

2019-20 Phase Three: Executive Summary for Schools

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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 280-290 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, 190 students are eligible for free and 19 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

CS/TSI Schools 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11262019_11:34

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Garrison Elementary School
Dale McDowell
Garrison, 41141

Last Modified: 11/27/2019
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 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

 GES Achievement Gap Group 19-20

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 2 students that identify as Hispanic or Latino, 14 students that identify with two or more races, and 290 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 school has around 224 free and reduced lunch, while 82 are paid lunch. 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, Ariel Watson, Glynnis Bivens, Kaityln Burriss, Johnna Tolliver, Jackie Hall, Elizabeth Underwood, Hazel Stanfield, Brittany Moore, Joe Bentley, Sherri Gardner, Lacey Patton,

Christel Harr, Matt Watson, Alyssa Clark, Jennifer Sullivan, Gigi Linville, Angie Potter, Angie Harris, Lydia Smith, and Lauren Charles. SBDM- Sarah Porter, Christel Harr, Alyssa Clark, Jackie Hall, Chad Evans, and Derek Knell. 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

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

 19-20 GES 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 GES GAP		• III
 19-20 GES GAP GOAL		*
 GES Achievement Gap Group 19-20		• I

Gap Group/Total number of students	Percentage of Total School Population
Disability	6.50%
Race	5.20%
Free/Reduced Lunch	73.2 %

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
Objective 1 Increase the combined Reading, Math, Science, Social Studies, and On Demand Writing KPREP Proficient/Distinguished scores for all gap ed 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.	KCWP 2: Design and Deliver Instruction	Train teachers in using and integrating digital resources that align with reading and math content standards.	Seeing the increase- Lexia I-Ready Study Island Flocabulary	PD sign in sheets and agendas	Instructional funds District-Teacher Salary
		Staff will work collaboratively to define instructional best practices to improve all tiers of instruction in reading and math..	Seeing the increase- KPREP	Summer PD agendas, Grade level meeting agendas, Kagan,	\$0
		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.	Seeing the increase- Lexia I-Ready Study Island	Lexia, I-Ready, Study Island, Phonics tracking sheets	Lewis County School District
		Teachers will be on providing interventions for students. Teachers will learn strategies to use for students who struggle in	Seeing the increase- i-Ready Classroom Data Do the Math	PD Schedule and agendas, MAF assessments, Do the Math,	Title I Funds

Tier I with on-going support.					
KWP 3: Design and Deliver Assessment Literacy	Teachers will analyze student achievement by gap groups, relative to K-PRRP, i-Ready, and classroom assessments to ensure student instructional needs are being met.	Study Island Classroom Data District Srimmages	RTI schedule, Progress monitoring data, Testing schedules	\$0	
		i-Ready	RTI schedule, Progress monitoring data, Testing schedules	\$0	
KWP 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	Seeing the increase- KPRRP	Schedules	\$0	

		!-Ready Lexia	teachers, math interventionist teacher, and special education teachers working together.		
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Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress	Funding Mechanism
Objective 1					
	KCWP 2:	<p>Train teachers in using and integrating digital resources that align with reading and math content standards.</p>	<p>District and Principal</p>	<p>PD sign in sheets and agendas</p>	<p>Instructional funds</p>
		<p>Staff will work collaboratively to define instructional best practices to improve all tiers of instruction in reading and math.</p>	<p>District, Principal, and Teachers</p>		<p>District-Teacher Salary</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>District, Principal, and Teachers</p>	<p>Summer PD agendas, Grade level meeting, agendas, Kagan,</p>	<p>\$0</p>

<p>\$0</p>	<p>\$0</p>	
<p>RTI schedule, Progress monitoring data, Testing schedules</p>	<p>Testing schedules, Adjustments in instructional groupings, Grade level meeting agendas</p>	
<p>Principal and Teachers</p>	<p>Principal and Teachers</p>	<p>Principal, KCM, Teachers</p>
<p>Staff will analyze i-Ready data three times per year to form intervention Groups-Benchmark, Supplemental, and Intensive to address specific individual needs.</p>	<p>Teachers will analyze student achievement by gap groups, relative to K-PRP, i-Ready, and ensure student instructional needs are being met.</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 Tier 1 with on-going support.</p>
<p>KCWP 3:</p>		

Increase the combined Reading, Math, Science, Social Studies, and On demand Writing KPRP 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.

KCWP 5:	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.	Principal and Teachers	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.	Principal	Walk-through Data	\$0
	Co-teaching and collaborative model with regular education teachers, math interventionist teacher, and special education teachers working together.	Principal and Teachers	Schedules	\$0

2019-20 Phase Three: Title I Annual Review Diagnostic_11272019_12:36

2019-20 Phase Three: Title I Annual Review Diagnostic

Garrison Elementary School

Dale McDowell

Garrison, 41141

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

The school's needs assessment process is effective. The school stakeholders can see where the issues are and what needs targeted to increase student achievement.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

The school did show high growth (66.4%) on KPREP, this was higher than the district and the state. Students are making gains. Science went from 16.3 % to 25%.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Walkthrough documentation, observations, grade level meetings, and results from district scrimmages and assessments such as iReady.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

There needs to be a change of the schedule to allow science, social studies, and writing the same amount of instructional time as reading and math. The school is applying for Daytime ESS to allow extra support to the economically disadvantaged students that could not attend after school due to transportation issues.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served 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 academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide 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, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

The school is trying to get more family engagement. We had a great turnout for our back to school night, fall festival, Veteran's Day assembly, and Talent Show. We are hosting a Christmas Program in December and a Book Fair with after school hours to involve families. The school has a good turnout to parent teacher conferences and will have more in the spring. There will be a math and reading literacy night in the spring. There is a Principal Newsletter that goes home monthly that updates families on events with the school.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

The school is going to have more family nights hosted by the Family Resource Center and the PTO.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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