

**2019-20 Phase One: Continuous Improvement Diagnostic for
Schools_09232019_11:30 2019-2020**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Garrison Elementary School

Dale McDowell

Garrison, 41141

Last Modified: 09/23/2019

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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 2019-20 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
- Title I Annual Review* Diagnostic

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 9-23-19

2019-20 Phase Two: School Assurances_10142019_16:42

2019-20 Phase Two: School Assurances

Garrison Elementary School
Dale McDowell
Garrison, 41141

Last Modified: 10/18/2019
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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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 Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. 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.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 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 completed the Kentucky Teacher Performance survey.

- 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.

- 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**

Title I Targeted Assistance School Programs

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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**

15. 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**

16. 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

17. If identified for targeted support and improvement pursuant to Section 111(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

All School Programs

18. 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

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

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

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Safety Report_10162019_16:48

2019-20 Phase Two: School Safety Report

Garrison Elementary School
Dale McDowell
Garrison, 41141

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Status: Locked

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2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

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, the school adopted an emergency plan in accordance with the local board policy and in compliance with the specifications in KRS 158.162(3) on August 2, 2019.

ATTACHMENTS

Attachment Name



Crisis Plan

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 the school has provided local first responders with a copy of the school's emergency plan along with a diagram of the school.

ATTACHMENTS

Attachment Name



Crisis Plan

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.

The school had posted evacuation routes in each room.

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.

The school has posted the location of severe weather safe zones in each room.

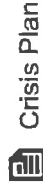
5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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.

Emergency plan has been reviewed, revised, and updated.

ATTACHMENTS

Attachment Name



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.

Crisis plan was discussed with all staff on August 19, 2018 at 1:10 pm. during our staff Opening Day.

ATTACHMENTS

Attachment Name



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.

A severe weather drill, earthquake drill, and lockdown drill was conducted on August 27, 2019 starting at 1: 30 pm.

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.


A severe weather drill, earthquake drill, and lockdown drill was conducted on January 1, 2019.

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Crisis Plan	This is GES Crisis plan/ safe school plan, threat assessment team, crisis role members.	<ul style="list-style-type: none"> • 1 • 2 • 5 • 6

2019-20 Phase Two: The Needs Assessment for Schools_10142019_14:27

2019-20 Phase Two: The Needs Assessment for Schools

Garrison Elementary School

Dale McDowell

Garrison, 41141

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, 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/district 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 Ashley Gilliam. Leadership Team Members: Sarah Porter, Terena Kraft, Ariel Watson, Kaitlynn Burriss, Glynnis Bivens, Johnna Tolliver, Jacqueline Hall, Hazel Stanfield, Elizabeth Underwood, Brittany Moore, Joe Bentley, Sherri Gardner, Lacey Patton, Christel Harr, Matthew Watson, Gigi Linville, Lydia Smith, Lauren McKinney, Jennifer Sullivan, Andrea Carver, and Angie Potter. Teachers meet weekly in Grade Level Meetings to analyze student data, score student work, and make plans for improvement with instruction (core and RTI). The CSIP drives the work that the staff completes on a weekly basis. The staff also analyzes iReady assessment data to determine progress and make adjustments to the CSIP. Garrison Elementary has an Implementation Team that meets to discuss data and review items from the CSIP to determine progress and make adjustments when necessary. The Garrison SBDM Council also reviews the progress of the CSIP and the progress towards closing the achievement gap. Garrison Elementary posts the CSIP on the school webpage and asks for parent input. Meetings are documented with agendas and sign sheets.

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

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 Continuous Improvement Planning Diagnostic for Schools.

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.

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?

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.

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](#)

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%.

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Three: Comprehensive Improvement Plan for
Schools_11112019_14:19**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Garrison Elementary School
Dale McDowell
Garrison, 41141

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through 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, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, 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, Shipley, 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



Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 Garrison Elementary CSIP	2019-2020 Garrison Elementary CSIP	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among 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 required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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, Shipley, 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, 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.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): <i>By 2023, Garrison Elementary will increase the combined Reading and Math percentage of proficient/distinguished students to 52%.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the proficiency score in reading from a 48.4% in 2019 to 53.4 % in 2020.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an on-going action of the PLC's planning process. 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. Master is defined as 80% of students scoring 80% on the assessment.	Seeing the increase- KREP	Pacing Guides, Walkthrough data	\$0
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Seeing the Increase- KPREP	PD Agendas, Pacing Guides	PD Funds Title I

		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Seeing the Increase-KPREP	Pacing guides, assessment tracking sheets	\$0
KCWP 2: Design and Deliver Instruction		I-READY Standards Mastery Reading Tests	Seeing the increase-KPREP i-Ready District Scrimmages	Standard Mastery results utilized to measure the standards mastered and and deficiencies. Deficiencies will be addressed by classroom teachers.	Lewis County School District
		Ensure congruency is present between standards, learning targets, and assessment measures. 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.	Seeing the increase- KPREP	Grade level meeting agendas, formative assessment data, iReady data, walkthrough data.	\$0
		The district has hired a program consultant, Angela Hilterbrand, to provide on-going professional learning in reading and writing. Consultant will provide strategies for teachers to use to improve student reading and writing.	Seeing the Increase-KPREP District Scrimmages i-Ready	PD calendar, ELA assessment results	PD Funds Title I
		Create formative and summative assessments that are aligned to standards. Teaching staff will meet to analyze student evidence and learning to determine instructional improvements.	Seeing the Increase-KPREP District Scrimmages i-Ready Classroom Data	Classroom assessment data	\$0

	KCWP 5: Design, Align, and Deliver Support	Garrison Elementary along with the Lewis County School District will develop/revise an Implementation Plan to increase the number of students who are ready for Kindergarten that will include a Kindercamp for one week prior to school starting.	Kindercamp sign-in sheets, Brigance data	Kindercamp sign-in sheets, Brigance data	Title I
Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE). Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. The staff will provide support based on the results of the Kindergarten screener.		Brigance data, classroom data, Grade level meeting agendas	Brigance data, Classroom data, Grade level meeting agendas	\$0	
ESS-targets students (intensive and supplemental students) in Math and Reading.			ESS-targets students (intensive and supplemental students) in Math and Reading.	ESS Funds	
Objective 2 Increase the proficiency score in	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an on-going action of the PLC's planning process. Teachers will post	Seeing the Increase- KPREP	Pacing Guides, Walkthrough data	\$0

math from 34.6 % in 2019 to 44.6% in 2020.		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. Master is defined as 80% of students scoring 80% on the assessment.	Walkthrough Data		
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PD Agendas, Pacing Guides	PD Agendas, Pacing Guides	PD Funds Title I
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Seeing the Increase-KPREP	Pacing guides, assessment tracking sheets	\$0
		Assess the effectiveness of math materials that were purchased for core instruction for K-6 (Go Math) and RTI instruction (Do the Math). GES also uses Achieve the Core-Ready Common Core.	Seeing the increase-KPREP iReady results classroom assessments	KPREP iReady results classroom assessments	\$0
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. 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	Seeing the increase- KPREP Classroom data District Scrimmages i-Ready	Grade level meeting agendas, formative assessment data, iReady data, walkthrough data.	\$0

		level of rigor of the Core Academic Standards.			
		Create formative and summative assessments that are aligned to standards. Teaching staff will meet to analyze student evidence and learning to determine instructional improvements.	Seeing the Increase-KPREP District Scrimmages i-Ready Classroom Data	Classroom assessment data	\$0
		Teachers will participate in aligned, research-based professional development on math practices and interventions. Our MIT will work with teachers and the MAF grant will provide training to 2 additional teachers in our building.	MAF grant PD calendar	MAF grant, PD calendar	Title I
	KCWP 5: Design, Align, and Deliver Support	Garrison Elementary along with the Lewis County School District will develop/revise an Implementation Plan to increase the number of students who are ready for Kindergarten that will include a Kindercamp for one week prior to school starting.	Kindercamp sign-in sheets, Brigance data	Kindercamp sign-in sheets, Brigance data	Title I
		Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE). Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. The staff will provide support based on the	Brigance data, classroom data, Grade level meeting agendas	Brigance data, Classroom data, Grade level meeting agendas	\$0

		results of the Kindergarten screener.			
		ESS-targets students (intensive and supplemental students) in Math and Reading.		ESS-targets students (intensive and supplemental students) in Math and Reading.	ESS Funds

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023, Garrison Elementary will increase the combined Science, Social Studies, and Writing percentage of proficient/distinguished students to <u>52.8%</u> .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Science from 25% in 2019 to 45% in 2023.	KCWP 4: Review, Analyza, and Apply Data	Students will complete two Through Course Tasks at each grade level. One each will be completed in the Fall and Spring. Results will be analyzed to make instructional improvements.	Analysis of TCT results	Analysis of TCT results	\$0
		Students will use Flocabulary, Study Island, and classroom assessments to analyze what is working then apply that data to improve.	Analysis of KPREP, Flocabulary, Study Island, and Classroom Assessments	Analysis of KPREP, Flocabulary, Study Island, and Classroom Assessments	Lewis County School District
	KCWP 2: Design and Deliver Instruction	Administrator will conduct walk-through observations on a schedule of 2 per month for each teacher based on the Danielson Framework.	Analysis of walk-through data	Analysis of walk-through data	\$0
		Restructure of the master schedule to provide equal amount of instructional time.	Master Schedule KPREP	Master schedule, classroom data	\$0
Objective 2 Increase Social Studies from 63.6% in 2019 to 68.6% in 2023.	KCWP 4: Review, Analyza, and Apply Data	Students in 5th Grade will take end of unit Social Studies assessments. Students will be expected to score 80% or better.	Analysis of Social Studies Assessments	Analysis of Social Studies Assessments	\$0
		Students will use Flocabulary, Study Island, and classroom assessments to analyze what is working then apply that data to improve.	Analysis of KPREP, Flocabulary, Study Island, and Classroom Assessments	Analysis of KPREP, Flocabulary, Study Island, and Classroom Assessments	Lewis County School District

	KCWP 2: Design and Deliver Instruction	Administrator will conduct walk-through observations on a schedule of 2 per month for each teacher based on the Danielson Framework.	Analysis of walk-through data	Analysis of walk-through data	\$0
		Restructure of the master schedule to provide equal amount of instructional time.	Master Schedule KPREP	Master schedule, classroom data	\$0
Objective 3 Increase Writing from 36.4% in 2019 to 45% in 2023.	KCWP 4: Review, Analyze, and Apply Data	Students will be given a District On-demand scrimmage three times per year. Students will score proficient or better.	Analysis of On-demand scrimmage scores.	Analysis of On-demand scrimmage scores.	\$0
		Students will use Flocabulary, Study Island, typing.com, and classroom assessments to analyze what is working then apply that data to improve.	Analysis of KPREP, Flocabulary, Study Island, and Classroom Assessments	Analysis of KPREP, Flocabulary, Study Island, and Classroom Assessments	Lewis County School District
	KCWP 2: Design and Deliver Instruction	Administrator will conduct walk-through observations on a schedule of 2 per month for each teacher based on the Danielson Framework.	Analysis of walk-through data	Analysis of walk-through data	\$0
		Restructure of the master schedule to provide equal amount of instructional time.	Master Schedule KPREP	Master schedule, classroom data	\$0

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the combined Reading, Math, Science, Social Studies, and On-Demand Writing KPREP Proficient/Distinguished scores for all Garrison Elementary by 5% in each subject area while reducing the percentage of students scoring novice by 5% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the combined Reading, Math, Science, Social Studies, and On demand Writing KPREP Proficient/Distinguished scores for all gap groups at Garrison Elementary by 5% in each subject area while reducing the percentage of students scoring Novice by 5% by 2023.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Train teachers in using and integrating digital resources that align with reading and math content standards.</p>	<p>Seeing the increase- Lexia I-Ready Study Island Flocabulary</p>	<p>PD sign in sheets and agendas</p>	<p>Instructional funds District- Teacher Salary</p>
		<p>Staff will work collaboratively to define instructional best practices to improve all tiers of instruction in reading and math..</p>	<p>Seeing the increase- KPREP</p>	<p>Summer PD agendas, Grade level meeting agendas, Kagan,</p>	<p>\$0</p>
		<p>Phonics instruction in an area of deficit according to data. Students that need additional phonics instruction will receive instruction and practice daily. Progress will be monitored as needed per each child and their needs.</p>	<p>Seeing the increase- Lexia I-Ready Study Island</p>	<p>Lexia, i-Ready, Study Island, Phonics tracking sheets</p>	<p>Lewis County School District</p>
		<p>Teachers will be provided on-going professional learning from KY Center for Mathematics. Focus will be on providing interventions for students. Teachers will learn strategies to use for students who struggle in</p>	<p>Seeing the increases- i-Ready Classroom Data Do the Math</p>	<p>PD Schedule and agendas, MAF assessments, Do the Math,</p>	<p>Title I Funds</p>

		Tier I with on-going support.			
KCWP 3: Design and Deliver Assessment Literacy		Teachers will analyze student achievement by gap groups, relative to K-PREP, i-Ready, and classroom assessments to ensure student instructional needs are being met.	Seeing the increase- KPREP i-Ready Lexia Study Island Classroom Data District Srimmages	Testing schedules, Adjustments in instructional groupings, Grade level meeting agendas	\$0
		Staff will analyze i-Ready data three times per year to form intervention groups- Benchmark, Supplemental, and Intensive to address specific individual needs.	i-Ready	RTI schedule, Progress monitoring data, Testing schedules	\$0
KCWP 5: Design, Align, and Deliver Support		Administration and teachers will work collaboratively to continually improve the RTI system for students not being successful. All students will be assessed using i-Ready as a universal screener. Students will be progress monitored using probes for Reading and Math.	i-Ready	RTI schedule, Progress monitoring data, Testing schedules	\$0
		Administrators will conduct walk-through observations on a schedule of 2 per month for each teacher based on the Danielson Framework.	Walk-throughs Formal Observations	Walk-through Data	\$0
		Co-teaching and collaborative model with regular education teachers, math interventionist	Seeing the increase- KPREP i-Ready	Schedules	\$0

		teacher, and special education teachers working together.	Lexia		
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4: Growth

Goal 4 (State your growth goal.): *By 2023, Garrison Elementary will increase the combined Reading and Math percentage of proficient/distinguished students to 52%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2023 , Garrison Elementary will increase the combined Reading and Math percentage of proficient/distinguished students to 52%.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Ensure curricular alignment reviews are an on-going action of the PLC's planning process. 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. Master is defined as 80% of students scoring 80% on the assessment.</p>	<p>Seeing the increase- KREP</p>	<p>Pacing Guides, Walkthrough data</p>	<p>\$0</p>
		<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Seeing the Increase- KPREP</p>	<p>PD Agendas, Pacing Guides</p>	<p>PD Funds Title I</p>
		<p>Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.</p>	<p>Seeing the Increase- KPREP</p>	<p>Pacing guides, assessment tracking sheets</p>	<p>\$0</p>
		<p>Assess the effectiveness of math materials that were purchased for core instruction for K-6 (Go Math) and RTI instruction (Do the Math). GES also uses Achieve the Core-Ready Common Core.</p>	<p>Seeing the increase- KPREP iReady results classroom assessments</p>	<p>KPREP iReady results classroom assessments</p>	<p>\$0</p>

	KCWP 2: Design and Deliver Instruction	I-READY Standards Mastery Reading Tests	Seeing the increase- KPREP i-Ready District Scrimmages	Standard Mastery results utilized to measure the standards mastered and and deficiencies. Deficiencies will be addressed by classroom teachers.	Lewis County School District
		Ensure congruency is present between standards, learning targets, and assessment measures. 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.	Seeing the increase- KPREP	Grade level meeting agendas, formative assessment data, iReady data, walkthrough data.	\$0
		The district has hired a program consultant, Angela Hilterbrand, to provide on- going professional learning in reading and writing. Consultant will provide strategies for teachers to use to improve student reading and writing.	Seeing the Increase- KPREP District Scrimmages i-Ready	PD calendar, ELA assessment results	PD Funds Title I
		Create formative and summative assessments that are aligned to standards. Teaching staff will meet to analyze student evidence and learning to determine instructional improvements.	Seeing the Increase- KPREP District Scrimmages i-Ready Classroom Data	Classroom assessment data	\$0
		Teachers will participate in aligned, research-based professional development	MAF grant PD calendar	MAF grant, PD calendar	Title I

		on math practices and interventions. Our MIT will work with teachers and the MAF grant will provide training to 2 additional teachers in our building.			
KCWP 5: Design, Align, and Deliver Support		Garrison Elementary along with the Lewis County School District will develop/revise an Implementation Plan to increase the number of students who are ready for Kindergarten that will include a Kindercamp for one week prior to school starting.	Kindercamp sign-in sheets, Brigance data	Kindercamp sign-in sheets, Brigance data	Title I
		Garrison Elementary will assess all kindergarteners at school entry with the common statewide screener (BRIGANCE). Garrison Elementary staff will analyze data from the Kindergarten screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments. The staff will provide support based on the results of the Kindergarten screener.	Brigance data, classroom data, Grade level meeting agendas	Brigance data, Classroom data, Grade level meeting agendas	\$0
		ESS-targets students (intensive and supplemental students) in Math and Reading.		ESS-targets students (intensive and supplemental students) in Math and Reading.	ESS Funds-

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the combined 5th Grade Reading, Math, Social Studies, Science, and On-demand Writing KPREP Proficient/Distinguished scores at Garrison Elementary by 5% in each subject area while reducing the percentage of students scoring Novice by 5% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the combined 5th Grade Reading, Math, Social Studies, Science, and On-demand Writing KPREP Proficient/Distinguished scores at Garrison Elementary by 5% in each subject area while reducing the percentage of students scoring Novice by 5% by 2023.	KCWP 3: Design and Deliver Assessment Literacy	Students in all grades will take a universal screener three times per year in reading and math. Students in 5th Grade will meet end of the year grade level benchmarks in Reading and Math.	i-Ready	Tracking sheets and analysis of i-Ready screener in Reading and Math	\$0
		Students will be given a District On-demand scrimmage three times per year.	On-Demand Scrimmage	On-Demand Scrimmages, Classroom Assessments, Study Island	\$0
		Students will complete two Through Course Tasks at each grade level. Two TCT will be completed one each in the Fall and Spring. Results will be analyzed to make instructional improvements.	TCT Results	Analysis of Through Course Tasks, Study Island, Classroom assessments	\$0
		Students in 5th Grade will take end of unit Social Studies assessments. Students will be expected to score 80% or better.	Social Studies Assessments	Analysis of Social Studies assessments, Study Island, Classroom assessments	\$0
	KCWP: 2 Design and Deliver Instruction	Students not meeting grade level benchmarks will be provided intervention instruction in area of need.	i-Ready	Analysis of i-Ready screener, RTI schedules, Grade level meetings	\$0

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Garrison Elementary School

Dale McDowell

Garrison, 41141

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