

**2020-21 Phase One: Continuous Improvement Diagnostic for  
Schools\_08282020\_14:09**

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**Garrison Elementary School**  
Sarah Porter  
Garrison, 41141

Last Modified: 09/18/2020  
Status: Locked

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## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools

### 2020-21 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

#### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

#### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

#### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

#### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.***

Please enter your name and date below to certify.

Sarah Porter September 18, 2020

## 2020-21 Phase Two: School Assurances\_10152020\_10:16

2020-21 Phase Two: School Assurances

### **Garrison Elementary School**

Sarah Porter  
Garrison, 41141

Last Modified: 10/15/2020

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## 2020-21 Phase Two: School Assurances

### 2020-21 Phase Two: School Assurances

## Introduction

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

## Teacher Performance

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

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

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

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

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

- Yes
- No
- N/A

## Title I Schoolwide Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of

individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

## Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

## Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

## All School Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

A. timely information about programs under Title I;

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

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No

N/A

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

**Yes**

No

N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: School Safety Report\_10152020\_11:18

2020-21 Phase Two: School Safety Report

### **Garrison Elementary School**

Sarah Porter  
Garrison, 41141

Last Modified: 10/15/2020

Status: Locked

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## 2020-21 Phase Two: School Safety Report

### 2020-21 Phase Two: School Safety Report

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## School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no", please explain in the comment box.*

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no", please explain in the comment box.*

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.*

Yes, June 2020

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes. September 3, 2020

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If the answer is "no", please explain in the comment box.*

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Two: The Needs Assessment for Schools\_09182020\_10:58

2020-21 Phase Two: The Needs Assessment for Schools

### **Garrison Elementary School**

Sarah Porter  
Garrison, 41141

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## 2020-21 Phase Two: The Needs Assessment for Schools

### 2020-21 Phase Two: The Needs Assessment for Schools

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## Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

School Council Members: Sarah Porter, Jacqueline Hall, Alyssa Clark, Christel Harr, Chad Evans, and Kristen Ruggles. SBDM Meetings are monthly. The SBDM utilizes agendas and meeting minutes. Leadership Team Members: Sarah Porter, Angie Potter, Andrea Carver, Terena Kraft, Stacy Flannery, Alyssa Clark, Glynnis Bivens, Johnna Tolliver, Elizabeth Underwood, Hazel Stanfield, Brittany Moore, Joe Bentley, Lacey Patton, Montana Stone, Christel Harr, Matt Watson, Gigi Linville, Jennifer Sullivan, Ashley Pence, Lydia Smith, Lauren McKInney, and Jacqueline Hall. Staff meeting (grade level meeting, department meetings) are biweekly or more frequently if needed. Agendas are kept to document meetings.

## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

No change from 2019-2020, this data is still appropriate. Reading decreased Novice 5.9% on KPREP. Reading increased Proficient/Distinguished by 4.2% on KPREP. Math increased Novice 4.4% on KPREP. Math decreased Proficient/Distinguished by 3.9% on KPREP. Science decreased Novice 7% on KPREP. Science increased Proficient/Distinguished by 8.7% on KPREP. Social Studies increased Novice 10% on KPREP. Social Studies decreased Proficient/Distinguished by 22.1% on KPREP. On Demand Writing increased Novice 16.6% on KPREP. On Demand Writing decreased Proficient/Distinguished 13.6% on KPREP.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

No change from 2019-2020, this data is still appropriate. Proficiency Indicator score was 61.2, we are a three star school. Math increased Novice 4.4%. Reading has 22.9% of students scoring Novice. Math has 27.5% of students scoring Novice. Absenteeism continues to be a problem.

## Trends

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

No change from 2019-2020, this data is still appropriate. Novice reduction in Reading and Math remain priority areas for improvement. From 2016 to 2019 we have reduced novice in Reading. Math continues to increase in novice. Some of our GAP groups also continue to perform worse than all students.

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

No change from 2019-2020, this data is still appropriate. 1- 3. Standards, instruction, and assessments are not consistently delivered at the rigor necessary to reduce novice. 4. Assessments and the data that is derived from the assessments are not used to drive instruction throughout the year.

## Strengths/Leverages

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

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

No change from 2019-2020, this data is still appropriate. Reading decreased Novice 5.9% on KPREP. Reading increased Proficient/Distinguished by 4.2% on KPREP. Science decreased Novice 7% on KPREP. Science increased Proficient/Distinguished by 8.7% on KPREP.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic\_11102020\_13:21

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

### Garrison Elementary School

Sarah Porter  
Garrison, 41141

Last Modified: 11/10/2020

Status: Locked

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

### 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

#### Rationale

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

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

## I. Achievement Gap Group Identification

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

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

See attachment

### **ATTACHMENTS**

#### **Attachment Name**

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 [GES Achievement GAP Group 20-21](#)

## II. Achievement Gap Analysis

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

Race is not an issue with the achievement gap. The school has 1 student that identify as African American, 11 students that identify with two or more races, and 269 students that identify as white (Non-Hispanic). There is not a significant difference in the scores. In math, the percentage of proficient/distinguished students with a disability (30%) was slightly less than the students without (35%). In reading, the percentage of proficient/distinguished students with a disability (50%) was slightly higher than the students without (48.3%). The free and reduced achievement gap is an issue.

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

The school is still working to successfully close the achievement gaps. There are no significant achievement gaps.

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

In reading, the percentage of proficient/distinguished students with a disability (50%) was slightly higher than the students without (48.3%). Reading, math, science, and social studies males and females did not have a significant achievement gap. The science achievement gap of male/female showed improvement from females 19 % to 26.1% and males 13.6% to 23.1%.

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

In both math and reading the achievement gap for economically disadvantaged and non-economically disadvantaged regresses. In reading the economically disadvantaged went from 42.5% to 42% and the non-economically disadvantaged went from 50% to 65.9%. In math economically disadvantaged went from 35.8% to 27.7% and the non-economically disadvantaged went from 47.2% to 53.7%.

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

Filling in gaps between the economically disadvantaged and non-economically disadvantaged is a challenge.

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

Present data to Grade Level Meetings, Local Board of Education, and SBDM. Teachers- Andrea Carver, Terena Kraft, Stacy Flannery, Glynnis Bivens, Alyssa Clark, Johnna Tolliver, Jackie Hall, Elizabeth Underwood, Hazel Stanfield, Brittany Moore, Joe Bentley, Montana Stone, Lacey Patton,

Christel Harr, Matt Watson, Jennifer Sullivan, Gigi Linville, Angie Potter, Terrance Smith, Lydia Smith, and Lauren McKinney. SBDM- Sarah Porter, Christel Harr, Alyssa Clark, Jackie Hall, Chad Evans, and Kristen Ruggles. LCBOE- Jamie Weddington, Cindy Applegate, Todd Sartin, Michelle Skidmore, Brian McRoberts, and Sarah Willis.

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

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

Required Kagan training, Special Education Updates, Exit Criteria Work, Angela Hilterbrand (District Consultant), MAF presentation, PLP training

### III. Planning the Work

#### Closing the Achievement Gap Goals

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

See attachment

#### **ATTACHMENTS**

##### **Attachment Name**

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 [GES 20-21 Achievement Gap](#)

#### Closing the Achievement Gap

- Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
- Step 2: Complete your findings and answers.
- Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment

#### **ATTACHMENTS**

##### **Attachment Name**

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 [20-21GES closing gap goal](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21GES closing gap goal		• III
 GES 20-21 Achievement Gap		• III
 GES Achievement GAP Group 20-21		• I

## **2020-2021 Phase Three: Comprehensive School Improvement Plan\_11102020\_12:31**

2020-2021 Phase Three: Comprehensive School Improvement Plan

**Garrison Elementary School**  
Sarah Porter  
Garrison, 41141

Last Modified: 11/10/2020  
Status: Locked

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## 2020-2021 Phase Three: Comprehensive School Improvement Plan

### 2020-21 Phase Three: Comprehensive School Improvement Plan

#### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

#### Operational Definitions

**Goal:** Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipleigh*, *Baldrige*, etc.).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

#### Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.**

N/A

## **ATTACHMENTS**

### **Attachment Name**

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 [20-21 Garrison Elementary CSIP](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 Garrison Elementary CSIP		•

## 2020-21 Phase Three: Executive Summary for Schools\_11102020\_13:14

2020-21 Phase Three: Executive Summary for Schools

### **Garrison Elementary School**

Sarah Porter  
Garrison, 41141

Last Modified: 11/10/2020

Status: Locked

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## 2020-21 Phase Three: Executive Summary for Schools

### 2020-21 Phase Three: Executive Summary for Schools

#### 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 has around 275-290 students on average with Pre-K to 6th Grade. The staff totals 43 including all certified and classified employees. There is a large free and reduced lunch percentage for Garrison, estimated around 190 students are eligible for free and 20 students reduced. The school is located near the eastern border of Lewis County along the Ohio River. There is a high unemployment rate in the community that the school serves.

#### 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. Staff will accept responsibility to teach all students and students will accept responsibility in meeting their educational growth with the support of staff, parents, and community. At Garrison we say achievement is our journey; success our destination. The school expects all students and staff to strive to be better each day. The expectations are that everyone tries their best.

#### 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.

Garrison Elementary showed high growth on the 18-19 school year KPREP test. The school was a three star school. GES is striving to be a four star school. The school needs to work on continuing to improve math, reading, writing, science, and social studies scores.

#### Additional Information

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

We are not a CSI or TSI school.

#### Additional Information

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

N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **2020-21 Phase Three: Professional Development Plan for Schools\_11102020\_14:29**

2020-21 Phase Three: Professional Development Plan for Schools

### **Garrison Elementary School**

Sarah Porter  
Garrison, 41141

Last Modified: 11/20/2020

Status: Locked

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## 2020-21 Phase Three: Professional Development Plan for Schools

### 2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

Garrison Elementary Mission Statement: 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. Staff will accept responsibility to teach all students and students will accept responsibility in meeting their educational growth with the support of staff, parents, and community. Lewis County Mission Statement: The Lewis County Board of Education's mission is to ensure each child a superior education and an appreciation for continuous learning through visionary leadership, innovative teaching and dedicated teamwork.

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

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

Garrison Elementary's top two priorities for professional development that supports continuous improvement is to increase proficiency in reading and to increase proficiency in math.

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

The goals at Garrison Elementary are to increase the combined Reading and Math percentage of proficient/distinguished students to 52% by 2023 and to reduce the overall percentage of students scoring novice by 5% by 2023.

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

A specific objective for the professional development aligned to the school goal is to increase the proficiency score in reading from a 48.4% in 2019 to 53.4 % in 2021.

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

The intended results are that student educational experience and outcomes to improve, along with educator belief and practices improve.

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

The indicators of success will be seeing the increase on KPREP, i-Ready results, and classroom assessments.

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

The targeted audience for the professional development is teachers.

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

This component of professional development will impact students, teachers, and principals.

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

Resources that are needed to support the professional development is staff, funding, technology training, materials, and time.

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

Ongoing supports that will be provided for professional development implementation include coaching, professional learning communities, follow up, and observations with feedback.

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

The professional development will be monitored for evidence of implementation using various data such as student work samples, grade-level assessments, district assessments, classroom observations, i-Ready assessments. Teachers and administration will be responsible and the frequency of the data analysis will be based on the form of data. After assessments there will be an analysis of the data.

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

A specific objective for the professional development aligned to the school goal is to increase the proficiency score in math from 34.6 % in 2019 to 44.6% in 2021.

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

The intended results are that student educational experience and outcomes to improve, along with educator belief and practices improve.

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

The indicators of success will be seeing the increase on KPREP, i-Ready results, and classroom assessments.

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

The targeted audience for the professional development is teachers.

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

Stakeholders that will be impacted include students, teachers, and principals.

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

Resources that are needed to support the professional development is staff, funding, technology training, materials, and time.

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

Ongoing supports that will be provided for professional development implementation include coaching, professional learning communities, follow up, and observations with feedback.

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

The professional development will be monitored for evidence of implementation using various data such as student work samples, grade-level assessments, district assessments, classroom observations, i-Ready assessments. Teachers and administration will be responsible and the frequency of the data analysis will be based on the form of data. After assessments there will be an analysis of the data.

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

N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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