



School Improvement Plan 2022 - 2023



**Thomas County
Garrison-Pilcher Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
School Name	Garrison-Pilcher Elementary School
Team Lead	Amy Tyson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Achievement: Increase student performance in reading and math.
Root Cause # 1	Teachers not implementing the Bookworms components with fidelity due to the lack of continued professional development.
Root Cause # 2	Coherent Instruction & Effective Leadership: Tier 1 core instruction may not be taught with fidelity to meet the needs of our student population within our school, primarily with the foundations of reading.
Root Cause # 3	Students lack grade level skills upon enrollment and require remediation.
Root Cause # 4	Lack of effective Tier 1 instruction in the classroom.
Root Cause # 5	Lack of effective differentiated instruction in the classroom
Goal	To increase the number of students identified as at or above benchmark in reading and math by 3% each year.

Action Step # 1

Action Step	Consistent implementation and monitoring of small group reading instruction during the 2.5 hours of ELA/reading block which will include phonics and writing (Bookworms & Write Score) and 1.5 hour instructional math time (state math units and Mountain Math) in the school day and scheduled intervention time during the school day.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans, Instructional Units, TKES, Differentiated learning groups student lists, Focus Walks
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Teachers, Administrators, Curriculum Director, Academic Coaches
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implementation of Bookworms, Write Score, state math units, Mountain Math, and common assessments each nine weeks to promote student achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans, Instructional Units, TKES, Differentiated learning groups student lists, Focus Walks
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Teachers, Administrators, Curriculum Director, Academic Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Implementation of research based Tier 2 interventions based on student need (EIR, Orton-Gillingham, Quick Reads, and Heggerty for Reading and Connecting Math Concepts for all Math students) during each school day
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Schedule of MTSS logs, data sheets, lesson plans, learning groups, Focus Walks
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Teachers, Administrators, Interventionists, Paraprofessionals
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Data analysis of STAR math, DIBELS Acadience (Reading and Math), benchmark assessments, and common assessment results to determine instructional effectiveness and students' progress. In addition, the technology coach and academic coaches will maintain and monitor student progress through reports. They will also attend and collaborate with teachers during planning sessions.
Funding Sources	Title I, Part A SIG Title V, Part B

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	MTSS logs, data sheets, data analysis PL sign in sheets and agendas
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Teachers, Administrators, Interventionists, Academic Coaches
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Hire interventionists to implement research based interventions with Tier 3 students and support implementation of Tier 2 research based interventions.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Interventionist Schedule, Data Reports, Interventionist Plans
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Assistant Superintendent for Federal Programs, Interventionists, Administrators, Teachers, Academic Coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide MEP support to Grade 1 and 2 students.
Funding Sources	Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores

Action Step # 6

Position/Role Responsible	Administrators Migrant Teacher
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Provide ESOL support to Grade 1 and 2 students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Intervention Calendar Progress Monitoring Lesson Plans TKES
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores
Position/Role Responsible	Administrators ESOL Teacher
Timeline for Implementation	Weekly

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Implement a reading reward system (AR Store) to encourage students to read more each month. AR will be implemented with fidelity as teachers will be given a specific time to be communicated with parents when students are to test each day. Administration, the librarian, and the technology coach will work collaboratively to monitor the implementation through reports and data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Success Criteria for Implementation	AR reports, AR store schedules
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores
Position/Role Responsible	Parent Involvement Coordinator, Administration, and Wee Bee Boosters (Parent Volunteers)
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Wee Bee Boosters will be funding and managing the AR store.
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Action Step # 8

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Wee Bee Boosters will be funding and managing the AR store.
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Action Step # 9

Action Step	Implement a sight word plan for grades 1 and 2
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Success Criteria for Implementation	Sight Word Pacing Guides, Lesson Plans, Sight Word Checklists, Parent Letters
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores
Position/Role Responsible	Administration, Teacher, Paraprofessionals, Academic Coaches
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Professional Learning: Increased professional learning focused on effective instructional planning and implementation of research-based instructional strategies through data analysis.
Root Cause # 1	Lack of teachers implementing streamlined tech programs during small group instruction.
Root Cause # 2	Lack of teachers using student data to drive instruction to meet the needs of all students.
Root Cause # 3	Lack of ongoing professional learning opportunities for staff in the areas of curriculum, technology, collaboration and student behavior.
Root Cause # 4	Lack of effective collaborative planning across both grade levels.
Goal	Implement timely and appropriate professional development opportunities appropriate to teachers' assigned positions to impact teaching and learning and improve student achievement.

Action Step # 1

Action Step	Provide professional development on strategies in the Accelerated Reader program, Bookworms, Differentiated Toolkit, Freckle, Reading Eggs, Write Score, and any other pertinent trainings related to literacy
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Lesson plans, Renaissance reports
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores
Position/Role Responsible	Teachers, Administrators, Academic Coaches, and Curriculum Director
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide professional learning on explicit small group reading and math instructional strategies. (including differentiation strategies)
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Agendas, sign in sheets, lesson plans, instructional units
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Teachers, Curriculum Director, Administrators, Academic Coaches, Digital Learning Specialist
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teachers will attend weekly professional learning instructional planning sessions assisted by academic coaches and tech specialist once a week. In addition, the curriculum team will be revised and will work collaboratively with the academic coaches to create new pacing guides and work to align standards across grade levels.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Professional learning agendas, sign in sheets, lesson plans, instructional units, pacing guides
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Teachers, Administrators, Academic Coaches, Technology Specialist, and Curriculum Director
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Teachers will develop units, assessments, and a pacing guide encompassing the new Georgia Performance Math Standards.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Meeting agendas, collaborative planning agendas/minutes, sign in sheets, math units, math assessments, pacing guide
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Math Composite Scores
Position/Role Responsible	Curriculum Director, Teachers, Digital Learning Specialist, Administrators, Academic Coaches
Timeline for Implementation	Quarterly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	<p>Improve implementation of professional development through the use of data from student assessments, analysis of common assessment data, annual needs assessments, teachers’ self-assessments, and TKES to plan focused, on-going professional learning for certified and non-certified staff that places an emphasis on the school-wide curriculum and delivery.</p> <p>Follow-up support may include:</p> <ul style="list-style-type: none"> a. Planning teacher meetings on management of formative and summative assessments for the purpose of adjusting daily instruction. b. Scheduling demonstration lessons and teacher observations. c. Recording ViewSonic lessons for additional professional learning. d. Working with the Curriculum Director, principal, assistant principal, academic coaches, and other staff to develop the agendas for embedded professional learning.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES evaluations, surveys, data, formative and summative assessments
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Curriculum Director, Teachers, Digital Learning Specialist, Administrators, Academic Coaches

Action Step # 5

Timeline for Implementation	Quarterly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide professional learning on effective behavior management by referring to the school-wide behavior plan which aligns with PBIS and expected practices, and redelivering the Restorative Practices Training presented through RESA to be implemented in all classrooms to encourage relationship building.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES evaluations, surveys, data, formative and summative assessments
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Curriculum Director, Teachers, Digital Learning Specialist, Administrators, Academic Coaches
Timeline for Implementation	Quarterly

Action Step # 6

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Safe and Disciplined Learning Environment: Ensure students are in a safe, supportive, and disciplined learning environment.
Root Cause # 1	Lack of parent-teacher relationships and communication of school rules and expectations.
Root Cause # 2	Increased number of students who need counseling and social-emotional evaluations
Root Cause # 3	Lack of consistency among teachers managing classroom behavior
Root Cause # 4	Social, emotional or academic needs that contributes to the behavior
Goal	Reduce the number of students assigned ISS and/or OSS and reduce the number of office referrals by 3%.

Action Step # 1

Action Step	Strengthen relationships with students and teachers through the implementation of a school-wide restorative practices plan.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign-in sheets, agendas/hand-outs, TKES walk-thru observations, class schedules
Success Criteria for Impact on Student Achievement	Decrease the Number of Behavior Referrals
Position/Role Responsible	Parent Involvement Coordinator, Teachers, Administration, Counselor, Behavior Interventionist
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implementation of school-wide PBIS Tier 1 strategies and school-wide MTSS model to prevent and address behavior problems.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Class DOJO reports, discipline reports
Success Criteria for Impact on Student Achievement	Decrease Behavior Referrals
Position/Role Responsible	Teachers, Staff, Administrators, Counselor, Behavior Interventionist
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Parent Involvement Coordinator and teachers will communicate with parents about behavior initiatives through newsletters and student handbooks.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent Involvement web page, email/electronic communications, regular workshops, printed materials
Success Criteria for Impact on Student Achievement	Decrease Behavior Referrals
Position/Role Responsible	Parent Involvement Coordinator, Administrators, Assistant Superintendent of Federal Programs, Counselor, Behavior Interventionist
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	School counselor conducts guidance, group, and individual counseling sessions for students as needed and after students have been assigned ISS or OSS as a behavior consequence.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Guidance lessons
Success Criteria for Impact on Student Achievement	Decrease Behavior Referrals
Position/Role Responsible	School Counselor, Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Support school transitions for students and families by implementing rising first grade orientation, open house nights, and school tours.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign-in sheets, flyers, agendas
Success Criteria for Impact on Student Achievement	Decrease behavioral referrals
Position/Role Responsible	Parent Involvement Coordinator, Administrators, Counselor, Teachers, Community Partners
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Attendance: Support and encourage students, staff, administrators, and parents to improve attendance.
Root Cause # 1	Less than 100% of families ensure children attend school daily.
Root Cause # 2	Regular and perfect attendance are not consistently recognized.
Goal	Improve student, staff, and administrator attendance by 2%.

Action Step # 1

Action Step	Recognition of students with perfect attendance (dog tags).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Attendance reports
Success Criteria for Impact on Student Achievement	Increase Student Attendance
Position/Role Responsible	Parent Involvement Coordinator, Counselor, Teachers, Administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Drawings for parents of students with perfect attendance (2 - \$50 gift card drawings per nine weeks (total 8) and 1 - \$100 gift card drawing for all year perfect attendance)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Attendance reports
Success Criteria for Impact on Student Achievement	Increase Student Attendance
Position/Role Responsible	Parent Involvement Coordinator, Counselor, Teachers, Administrators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Daily phone calls to parents of absent students
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 3

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Call log, Daily Attendance Roster
Success Criteria for Impact on Student Achievement	Increase Student Attendance
Position/Role Responsible	Secretary, Parent Involvement Coordinator, Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Letters and home visits to address chronic absenteeism
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Attendance letters, Attendance reports
Success Criteria for Impact on Student Achievement	Increase Student Attendance

Action Step # 4

Position/Role Responsible	Secretary, Parent Involvement Coordinator, Administrators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Employ Parent Involvement Coordinator to support home/school relationship and assist as well as communicate the importance of parent involvement and regular attendance to parents and other stakeholders.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent Involvement Policy, Title I Plan, PIC Evaluation, PIC reports
Success Criteria for Impact on Student Achievement	Increase Student Attendance
Position/Role Responsible	Assistant Superintendent for Federal Programs, Administrators
Timeline for Implementation	Yearly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide staff incentives for monthly perfect attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Attendance Reports
Success Criteria for Impact on Student Achievement	Increase Staff Attendance
Position/Role Responsible	Administrators, Bookkeeper
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Family and Community Engagement: More parent involvement and communication
Root Cause # 1	Lack of parent workshops and make-and-take resources to support student learning at home.
Root Cause # 2	Lack of parent participation in teacher-led student conferences.
Root Cause # 3	Parents don't understand and respect teacher/school expectations.
Goal	All teachers will use technology to impact teaching and learning, support student learning, and improve instruction and student achievement.

Action Step # 1

Action Step	Parent involvement coordinator will schedule parent workshops and make-and-take sessions throughout the year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Flyers, Social Media Postings, Parent Surveys and Feedback, Agendas
Success Criteria for Impact on Student Achievement	Increase in Test Scores, Increase in Parent Involvement, Increase in Student Motivation and Behaviors, Increase in Parent Knowledge of School Expectations
Position/Role Responsible	Parent Involvement Coordinator, Administration, Teachers, Parents
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Offer and require parent participation in 2 teacher-led conferences (spring and fall)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign-in sheets, Social Media Postings, Conference Reports and Minutes
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Parent Involvement Coordinator, Administrators, Teachers, Parents
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Set expectations for home communications: website, Remind, Class DOJO, parent conferences, phone calls, contact logs in Infinite Campus
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Website, web-pages, Class DOJO, meeting minutes, communication log, Remind
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Teachers, Parent Involvement Coordinator, Administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Parent involvement coordinator and digital learning specialists will support teachers use of technology and communication tools to promote family engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	PL sign-in sheets, PL agendas, lesson plans, Instructional Units
Success Criteria for Impact on Student Achievement	Increase in EOY DIBELS Reading Composite Scores and ORF Scores; Increase in Acadience EOY Math Scores
Position/Role Responsible	Administrators, Teachers, Digital Learning Specialist, Director of Digital Learning, Parent Involvement Coordinator
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>In developing this plan, the following were used to seek advice: Title 1 parent and staff surveys, parent participation in meetings, Wee Bee Booster meetings, and grade level meetings. Parent Involvement Coordinator also used surveys to get input from staff and parents. A School Improvement Plan (SIP) is available in the main office and a copy is posted on the school webpage for parent review.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All teachers at Garrison-Pilcher are Professionally Qualified. Two full-time and two part-time Interventionists are staffed to meet the needs of these students as needed. During the 2021-2022 school year, no teachers were rated as ineffective. Students are scheduled based on their individual needs to ensure they receive the supportive services they need to be successful. The administration carefully reviews the needs of each child in order to place them with an effective teacher who will meet their specified needs.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The daily schedule is based on a 2 and a half hour block for literacy which includes Shared Reading, Interactive Read Alouds, and DRI (Differentiated Reading Inventory) Toolkit. Students are taught in learning groups based on data. Teachers progress monitor students who are identified as significantly below and below the grade level targets frequently (at least once a month) to determine student progress. Students who are identified as needing intensive interventions are served by the interventionists who provide instruction using Orton-Gillingham and Reading Mastery. Paraprofessionals will be trained on the EIR program and implement this to all Tier 2 reading students. The schedule also includes an hour and a half Math block which includes direct instruction with Every Day Math and Mountain Math. The learning groups are defined by student data. Interventionists use Connecting Math Concepts with Tier 3 students.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also</p>	<p>Garrison Pilcher implements a school-wide Title 1 Program.</p>

include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>The schools work with principals at the Pre-K and K school and the 3 and 4 school to coordinate opportunities named Learning Celebrations. These opportunities assist in students' transition to 3 schools during their elementary years. Parent Orientation is held at each school and parents schedule tours as needed. New students are given a tour of the building and introduced to their teachers and other staff members in order to make them feel at home and to make their transition to a new school as comfortable as possible.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Teachers and staff will follow the discipline plan that is in place. Teachers will render discipline consequences by following the appropriate protocol aligned with the school's discipline plan. Teachers will work to praise students and build positive relationships with both students and families. Whenever discipline patterns emerge, teachers will use the MTSS process to improve student outcomes. The behavior interventionist will monitor and track all Tier 2 and Tier 3 behavior students.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>School Improvement Plan (SIP) goals and actions are monitored at the school level quarterly and by the district each semester. Local and state data reports are combined with observations and survey data to monitor and adjust continuous improvement efforts. The SIP covers a one-year period and is developed in coordination with other Federal, State and local services, resources, and programs.</p>
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