2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Phase One: Continuous Improvement Diagnostic for Garrett Morgan - Generated on 01/17/2023

Garrett Morgan Elementary

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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Garrett Morgan Elementary

Please enter your name and date below to certify.
Sarah C. Woodford

2022-23 Phase One: Executive Summary for Garrett Morgan

2022-23 Phase One: Executive Summary for Schools

Garrett Morgan Elementary
Sarah Woodford

1150 Passage Mound Way
Lexington, Kentucky, 40509
United States of America

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Garrett Morgan Elementary

2022-23 Phase One: Executive Summary for Schools

Description of the School

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

Garrett Morgan Elementary is located at 1150 Passage Mound in Lexington, Kentucky. Although Garrett Morgan is situated in The Home Place neighborhood, it is also within a few miles of thriving local commerce. The location is ideal for proximity to students and families and building relationships with local businesses and churches. In its eighth year since opening in 2016, GME has experienced tremendous growth. With a current student population of 760 and 63 certified teachers, the school has increased by nearly a fourth since its inaugural year. An active PTO ensures that families have an opportunity to be involved and that supports for students remain at the forefront.

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.

Garrett Morgan Elementary will be a positive and safe environment that:

Engages students in rigorous instruction.

Ensures that all students learn and grow.

Celebrates and respects the unique community of learners that we represent.

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.

With lingering impacts from the pandemic, the staff at Garrett Morgan has worked to transition completely to in-person instruction. Student health and safety continues to be a priority for GME. A notable achievement is the commitment to addressing student mental health in the post-pandemic society. Three full-time mental health specialists and one part-time mental health specialist work to serve the social-emotional needs of the students. A commitment to addressing social and emotional health continues to be a commitment for GME in order to growth in academic, behavioral, and mental health of students.

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Garrett Morgan Elementary

Additional Information

CSI/TSI (including ATSI) 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.

Not applicable

Additional Information

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

Not applicable

2022-23 Phase Two: The Needs Assessment for Schools_10312022_09:11

2022-23 Phase Two: The Needs Assessment for Schools

Garrett Morgan Elementary
Sarah Woodford
1150 Passage Mound Way
Lexington, Kentucky, 40509
United States of America

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Garrett Morgan Elementary

2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

For 2022-23, our school's PLC process includes a review of MAP data and common unit assessment data. Our PLC Handbook (attached) and process ensures that teachers are regularly analyzing, and acting upon any available assessment data. Classroom teachers spent time analyzing reading and math MAP data, looking for trends in content needs as well as the needs of various subgroups of students. In addition, teams of teachers participated in an analysis of our Spring 2022 KSA data. Teachers looked for trends in content and subgroups, and named and claimed individual students upon which to offer increased support. Attached is the KSA data analysis sheet used by teachers.

Our school has an Instructional Leadership Team that meets monthly and documents content covered through a shared agenda. Grade level teams meet on a weekly basis to design and plan instruction based on the Kentucky standards.

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Garrett Morgan Elementary

ATTACHMENTS

Attachment Name

🔗 KSA Individual Student Analysis Sheet

🔗 PLC Handbook

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

> The goal for Spring 2022 was to increase in the percentage of students scoring Proficient and Distinguish to 62.7% in reading and 66.5% in math. According to the Spring KSA scores, those goals had mixed results. 67% of our students scored Proficient or Distinguished in reading, exceeding our goal. In mathematics, however, 54% of our students scored Proficient or Distinguished. As for the Separate Academic Indicator, the goal for Spring 2022 was 49.5% Proficient and Distinguished in science, 82.9% Proficient and Distinguished in social studies, and 74.5% Proficient and Distinguished in writing. According to the Spring 2022 results, our science scores were 43% Proficient and Distinguished in science, 63% Proficient and Distinguished in social studies, and 56% Proficient and Distinguished in writing. With regards to our African American population, the goal was to have 34.85% of the students in the subgroup scoring Proficient or Distinguished in reading and 40.96% of the subgroup scoring Proficient or Distinguished in math. According to the data, 40% of the students in the African American subgroup scored Proficient or Distinguished in reading and 28% scored Proficient or Distinguished in math.

> This indicates that the plan for this year will need to have an increased focus on mathematics for all students with a specific focus upon African American students. Our school also must continue to focus on the content areas measured in the Separate Academic Indicator.

Trends

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

Example of Trends
• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
> • Because the KSA is a new assessment, trends from 2 previous years were not available.
> • The subgroup of African American students continues to demonstrate a gap between the performance of this subgroup and the population as a whole.

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- The subgroup of African American students fell short of the Spring 2022 goal for Proficient and Distinguished in mathematics by nearly 13%.

ATTACHMENTS

Attachment Name

🔗 GME KSA presentation

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.

• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

- The percentage of students scoring Proficient or Distinguished in reading during the Spring 2022 assessment was 3.5% higher than projected for Spring 2023.
- The percentage of students scoring Proficient or Distinguished in mathematics was 12.5% lower than the projected goal for 2022 and 18.5% lower than the projected goal for Spring 2023.
- The subgroup of African American students exceeded the Spring 2022 goal for Proficient and Distinguished in reading by more than 5%.
- The subgroup of African American students fell short of the Spring 2022 goal for Proficient and Distinguished in mathematics by nearly 13%.
- According to the Spring 2022 KSA, 14% of the students scored Novice in reading and 18% of the students scored Novice in mathematics.

ATTACHMENTS

Attachment Name

🔗 KSA GME Presentation

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Priorities/Concerns

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

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

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- While 77% of the White students scored Proficient or Distinguished in reading, only 40% of the African American students and 47% of the economically disadvantaged students scored Proficient or Distinguished in that content area. 32% of the African American students scored Novice in reading (and 28% of the economically disadvantaged students scored Novice in reading) as compared to 8% of White students. There is a clear discrepancy between the performance of the students in the majority population and the gap groups in the area of reading.

- While 65% of the White students scored Proficient or Distinguished in mathematics, only 28% of the African American students and 33% of the economically disadvantaged students scored Proficient or Distinguished in that content area. 38% of the African American students scored Novice in reading (and 34% of the economically disadvantaged students scored Novice in reading) as compared to 11% of White students. There is a clear discrepancy between the performance of the students in the majority population and the gap groups in the area of mathematics.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- The percentage of students scoring Proficient or Distinguished in reading during the Spring 2022 assessment was 3.5% higher than projected for Spring 2023.

- Reading instruction is a strength, with 67% of the student population scoring Proficient or Distinguished.

- 69% of the students that took the third grade KSA in Spring 2022 scored Proficient or Distinguished in reading as did 68% of the students that took the fifth grade reading KSA.

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- 63% of the students taking the social studies assessment in Spring 2022 scored Proficient or Distinguished.
- The quality and intentionality in reading instruction can be leveraged to address the needs in mathematics or other content areas.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

Our school will focus on KCWP 2, Design and Deliver Instruction.

- Administration will continue daily classroom visits to provide feedback to teachers and to monitor that high-quality instruction that is aligned to the standards is transpiring in each classroom.
- PLC will ensure to take time each week to consider students in the subgroups of African American and Economically Disadvantaged. Administration will ensure increased intentionality to discuss the progress of students in those subgroups.
- Before instruction, an increased effort will be made to plan with grade level teams, specifically in mathematics, to monitor Tier 1 instruction is aligned with standards. In addition, an effort will be made to ensure that high-yield instructional strategies are incorporated into instruction.

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- Daily classroom visits will continue. Each classroom teacher will receive a visit at a minimum of once a week and feedback will be provided on the teachers' instructional effectiveness. Attempts will be made to increase visits during mathematics instruction.

ATTACHMENTS

Attachment Name

📄 School Key Elements Template

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 GME KSA presentation		• 3
🔗 KSA GME Presentation		• 4
🔗 KSA Individual Student Analysis Sheet		• 1
🔗 PLC Handbook		• 1
📄 School Key Elements Template		• 7

Comprehensive School Improvement Plan 2022-2025
Garrett Morgan Elementary

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D
- Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)
  State Assessment
- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

MAP (K–8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

State Assessment Results in Reading

- By 2025, Garrett Morgan Elementary will increase Reading proficient and distinguished level to 88% as measured by KSA. Current level is 67%.

State Assessment Results in Math

- By 2025, Garrett Morgan Elementary will increase Math proficient and distinguished level to 75% as measured by KSA. Current level is 54%.

- By 2025, Garrett Morgan Elementary will decrease Math Novice to less than 15%. Current level is 18% Novice.

State Assessment Results in Science

- By 2025, Garrett Morgan Elementary will increase Science proficient and distinguished level to 64% as measured by KSA. Current level is 43%.

State Assessment Results in Social Studies

- By 2025, Garrett Morgan Elementary will increase Social Studies proficient and distinguished level to 84% as measured by KSA. Current level is 63%.

- By 2025 Garrett Morgan elementary will decrease Social Studies Novice to less than 15%. Current level is 15% Novice.

State Assessment Results in Combined Writing

- By 2025, Garrett Morgan Elementary will increase Combined Writing proficient and distinguished level to 78% as measured by KSA. Current level is 56%.

Achievement Gap Goal

- By 2025, less than 15% of the African American population at Garrett Morgan Elementary will score Novice in Reading. Current level is 32% Novice.

- By 2025, less than 15% of the African American population at Garrett Morgan Elementary will score Novice in Math. Current level is 38% Novice.

English Learner Progress

- By 2025, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 75.6%.

Quality of School Climate and Safety

- By 2025, Garrett Morgan Elementary will increase the quality of school climate and safety index to 99.1 as measured by KSA. Current level is 78.1.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will increase P/D in Reading to 74%. By 2023, Garrett Morgan Elementary will increase P/D in Math to 61%. By 2023 GME will decrease Novice to less than 17%.	By 2024, Garrett Morgan Elementary will increase P/D in Reading to 81%. By 2024, Garrett Morgan Elementary will increase P/D in Math to 68%. By 2023 GME will decrease Novice to less than 16%.	By 2025, Garrett Morgan Elementary will increase P/D in Reading to 88%. By 2025, Garrett Morgan Elementary will increase P/D in Math to 75%. By 2023 GME will decrease Novice to less than 15%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will increase P/D in Science to 51%. By 2023, Garrett Morgan Elementary will increase P/D in Social Studies to 70%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%. By 2023, Garrett Morgan Elementary will increase P/D in Combined Writing to 64%.	By 2024, Garrett Morgan Elementary will increase P/D in Science to 58%. By 2024, Garrett Morgan Elementary will increase P/D in Social Studies to 77%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%. By 2024, Garrett Morgan Elementary will increase P/D in Combined Writing to 71%.	By 2025, Garrett Morgan Elementary will increase P/D in Science to 64%. By 2025, Garrett Morgan Elementary will increase P/D in Social Studies to 84%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%. By 2025, Garrett Morgan Elementary will increase P/D in Combined Writing to 78%.

Achievement Gap Objectives - African American subgroup		
Year 1	Year 2	Year 3
By 2023,Garrett Morgan Elementary will decrease Novice in Reading to 27%. By 2023, Garrett Morgan Elementary will decrease Novice in Math to 31%.	By 2024, Garrett Morgan Elementary will decrease Novice in Reading to 21%. By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23%.	By 2025, Garrett Morgan Elementary will decrease Novice in Reading to less than 15%. By 2025, Garrett Morgan Elementary will decrease Novice in Math to less than 15%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 75.6%.	By 2024,Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

School Climate and Safety Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will grow to an index of 85 on the School Climate and Safety measurement. Current level is 78.1.	By 2024,Garrett Morgan Elementary will grow to an index of 92 on the School Climate and Safety measurement.	By 2025, Garrett Morgan Elementary will grow to an index of 99 on the School Climate and Safety measurement.

Special Considerations for Targeted School and Improvement (TSI), Additional Targeted School and Improvement (ATSI), and Comprehensive School and Improvement (CSI)

Year 1 Focus Areas

1. Math Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 1: By 2023, Garrett Morgan Elementary will increase P/D in Math to 61%. By 2023 GME will decrease Novice to less than 17%.	KCWP 1: Design and Deploy Standards	• Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Use of the district Unit Framework to ensure the teaching is paced with accuracy. • AVMR training for staff	• Summative assessments - data aggregated by standard • TNTP math assignment analysis tool to ensure the rigor of the tasks • AVMR data	$9,000 for AVMR materials - ESSER
Progress Monitoring				
December 8, 2022				

2. Reading Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 2: By 2023, Garrett Morgan Elementary will increase proficiency in Reading to 70%.	KCWP 1: Design and Deploy Standards	• Staff continued work on deconstruction of reading and writing standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Use of the district Unit Framework to ensure the teaching is paced with accuracy. • Increased use of authentic texts in the hands of students	• Summative assessments - data aggregated by standard • TNTP reading assignment analysis tool to ensure the rigor of the tasks • Evidence of Total Participation Techniques in lesson plans and class	$10,000 for the purchase of authentic texts - ESSER

			observation • Evidence of authentic texts in lesson plans and class observations	

Progress Monitoring
December 8, 2022

3. Math Tier 1 for Achievement Gap Group				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 3: By 2023, Garrett Morgan Elementary will decrease Novice in Math to 31% for the gap group of African American students.	KCWP 1: Design and Deploy Standards	• Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Use of the district Unit Framework to ensure the teaching is paced with accuracy. • AVMR training for staff • Staff focus on use of Total Participation Techniques from professional learning to increase participation of all students	• Summative assessments - data aggregated by standard • TNTP math assignment analysis tool to ensure the rigor of the tasks • AVMR data • Evidence of Total Participation Techniques in lesson plans and class observations	$2,000 for Total Participation Techniques books - ESSER
Progress Monitoring				
December 8, 2022				

4. Science Tier 1 Instruction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 4: By 2023, Garrett Morgan Elementary will increase P/D in Science to 51%.	KCWP 1: Design and Deploy Standards	● Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● Bi-annual support/professional learning from district science specialist	● Summative assessments - data aggregated by standard ● Student writing samples in science and STEM class demonstrating conceptual understanding ● Evidence of learning of district science specialist through class observations and less plan review	$0
Progress Monitoring				
December 8, 2022				

Year 2 Focus Areas

1. Math Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 1: By 2024, Garrett Morgan Elementary will increase P/D in Math to 68%. By 2023 GME will decrease Novice to less than 16%.	KCWP 1: Design and Deploy Standards	● Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● Use of AVMR strategies in whole and small group instruction	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● AVMR data	$0
	KCWP 2: Design and Deliver Instruction	● Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards ● PLC time to conduct TNTP math assignment analysis ● Regular formative assessment to monitor instruction during and after learning ● Plan for opportunities for all students to engage in the content ● Use of AVMR strategies in whole and small group instruction	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● Evidence of Total Participation techniques and strategies in lesson plans and classroom observations ● AVMR data ● Spring 2024 KSA data ● Winter and Spring MAP math data	$0
Progress Monitoring				

2. Reading Proficiency in Tier 1

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 2: By 2024, Garrett Morgan Elementary will increase P/D in Reading to 81%.	KCWP 1: Design and Deploy Standards	● Staff continued work on deconstruction of reading and writing standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● Increased use of authentic texts in the hands of students	● Summative assessments - data aggregated by standard ● TNTP reading assignment analysis tool to ensure the rigor of the tasks ● Evidence of Total Participation Techniques in lesson plans and class observation ● Evidence of authentic texts in lesson plans and class observations	$5000 for purchase of authentic, culturally responsive texts - MUNIS funds
	KCWP 2: Design and Deliver Instruction	● Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies and authentic texts ● PLC time to conduct TNTP literacy assignment analysis ● Regular formative assessment to monitor instruction during and after learning ● Plan for opportunities for all students to engage in all parts of the content ● Targeted Tier 1 and Tier 2 groups for students	● Administration observations - students demonstrate through speech or writing understanding of the learning intentions ● Summative assessments - data aggregated by standard ● TNTP reading assignment analysis tool to ensure the rigor of the tasks ● Evidence of Total Participation Techniques in	$0

			● lesson plans and class observation ● Evidence of authentic texts in lesson plans and class observations ● Spring 2024 KSA data ● Winter and Spring MAP reading data	
Progress Monitoring				

3. Math Tier 1 for Achievement Gap Group				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 3: By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23% for the gap group of African American students.	KCWP 1: Design and Deploy Standards	● Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● AVMR training for staff ● Staff focus on use of Total Participation Techniques from professional learning to increase participation of all students	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● Formative assessment data ● AVMR data ● Evidence of Total Participation Techniques in lesson plans and class observations	$0

	KCWP 2: Design and Deliver Instruction	● Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group ● PLC time to conduct TNTP math assignment analysis ● Regular formative assessment to monitor instruction during and after learning ● Plan for opportunities for all students to engage in all parts of the content ● Targeted Tier 1 and Tier 2 groups for gap students ● Use of AVMR strategies in whole and small group instruction	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● Formative assessment data from Tier 1 and Tier 2 learning ● Evidence of Total Participation techniques and strategies in lesson plans and classroom observations ● AVMR data ● Spring 2024 KSA data ● Winter and Spring MAP math data	$0
Progress Monitoring				

4. Science Tier 1 Instruction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 4: By 2024, Garrett Morgan Elementary will increase P/D in Science to 58%.	KCWP 2: Design and Deploy Standards	● Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Creation and revision of learning intentions and success criteria to ensure they are clear and concise for students ● Use of the district Unit Framework to ensure the teaching is paced with	● Review of posted learning intentions and success criteria that is clear and concise for students ● Summative assessments - data aggregated by standard ● Student writing samples in	$0

		accuracy. ● Bi-annual support/professional learning from district science specialist	science and STEM class demonstrating conceptual understanding ● Evidence of learning of district science specialist through class observations and less plan review	
Progress Monitoring			

5. Growth				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 5: By 2024, Garrett Morgan Elementary will increase students' math growth indicator score to _____.		●	●	$0
Progress Monitoring				

Year 3 Focus Areas

1. Math Proficiency in Tier 1

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 1: By 2025, Garrett Morgan Elementary will increase P/D in Math to 75%. By 2023 GME will decrease Novice to less than 15%.	KCWP 2: Design and Deliver Instruction	● Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group ● PLC time to conduct TNTP math assignment analysis ● Regular formative assessment to monitor instruction during and after learning ● Plan for opportunities for all students to engage in all parts of the content ● Targeted Tier 1 and Tier 2 groups for students as needed ● Use of AVMR strategies in whole and small group instruction ● Regular walkthroughs by administration to interview students to ensure all have an understanding of the learning ● Mid-year and summative conferences (and additional conferences as needed) with teachers with a focus on math data to measure teacher's instructional effectiveness based on student data	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● AVMR data ● Administration observations - students demonstrate through speech or writing understanding of the learning intentions ● Mid-year and summative conference notes and form ● Spring 2025 KSA data ● Winter and Spring MAP math data	$0
Progress Monitoring				

2. Reading Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 2: By 2025, Garrett Morgan Elementary will increase P/D in Reading to 88%.	KCWP 2: Design and Deliver Instruction	• Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies and authentic texts • PLC time to conduct TNTP literacy assignment analysis • Regular formative assessment to monitor instruction during and after learning • Plan for opportunities for all students to engage in all parts of the content • Targeted Tier 1 and Tier 2 groups for students • Professional learning around High Yield Instructional strategies and using learned strategies as part of Total Participation Techniques	• Team planning notes/lesson plans • Administration observations - students demonstrate through speech or writing understanding of the learning intentions • Summative assessments - data aggregated by standard • TNTP reading assignment analysis tool to ensure the rigor of the tasks • Evidence of Total Participation Techniques in lesson plans and class observation • Evidence of High Yield Instructional Strategies in lesson plans and observations • Evidence of authentic texts in lesson plans and class observations • Spring 2025 KSA data • Winter and Spring	$5000 for purchase of authentic, culturally responsive texts - MUNIS funds

			MAP reading data	
Progress Monitoring				

3. Math Tier 1 Instruction for the Achievement Gap Group				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 3: By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23%.	KCWP 2: Design and Deliver Instruction	● Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group ● PLC time to conduct TNTP math assignment analysis ● Regular formative assessment to monitor instruction during and after learning ● Plan for opportunities for all students to engage in all parts of the content ● Targeted Tier 1 and Tier 2 groups for gap students ● Use of AVMR strategies in whole and small group instruction ● Regular walkthroughs by administration to interview students to ensure all have an understanding of the learning ● Mid-year and summative conferences (and additional conferences as needed) with teachers with a focus on math data to measure teacher's instructional effectiveness based on student data	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● Formative assessment data from Tier 1 and Tier 2 learning ● Evidence of Total Participation techniques and strategies in lesson plans and classroom observations ● AVMR data ● Administration observations - students demonstrate through speech or writing understanding of the learning intentions ● Mid-year and summative conference notes and form ● Spring 2025 KSA data ● Winter and Spring MAP math data	$0
Progress Monitoring				

4. Science Tier 1 Instruction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 4: By 2025, Garrett Morgan Elementary will increase P/D in Science to 64%.	KCWP 2: Design and Deploy Standards	• Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Revision of learning intentions and success criteria to ensure they are clear and concise for students • Intentional work to establish cross-curricular connections to reinforce learning • Use of the district Unit Framework to ensure the teaching is paced with accuracy. • Bi-annual support/professional learning from district science specialist • Bi-annual work for vertical alignment	• Review of posted learning intentions and success criteria that is clear and concise for students • Summative assessments - data aggregated by standard • Student writing samples in science and STEM class demonstrating conceptual understanding • Evidence of learning of district science specialist through class observations and less plan review	$0
Progress Monitoring				