

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/07/2013	05/31/2016	\$0 - No Funding Required	Teaching staff Principal Assistant Principal

Activity - Collaboration with Head Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary along with the Lewis County School District will collaborate with Garrison Head Start to communicate expectations for Kindergarten Readiness.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	District Preschool Director Principal

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/07/2013	05/31/2016	\$0 - No Funding Required	Teaching staff Principal Assistant Principal

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019.

Comprehensive School Improvement Plan

Garrison Elementary School

Measurable Objective 1:

collaborate to increase the overall reading and math for Garrison Elementary from 46.6% in 2016 to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

ILP - ILP's will be developed beginning in 6th Grade.

Category: Career Readiness Pathways

Research Cited:

Activity - Monitor the development of ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop an ILP with assistance from the school counselor to set career goals, explore career clusters, and take the annual survey. Students will complete 60% of the ILP by the end of the first semester and total completion of the ILP by the end of the 6th Grade school year.	Career Preparation/Orientation	08/07/2013	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal Classroom Teacher School Counselor

Strategy2:

Program Review - The school will participate in the program review process for Writing, Practical Living/Career Studies, Arts and Humanities, K-3, and World Language. The school will have teams to identify evidence, collect evidence and post it electronically, and review each content area three times a year as required by the state accountability system.

Category: Continuous Improvement

Research Cited:

Activity - Identifying Appropriate Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members will meet periodically to identify appropriate evidence and to calibrate evidence for ratings.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Teachers in Teams Principal Assistant Principal

Activity - Examine Program Review Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine the rubrics used in a program review. They will consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	08/07/2013	05/29/2015	\$0 - No Funding Required	Teachers Principal Assistant Principal

Activity - Submit Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review ratings and information will be submitted into ASSIST for district and state review.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Identifying and Analyzing Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams of teachers will identify and analyze gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Teacher Teams Principal Assistant Principal

Strategy3:

Curriculum Assessment and Alignment - Curriculum will be aligned to state standards to ensure that all students are successful. This work has been done by horizontal and vertical teams from all elementary schools in the district.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Practical Living/Career Studies Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will review results of all Program Reviews and make improvements followed by monitoring.	Professional Learning	08/07/2013	05/31/2016	\$0 - No Funding Required	Program Review Teams Principal Assistant Principal

Strategy4:

School Readiness and Early Learning - Garrison Elementary School will work with Head Start and Preschool to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE).	Policy and Process	08/07/2013	05/31/2016	\$0 - No Funding Required	Teaching staff Principal Assistant Principal

Activity - Develop Implementation Plan for Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary along with the Lewis County School District will develop an Implementation Plan to increase the number of students who are ready for Kindergarten.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Preschool Teacher District Preschool Director Principal

Activity - Analyze Screening Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/07/2013	05/31/2016	\$0 - No Funding Required	Teaching staff Principal Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - ELLN Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary preschool teacher will attend ELLN meetings at KEDC along with district preschool teachers and the District Preschool Director.	Professional Learning	08/07/2013	05/31/2016	\$300 - District Funding	Preschool teacher District Preschool Director Principal

Activity - Collaboration with Head Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Garrison Elementary along with the Lewis County School District will collaborate with Garrison Head Start to communicate expectations for Kindergarten Readiness.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	District Preschool Director Principal

Strategy5:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Category: Continuous Improvement

Research Cited:

Activity - Analyzing Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will meet to analyze student evidence and learning to determine instructional improvements.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Teaching Staff Principal Assistant Principal

Activity - Writing Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has hired a program consultant to provide on-going professional learning for writing. Consultant will provide strategies for teachers to use to improve student writing.	Professional Learning	07/01/2014	05/31/2016	\$4500 - Title II Part A	Principal Teachers

Activity - Analyzing Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will analyze instructional activities students are expected to complete during class. Data will be analyzed using Bloom's Revised Taxonomy to determine that higher level learning is occurring during instruction and that activities meet the level of rigor of the Core Academic Standards.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Teaching Staff Principal Assistant Principal

Activity - Revise, implement, and monitor a school wide writing plan to address critical thinking skills.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work collaboratively to revise the writing plan K-6. Samples of all writings will be kept in electronic working folders to be passed on with the student each year.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Classroom teachers Principal/Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Literacy-Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing strategies needed for staff in order to transition our students to proficiency. A writing consultant will work with teachers to develop strategies to use with students. Strategies will be modeled in classrooms by consultant with on-going support.	Professional Learning	08/04/2014	05/31/2016	\$4000 - Title II Part A	Principal Assistant Principal Teachers Writing Consultant

Strategy6:

Assess the current model of continuous improvement of the learning and teaching process - School will assess all program to determine if students are being successful.

Category: Continuous Improvement

Research Cited:

Activity - Assess the implementation of A. Hilterbrand materials and training in ELA classes.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will assess the success of the trainings by A. Hilterbrand to determine if students are being successful. Measures of success are MAP testing, on-demand scrimmages, and State testing.	Professional Learning	08/03/2015	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Activity - Assess Go Math and Do the Math materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess the effectiveness of math materials that were purchase for Core instruction for K-1 (Go Math) and RTI instruction (Do the Math). Measures of success will include MAP testing, Classroom Benchmark assessments, and state testing.	Academic Support Program	08/03/2015	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Strategy7:

Math Initiative - Teachers will plan and implement Go Math, Math Trailblazers, and Math Innovations following the district developed pacing guides.

Category: Continuous Improvement

Research Cited:

Activity - Monitor the implementation of District developed pacing guides based on Go Math, Math Trailblazers, and Math Innovations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment occurs and put the percent of mastery attained for each unit. Mastery is defined as 80% of students scoring 80% on the assessment.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Classroom Teachers Principal/Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Professional Development on Math Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, research-based professional development on math practices and interventions. Susie Osborne will work with teachers on improving RTI strategies for basic skills	Academic Support Program	08/07/2013	05/31/2016	\$1500 - Title II Part A	Principal Assistant Principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.3% in 2015 to 64.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

Digital Learning - All teachers will receive training on use of Study Island, Lexia, CIITS, IXL, and other appropriate research based technology resources to meet the individual needs of students.

Category: Learning Systems

Research Cited:

Activity - Integrate Digital Content into the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/07/2013	05/31/2017	\$4500 - Title II Part A	District Staff Principal/Assistant Principal

Strategy2:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category: Stakeholder Engagement

Research Cited:

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to monitor student attendance closely and work with families to increase the student attendance rates. GES will continue to work with the District DPP to address student truancy issues along with working with families by making daily phone calls and home visits by FRC staff and administration. School will continue incentives for student attendance as part of our PBIS program.	Academic Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal FRC Staff District DPP

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Celebrate School Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop and ways to celebrate student and school success by holding school wide celebration meetings to recognize and reward students for various school and classroom accomplishments. PBIS team will review and revise school celebrations for success.	Academic Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers FRC Coordinator

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and staff level.	Parent Involvement	08/07/2013	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Title I Committee

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will be encouraged to participate in the TELL survey. The staff will analyze results at the leadership level and at the staff level. We will compare 2013 results with 2015 results to address areas of concerns and areas that are in need for improvement.	Parent Involvement	08/07/2013	05/31/2017	\$0 - No Funding Required	Teaching Staff Principal Assistant Principal Counselor

Activity - Title I Certified Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and staff level.	Other	08/07/2013	05/31/2017	\$0 - No Funding Required	Certified Staff Principal Title I Committee

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training and support/monitoring for implementation of school wide PBIS with support from the Kentucky Center for Instructional Discipline.	Behavioral Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Teachers FRC Coordinator

Strategy3:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (MAP).

Category: Continuous Improvement

Research Cited:

Activity - Defining Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work collaboratively to define instructional best practices to improve all tiers of instruction.	Policy and Process	08/07/2013	05/31/2017	\$0 - No Funding Required	Teachers Principal Assistant Principal

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Forming Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze MAP data three times per year to form intervention groups-Benchmark, Supplemental, and Intensive to address specific individual needs.	Academic Support Program	08/07/2013	05/31/2017	\$4100 - School Council Funds	Principal Assistant Principal Counselor GES Teachers

Activity - Math Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided on-going professional learning from a math coach from the district. Focus will be on providing interventions for students. Teachers will learn strategies to use for students who struggle in Tier I with on-going support.	Professional Learning	08/04/2014	05/31/2017	\$1000 - Title II Part A	Principal Assistant Principal Teachers Math Coach

Activity - Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fluency Instruction is an area of deficit according to data. Students that need additional fluency practice will receive instruction and practice daily. Progress will be monitored as needed per each child and their needs.	Academic Support Program	08/07/2013	05/31/2017	\$1000 - School Council Funds	Teaching Staff Principal Assistant Principal

Activity - RTI System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Teachers will work collaboratively to continually improve the RTI system for students not being successful. All students will be assessed using MAP as a universal screener. Students will be progress monitored using probes for Reading and Math.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Teachers Principal Assistant Principal

Activity - Analyzing Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achievement by gap groups, relative to K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Classroom Teachers Principal/Assistant Principal

Goal 3:

Garrison Elementary will reduce the percent of novice scoring student in Reading/Math combined from 39.7% in 2015 to no less than 19.9% in 2021 as measured by KPREP data.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will collaborate to reduce the overall percent of students scoring Novice from 42.6% to 38.34% in Reading by 05/31/2016 as measured by KPREP data.

Comprehensive School Improvement Plan

Garrison Elementary School

Strategy1:

Reading/Math Initiative - Teachers will implement strategies to reduce the number of students scoring novice.

Category: Continuous Improvement

Research Cited:

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a student data binder to help take responsibility for their learning. Students can goal set and track their progress in all subject areas.	Academic Support Program	10/19/2015	05/31/2017	\$600 - Other	Principal Assistant Principal Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in the technology program in Reading and Math to meet the rigor of the Common Core Standards.	Academic Support Program Technology	10/01/2015	05/31/2017	\$2150 - Other	Principal Assistant Principal Teachers

Activity - Do The Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI program to meet the math needs of our students.	Academic Support Program	08/08/2016	05/31/2017	\$8000 - Title I Part A	Principal Assistant Principal Teacher District Math Consultant

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group instruction to meet the needs of all students. Schedules will be adjusted to have instructional assistants scheduled during this time in core instruction.	Direct Instruction	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase student engagement by having students work in pairs or groups during the learning process.	Direct Instruction	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.3% in 2015 to 64.1% in 2019.

Comprehensive School Improvement Plan

Garrison Elementary School

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

Best Practice - Staff will analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (MAP).

Category: Continuous Improvement

Research Cited:

Activity - RTI System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Teachers will work collaboratively to continually improve the RTI system for students not being successful. All students will be assessed using MAP as a universal screener. Students will be progress monitored using probes for Reading and Math.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Teachers Principal Assistant Principal

Activity - Analyzing Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achievement by gap groups, relative to K-Prep, MAP, and classroom assessments to ensure student instructional needs are being met.	Academic Support Program	08/07/2013	05/31/2017	\$0 - No Funding Required	Classroom Teachers Principal/Assistant Principal

Activity - Defining Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work collaboratively to define instructional best practices to improve all tiers of instruction.	Policy and Process	08/07/2013	05/31/2017	\$0 - No Funding Required	Teachers Principal Assistant Principal

Activity - Math Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided on-going professional learning from a math coach from the district. Focus will be on providing interventions for students. Teachers will learn strategies to use for students who struggle in Tier I with on-going support.	Professional Learning	08/04/2014	05/31/2017	\$1000 - Title II Part A	Principal Assistant Principal Teachers Math Coach

Activity - Forming Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will analyze MAP data three times per year to form intervention groups-Benchmark, Supplemental, and Intensive to address specific individual needs.	Academic Support Program	08/07/2013	05/31/2017	\$4100 - School Council Funds	Principal Assistant Principal Counselor GES Teachers

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Fluency Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fluency Instruction is an area of deficit according to data. Students that need additional fluency practice will receive instruction and practice daily. Progress will be monitored as needed per each child and their needs.	Academic Support Program	08/07/2013	05/31/2017	\$1000 - School Council Funds	Teaching Staff Principal Assistant Principal

Strategy2:

Digital Learning - All teachers will receive training on use of Study Island, Lexia, CIITS, IXL, and other appropriate research based technology resources to meet the individual needs of students.

Category: Learning Systems

Research Cited:

Activity - Integrate Digital Content into the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in the selected content areas.	Academic Support Program	08/07/2013	05/31/2017	\$4500 - Title II Part A	District Staff Principal/Assistant Principal

Strategy3:

Other - The school will survey stakeholders to improve school culture and improve the teaching and learning environment.

Category: Stakeholder Engagement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training and support/monitoring for implementation of school wide PBIS with support from the Kentucky Center for Instructional Discipline.	Behavioral Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Teachers FRC Coordinator

Activity - Celebrate School Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop and ways to celebrate student and school success by holding school wide celebration meetings to recognize and reward students for various school and classroom accomplishments. PBIS team will review and revise school celebrations for success.	Academic Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers FRC Coordinator

Activity - Title I Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be encouraged to participate in the Parent Title I Survey. The Title I Committee will analyze the results at the leadership and staff level.	Parent Involvement	08/07/2013	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Title I Committee

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Title I Certified Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teaching staff will be encouraged to complete the Title I Teacher Survey. The Title I Committee will analyze results at the leadership and staff level.	Other	08/07/2013	05/31/2017	\$0 - No Funding Required	Certified Staff Principal Title I Committee

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to monitor student attendance closely and work with families to increase the student attendance rates. GES will continue to work with the District DPP to address student truancy issues along with working with families by making daily phone calls and home visits by FRC staff and administration. School will continue incentives for student attendance as part of our PBIS program.	Academic Support Program	08/04/2014	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal FRC Staff District DPP

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will be encouraged to participate in the TELL survey. The staff will analyze results at the leadership level and at the staff level. We will compare 2013 results with 2015 results to address areas of concerns and areas that are in need for improvement.	Parent Involvement	08/07/2013	05/31/2017	\$0 - No Funding Required	Teaching Staff Principal Assistant Principal Counselor

Goal 2:

Garrison Elementary will reduce the percent of novice scoring student in Reading/Math combined from 39.7% in 2015 to no less than 19.9% in 2021 as measured by KPREP data.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will collaborate to reduce the overall percent of students scoring Novice from 42.6% to 38.34% in Reading by 05/31/2016 as measured by KPREP data.

Strategy1:

Reading/Math Initiative - Teachers will implement strategies to reduce the number of students scoring novice.

Category: Continuous Improvement

Research Cited:

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase student engagement by having students work in pairs or groups during the learning process.	Direct Instruction	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a student data binder to help take responsibility for their learning. Students can goal set and track their progress in all subject areas.	Academic Support Program	10/19/2015	05/31/2017	\$600 - Other	Principal Assistant Principal Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group instruction to meet the needs of all students. Schedules will be adjusted to have instructional assistants scheduled during this time in core instruction.	Direct Instruction	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers

Activity - Do The Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI program to meet the math needs of our students.	Academic Support Program	08/08/2016	05/31/2017	\$8000 - Title I Part A	Principal Assistant Principal Teacher District Math Consultant

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in the technology program in Reading and Math to meet the rigor of the Common Core Standards.	Academic Support Program Technology	10/01/2015	05/31/2017	\$2150 - Other	Principal Assistant Principal Teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary and middle students from 46.6% in 2016 to 66.6% in 2019.

Measurable Objective 1:

Comprehensive School Improvement Plan

Garrison Elementary School

collaborate to increase the overall reading and math for Garrison Elementary from 46.6% in 2016 to 53.2% by 05/31/2017 as measured by K-Prep.

Strategy1:

Literacy Initiative - Teachers will meet to analyze student evidence and learning to determine instructional improvements.

Category: Continuous Improvement

Research Cited:

Activity - Writing Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has hired a program consultant to provide on-going professional learning for writing. Consultant will provide strategies for teachers to use to improve student writing.	Professional Learning	07/01/2014	05/31/2016	\$4500 - Title II Part A	Principal Teachers

Activity - Literacy-Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training with specific writing strategies needed for staff in order to transition our students to proficiency. A writing consultant will work with teachers to develop strategies to use with students. Strategies will be modeled in classrooms by consultant with on-going support.	Professional Learning	08/04/2014	05/31/2016	\$4000 - Title II Part A	Principal Assistant Principal Teachers Writing Consultant

Strategy2:

Curriculum Assessment and Alignment - Curriculum will be aligned to state standards to ensure that all students are successful. This work has been done by horizontal and vertical teams from all elementary schools in the district.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Practical Living/Career Studies Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will review results of all Program Reviews and make improvements followed by monitoring.	Professional Learning	08/07/2013	05/31/2016	\$0 - No Funding Required	Program Review Teams Principal Assistant Principal

Strategy3:

Program Review - The school will participate in the program review process for Writing, Practical Living/Career Studies, Arts and Humanities, K-3, and World Language. The school will have teams to identify evidence, collect evidence and post it electronically, and review each content area three times a year as required by the state accountability system.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Garrison Elementary School

Activity - Identifying and Analyzing Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams of teachers will identify and analyze gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Teacher Teams Principal Assistant Principal

Activity - Examine Program Review Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine the rubrics used in a program review. They will consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	08/07/2013	05/29/2015	\$0 - No Funding Required	Teachers Principal Assistant Principal

Activity - Identifying Appropriate Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members will meet periodically to identify appropriate evidence and to calibrate evidence for ratings.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Teachers in Teams Principal Assistant Principal

Activity - Submit Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review ratings and information will be submitted into ASSIST for district and state review.	Academic Support Program	08/07/2013	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Strategy4:

Assess the current model of continuous improvement of the learning and teaching process - School will assess all program to determine if students are being successful.

Category: Continuous Improvement

Research Cited:

Activity - Assess the implementation of A. Hilterbrand materials and training in ELA classes.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will assess the success of the trainings by A. Hilterbrand to determine if students are being successful. Measures of success are MAP testing, on-demand scrimmages, and State testing.	Professional Learning	08/03/2015	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Garrison Elementary School is a small, rural school with a Pre-K through 6th grade enrollment averaging 305 students. Enrollment has decreased from a high of 340 students in 2011-2012 to approximately 305 students in 2016-2017. Our school is located along the Ohio River, bordered by the Kinniconick Creek and easily accessed by the Double A highway. We are one of four elementary schools in the Lewis County School system. Garrison is located in the eastern portion of the county neighbored by Greenup County and southern Ohio. Because of its geographical location there is a lack of economic, cultural, and ethnic diversity. Garrison Elementary has approximately 84% of its students who qualify for free and reduced lunch rates. This rate has steadily increased over the past 3 years. Unemployment in Lewis County averages above 18%. This creates a challenge for our school to achieve its mission of educating all students through the implementation of a rigorous curriculum that promotes high levels of academic performance and builds positive growth in social/emotional behaviors and attitudes. Our staff strives to instill in each student the need to achieve, belief that they can learn, and understanding that what they are learning is useful, relevant and meaningful.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Garrison Elementary School staff is to educate all students through the use of a rigorous curriculum that promotes high levels of academic performance and builds positive growth in social/emotional behaviors and attitudes. The staff accepts this responsibility by providing research based core curriculum and supplemental aids and interventions to ensure all students are provided the same opportunity to grow. The school is organized into grade level teams to allow teachers to have a common planning time in order to plan lessons that are focused on the Common Core State Standards in order to meet the needs of our students. Our vision for this school is to provide the support necessary to an exemplary staff that has the goal of being recognized as a Proficient school in three years. In order to achieve this goal, Garrison Elementary has implemented a number of research-based instructional programs: History/Geography Alive, Reading Street, Lexia, Reading, Reading Plus, Do the Math, Go Math, and Study Island. Classroom teachers have a common planning time with their grade level team daily but they also work in vertical teams as needed. Working as a vertical team, teachers can scaffold rigorous lessons to meet the needs of students who are struggling as well as provide enrichment opportunities for students who are excelling at a fast pace. All students are expected to gain at least one year's growth in core subjects, with the school-wide expectation that 80% of students benchmark in all content areas. All support,

materials, and monitoring are provided to support the rigorous delivery and assessment of all students in the Common Core State Standards. Our school teams review beginning of the year, middle of the year, and end of year MAP data along with progress monitoring weekly such as fluency checks and formative assessments. Grade Level Teams regularly review student progress. Each team analyzes the progress and together makes decisions for what programs should be implemented. The district RTI guidelines are followed to make decisions for student placement. Garrison Elementary has Parent Teacher Conferences twice a year but teachers communicate frequently with parents on struggling students. The guidance counselor and family resource center director schedules community members to come to the school to present programs such as Fire Safety, Say No to Drugs, Ambulance Service, Smoky the Bear and local blood drives.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We have had many notable achievements in our school over the last three years. Students at Garrison Elementary are showcased regularly in the local newspaper, monthly newsletters, and on our school web pages. A positive reward system is in place that rewards and recognizes good behavior on a daily, weekly and monthly basis. The PTO regularly sponsors rewards for good attendance. Our students have the opportunity to participate in many art and writing competitions. Teachers have the opportunity to participate in district professional development activities. All teachers review student achievement scores and revise our Comprehensive School Improvement Plan to address student needs. MAP (Measures of Academic Progress) is used to monitor student progress and is given three times per year. We have developed and implemented the use of pacing guides aligned with the Kentucky Core Academic Standards across the curriculum in each grade level. Professional development is a key component for instructional improvement. We have participated in quality professional development based on the work of our District Leadership Network. We have been a PBIS school for the last seven years working with the Kentucky Center for Instructional Discipline. Overall, our goal is to be recognized as a Distinguished school in three years. Not only have we purchased new reading textbooks from Pearson, all our classrooms have interactive white boards and document cameras and projectors to support student learning. In addition, we have a second computer lab and a classroom set of Chromebooks. Over the next 3 years we would like to improve in many areas. We want to improve the monitoring of teaching and learning in a consistent, data-driven manner. We want to continue the refinement of pacing guides to ensure alignment with KCAS. We want to improve and refine reading, math, and behavior interventions. We also will continue and expand the use of CIITS for standards-based planning and assessment. Administrators will assist teachers as they create and implement Student Growth Goals. Administrators will also follow the district Certified Evaluation Plan to evaluate teachers. Four teachers are trained to be Peer Observers. Our overall goal is to empower students with the skills, knowledge and dispositions necessary to reach proficiency.

Areas of Improvement:

- Our goal is to increase the percentage of students who scored proficient and/or distinguished in reading from 42.9% to 68.3% by 2017.
- Our goal is to increase the percentage of students who scored proficient and/or distinguished in math from 30.9% to 63.5% by 2017.

Additional Information

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

Garrison Elementary will utilize many resources to increase student achievement. Besides instructional programs, we also have access to a writing consultant, a math coach, and a district instructional coach to assist teachers in planning lessons and creating rigorous assessments.