



## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools Garden Springs Elementary

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**Garden Springs Elementary School**

**Joey Sheroan**

2151 Garden Springs Dr  
Lexington, Kentucky, 40504  
United States of America

## **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.***

Please enter your name and date below to certify.

Joey Sheroan

September 19, 2022



# 2022-23 Phase One: Executive Summary for Schools Garden Springs Elementary

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**Joey Sheroan**

2151 Garden Springs Dr  
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## 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?

Garden Springs Elementary originally opened in August 1964 as one of the first open-classroom schools in the nation. In early 1988, fire damaged the school extensively. It was rebuilt and reopened for classes in August 1988. Though the open classroom concept is no longer in place at GSE, the collaborative and teamwork concepts of the open-classroom system remain. This collaborative and teamwork model that the school was built on is most present today in the school wide implementation of Kagan Cooperative Learning strategies and Total Participation Techniques to meet the learning needs of all students in meeting the increased rigor of the common core standards. This collaborative learning environment where students feel part of a family and team of learners has helped Garden Springs maintain an attendance rate well above the district and state. We also have a true professional learning community where all staff play an important part in collaborating to improve our school. Garden Springs Elementary is home to 410 students in grades Kindergarten - 5. GSE proudly serves families in the southwest part of Lexington primarily living in the subdivisions of Garden Springs, Clemens Heights, Dogwood Trace, and Firebrook. Garden Springs employs approximately 34 certified teachers for a student/teacher ratio of 12:1. Garden Springs Elementary students mirror the diversity found in the community the school serves. The ethnic diversity consists of 63.6% of students white (non-Hispanic), 9% African American, 16.8% Hispanic, and 10.6% other. 50.4% of students at Garden Springs are considered economically disadvantaged. Beginning in June 2013 Garden Springs began an extensive renovation project that was completed during the summer of 2015. This renovation included a complete remodel of all existing spaces, the addition of 5 regular classrooms, 2 early start classrooms, a science lab, a new music and art room, and new front office and administration space. The expansion and update greatly improved the library and cafeteria. This renovation ensures that students at Garden Springs can continue to have access to top level resources and technology needed to meet the demands of today.

### 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.

Garden Springs Elementary Mission Statement: Garden Springs Elementary exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society.

Garden Springs Elementary Vision Statement: Garden Springs Elementary envisions a learning community that promotes superior student success in all areas through sustaining a culture of high expectations and mutual respect between all stakeholders. Garden Springs will be a "School of Distinction" by focusing exclusively on what is best for students. Student Achievement Garden Springs envisions a systematic, research supported, tiered instructional model that intentionally uses ALL instructional minutes to allow ALL students to reach and/or exceed proficiency levels and yearly make and/or exceed a year's growth through meeting the individual needs of all students. Community Engagement Garden Springs envisions a partnership with the community by which community members and businesses work alongside the school to provide students rich and relevant learning experiences that prepare them to be contributing members of the community in the future. Family Engagement Garden Springs envisions a partnership with families where, through effective communication and education, the school and families are able to communicate to students and community members how the school and families systematically work to support each other to ensure student achievement through a combined home-school effort. Student Engagement Garden Springs envisions intentionally planned instruction that fosters student engagement through students interacting, communicating, creating, and problem solving with content through the use of learning structures that prepare students for work in a global society. Staff Engagement Garden Springs envisions a staff culture that is built around collaboration, mutual respect, intentional team based decision making, and a relentless commitment to continuous improvement and student first decision making. Garden Springs believes that it our responsibility to provide students a safe environment where they know they are cared for and respected so that all students are able to meet the demands of high level teaching and learning.

Garden Springs offers a variety of opportunities to engage all stakeholders. Community partners provide students with health and wellness support, teach students important life lessons, and assist with school activities such as the REAL Read program. Parents are invited to attend open house, parent conferences, Family Nights, PTA events and various school activities throughout the year.

We have high expectations for learning for all students throughout the regular school day. Outside the school day, students have the opportunity to engage in a variety of activities including Battle of the Books, Volleyball Club, Cooking Club, Art Club, Performing Arts Club, and the Cross Country Team.

### 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.

Garden Springs was proud to achieve a four star rating on the state accountability testing system in 2018-2019. 72% of our students scored at or above grade level in reading and 67% scored at or above grade level in math on the Spring 2022 MAP assessment. Our school has achieved Gold status through the Positive Behavioral Interventions and Support for three consecutive years. These achievements are a

result of a strong commitment by all staff to continue to help students grow socially, emotionally, and behaviorally. We continue to identify individual students and student groups that are not meeting proficiency goals in core subjects. One specific group we are targeting for improvement are our Economically Disadvantaged students. Our school is working to improve in the following areas: -Implement an effective PLC process, small math groups, school-wide writing, and student engagement strategies.

#### 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.

N/A

#### Additional Information

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

At Garden Springs, we continue to strive to improve our academic performance, as well as the social, emotional and behavioral growth of our students. We are able to accomplish this as a collaborative group of faculty and staff who are committed to continuous improvement.



## 2022-23 Phase Two: The Needs Assessment for Schools - Garden Springs Elementary

2022-23 Phase Two: The Needs Assessment for Schools

**Garden Springs Elementary School**

**Joey Sheroan**

2151 Garden Springs Dr  
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## **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.

At Garden Springs Elementary, we use a variety of approaches to ensure stakeholders are involved in the improvement planning process. Stakeholder groups include families, district level administration, community partners, students, and faculty and staff from our school. All of these stakeholder groups play an important part in the development of our school improvement plan.

Parents have been involved through our School Based Council and through family surveys. SBDM parents are elected to serve as council members and contribute to our school improvement efforts. They are informed of their roles and responsibilities at their first council meeting. We schedule monthly meetings after school hours to allow parents, teachers and community members the opportunity to attend these meetings and have a voice in school improvement efforts. At our monthly SBDM meetings, we analyze a variety of academic, behavioral and attendance data. We use this data to celebrate accomplishments and to create

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strategies to address areas of need. Finally, parents have an opportunity to provide feedback by completing our parent satisfaction survey.

Faculty and staff are involved through their participation during faculty meetings, PLC meetings, and during School Improvement Team meetings. All teachers participate in our weekly faculty and PLC meetings. We use this time to analyze a variety of data to determine our progress toward improvement goals and evaluate implementation of activities to meet these goals. The School Improvement Team is made up of team leads from all grade levels and departments. This team meets throughout the school year and they are a key part of our school improvement planning and evaluation of progress.

District level administration has been involved by providing support and guidance throughout the improvement planning process. They are instrumental in helping us secure high quality professional learning opportunities for our teachers. The professional learning opportunities directly impact the teaching and learning taking place in the classroom.

Students are selected to serve on our Student Advisory Council. This provides an opportunity for students to provide feedback about things that are going well school-wide and ideas for improvement. 3rd, 4th, and 5th grade students also have an opportunity to complete the Quality of School Climate and Safety survey as part of the Kentucky Summative Assessment.

All of these stakeholder groups play an important role in analyzing a variety of data including MAP, PBIS behavior data, Next Steps in Guided Reading data, formative assessment data, common assessment data, survey data, attendance data, and KSA data to determine needs in our school, identifying improvement efforts that will address these needs, and monitoring progress toward our school-wide goals. This data is analyzed in a timely manner once the data is released and available. Agendas and minutes are kept for all meetings.

## 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?

Our current CSIP plan focused on the following activities:

effective PLCs following the plan, do, study, act model

improve small group instruction

increase student participation, engagement, and collaboration

implement our school-wide writing program

increase the use of best practice/high yield instructional strategies

The following information details how successful these activities have been to this point:

effective PLCs following the plan, do, study, act model - We continue to improve our PLC process based on new learning from district level professional learning opportunities around PLCs.

improve small group instruction - We have altered our master schedule to include small group instructional time. We also provide clear expectations, professional learning, partnered with CKEC, provide feedback, and provide support to teachers.

increase student participation, engagement, and collaboration - We provide ongoing professional learning around engagement strategies and are working on a plan to increase Kagan strategies school-wide.

implement our school-wide writing program - We are partnering with the district literacy specialist to review our current writing plan, revise the plan, and create an implementation plan.

increase the use of best practice/high yield instructional strategies - We provide ongoing professional learning around best practice/high yield strategies.

We understand that we will need to continue our work with PLCs, our writing plan, engagement strategies, and small group instruction when we create our CSIP plan for the current school year.

## 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.

#### Reading

We saw a slight decrease in the percentage of students who scored novice from 23.6% in 2021 to 19% in 2022. However, the majority of students (30%) are scoring at the apprentice level.

69% of our non-economically disadvantaged students scored proficient/distinguished while 29% of our economically disadvantaged students scored proficient/distinguished.

#### Math

We saw a slight decrease in the percentage of students who scored novice from 28% in 2021 to 23% in 2022. However, the majority of students (35%) are scoring at the apprentice level.

58% of our non-economically disadvantaged students scored proficient/distinguished while 22% of our economically disadvantaged students scored proficient/distinguished.

### Science

We were pleased that only 10% of students scored novice on the science assessment, but are concerned that 60% scored apprentice and only 3% scored distinguished.

### Social Studies

We had significantly less students score novice (20%) than the state and district averages. However, we had the majority of our students score apprentice (40%).

### Writing

We had the majority of our students (51%) score apprentice on the on-demand assessment.

## 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.

52% of our students scored proficient/distinguished on the reading portion of the KSA assessment compared to the state average of 45%.

42% of our students scored proficient/distinguished on the math portion of the KSA assessment compared to the state average of 39%.

29% of our students scored proficient/distinguished on the science portion of the KSA assessment compared to the state average of 39%.

43% of our students scored proficient/distinguished on the social studies portion of the KSA assessment compared to the state average of 35%.

39% of our students scored proficient/distinguished on the writing portion of the KSA assessment compared to the state average of 40%.

We continue to see a significant gap between our non-economically disadvantaged students and our economically disadvantaged students.

69% of our non-economically disadvantaged students scored proficient/distinguished in reading while 29% of our economically disadvantaged students scored proficient/distinguished.

58% of our non-economically disadvantaged students scored proficient/distinguished in math while 22% of our economically disadvantaged students scored proficient/distinguished.

Our EL proficient (reached attainment) percentage of 7.5% is below the state average of 7.9%.

#### 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.

49% of students scored below proficiency in reading on the KSA assessment.

58% of students scored below proficiency in math on the KSA assessment.

We continue to see a significant gap between our non-economically disadvantaged students and our economically disadvantaged students.

69% of our non-economically disadvantaged students scored proficient/distinguished in reading while 29% of our economically disadvantaged students scored proficient/distinguished.

58% of our non-economically disadvantaged students scored proficient/distinguished in math while 22% of our economically disadvantaged students scored proficient/distinguished.

29% of our students scored proficient/distinguished on the science portion of the KSA assessment compared to the state average of 39%.

60% of white students scored proficient/distinguished on the KSA reading assessment while 32% of Hispanic students scored in this category.

57% of students without an IEP scored proficient/distinguished on the KSA reading assessment while 14% of students with an IEP scored in this category.

48% of white students scored proficient/distinguished on the KSA math assessment while 23% of Hispanic students scored in this category.

45% of students without an IEP scored proficient/distinguished on the KSA math assessment while 24% of students with an IEP scored in this category.

### 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.

We saw a slight decrease in the percentage of students who scored novice from 23.6% in 2021 to 19% in 2022. However, the majority of students (30%) are scoring at the apprentice level.

We saw a slight decrease in the percentage of students who scored novice from 28% in 2021 to 23% in 2022. However, the majority of students (35%) are scoring at the apprentice level.

52% of our students scored proficient/distinguished on the reading portion of the KSA assessment compared to the state average of 45%.

43% of our students scored proficient/distinguished on the social studies portion of the KSA assessment compared to the state average of 35%.

We are only 3.4 points away from a high rating on the combined reading and math index score on the KSA assessment.

We are only 3.6 points away from a high rating on the combined science, social studies, writing index score on the KSA assessment.

We are only 2.4 points away from a high rating on our English Learner index score on the KSA assessment.

Our Quality of School Climate and Safety Indicator score was in the high range.

We are only 3.8 points away from a high rating on our overall accountability indicator score on the KSA assessment.

We feel the reduction in novice is a direct result of our continued improvement in our MTSS program. We also feel the increase in small group instruction in the classroom will contribute to an increase in proficiency. These two strategies will help improve our areas of concern.

### 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.

We will focus our improvement efforts around KCWP 4: Review, Analyze, and Apply Data. We have identified all students who scored below the 50th percentile on MAP and reviewed all of their service support plans. We will administer weekly formative assessments in reading and math, analyze individual student data, and determining next steps for students who master standards and for those who need additional support. An emphasis has been placed on small group instruction to respond to student needs whether they be remediation of acceleration.



**Garden Springs Elementary  
Comprehensive School Improvement Plan 2022-2025**

**State Assessment Results in Reading**

- By 2025, Garden Springs Elementary will increase Reading proficient and distinguished level to 72% as measured by KSA. Current level is 51%. This is an increase of 7% per year.

**State Assessment Results in Math**

- By 2025, Garden Springs Elementary will increase Math proficient and distinguished level to 63% as measured by KSA. Current level is 42%. This is an increase of 7% per year.

**State Assessment Results in Science**

- By 2025, Garden Springs Elementary will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 29%. This is an increase of 7% per year.

**State Assessment Results in Social Studies**

- By 2025, Garden Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 40%. This is an increase of 7% per year.

**State Assessment Results in Combined Writing**

- By 2025, Garden Springs Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 39%. This is an increase of 7% per year.

**Achievement Gap**

- By May 2025, Garden Springs Elementary will decrease the percentage of Special Education and Economically Disadvantaged novice students to below 15%.

**English Learner Progress**

- By May 2025, 100% of EL students will grow by at least 1.5 on their ACCESS total composite score.

**Quality of School Climate and Safety**

- By 2025, Garden Springs Elementary will increase the quality of school climate and safety index to 98.8% as measured by KSA. Current level is



77.8%. This is an increase of 7% per year.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Garden Springs Elementary will increase P/D in Reading to 58%.	By 2024, Garden Springs Elementary will increase P/D in Reading to 65%.	By 2025, Garden Springs Elementary will increase P/D in Reading to 72%.
By 2023, Garden Springs Elementary will increase P/D in Math to 49%.	By 2024, Garden Springs Elementary will increase P/D in Math to 56%.	By 2025, Garden Springs Elementary will increase P/D in Math to 63%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Garden Springs Elementary will increase P/D in Science to 36%.	By 2024, Garden Springs Elementary will increase P/D in Science to 43%.	By 2025, Garden Springs Elementary will increase P/D in Science to 50%.
By 2023, Garden Springs Elementary will increase P/D in Social Studies to 47%.	By 2024, Garden Springs Elementary will increase P/D in Social Studies to 54%.	By 2025, Garden Springs Elementary will increase P/D in Social Studies to 61%.
By 2023, Garden Springs Elementary will increase P/D in Combined Writing to 46%.	By 2024, Garden Springs Elementary will increase P/D in Combined Writing to 53%.	By 2025, Garden Springs Elementary will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p><b>Reading</b> By 2023, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in Reading to 40%. Currently 52%</p> <p>By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in Reading to 27%. Currently 33%</p> <p><b>Math</b> By 2023, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in math to 34%. Currently 44%</p> <p>By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in math to 31%. Currently 39%</p> <p><b>Science</b> By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in science to 34%. Currently 44%</p> <p><b>Social Studies</b> By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 24%. Currently 29%</p>	<p><b>Reading</b> By 2024, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in Reading to 27%.</p> <p>By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in Reading to 21%.</p> <p><b>Math</b> By 2024, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in math to 24%.</p> <p>By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in math to 23%.</p> <p><b>Science</b> By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in science to 24%.</p> <p><b>Social Studies</b> By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 19%.</p>	<p><b>Reading</b> By 2025, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in Reading to 14%.</p> <p>By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in Reading to 14%.</p> <p><b>Math</b> By 2025, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in math to 14%.</p> <p>By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in math to 14%.</p> <p><b>Science</b> By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in science to 14%.</p> <p><b>Social Studies</b> By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 14%.</p>

<p>Editing and Mechanics By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 32%. Currently 40%</p> <p>On Demand Writing By 2023, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in social studies to 36%. Currently 46%</p>	<p>Editing and Mechanics By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 23%.</p> <p>On Demand Writing By 2024, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in social studies to 25%.</p>	<p>Editing and Mechanics By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 14%.</p> <p>On Demand Writing By 2024, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in social studies to 14%.</p>
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English Learner Progress Objectives		
Year 1	Year 2	Year 3
By May 2023, 100% of EL students will grow by at least .5 on their ACCESS total composite score.	By 2024, 100% of EL students will grow by at least 1.0 on their ACCESS total composite score.	By 2025, 100% of EL students will grow by at least 1.5 on their ACCESS total composite score.

Quality of School Climate and Safety		
Year 1	Year 2	Year 3
By 2023, Garden Springs Elementary will increase the quality of school climate and safety index to 84.8% as measured by KSA. Current level is 77.8%.	By 2024, Garden Springs Elementary will increase the quality of school climate and safety index to 91.8% as measured by KSA. Current level is 77.8%.	By 2025, Garden Springs Elementary will increase the quality of school climate and safety index to 98.8% as measured by KSA.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

**Year 1 Focus Areas**

<b>PLC: PLCs will use the Plan, Do, Study, Act (PDSA) model effectively to improve student learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1: Design and Deploy Standards	All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan-Do - Study - Act model.	PLC Self-Assessment  Where Do We Go from Here? Plan	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1: Design and Deploy Standards	PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model.	PLC observations  PLC minutes  Classroom walkthroughs and observations  Lesson Plans  Long Range Plans	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4: Review, Analyze, and Apply Data	PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.	PLC observations  PLC minutes  Data tracking tool	n/a

**Progress Monitoring**

- Analyze walkthrough data to ensure alignment with standards and effective implementation of small group instruction
- Lesson plans will be reviewed through PLCs and monitored as they are uploaded into the Google Drive to ensure alignment
- Long range plans will be developed and monitored to ensure alignment
- Administrators will attend PLC meetings regularly to analyze formative and summative assessment data

January 2023 - share revised CSIP and CDIP  
 March 2023 - check progress  
 June 2023 - check progress and create year 2 plan

**Small Math Group Instruction: Teachers will implement math small groups to address skill deficits identified through formative and summative assessments.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Math	KCWP 5: Design, Align, and Deliver Support	Teachers will participate in professional learning around small math group instruction. We are partnering with CKEC to provide professional learning opportunities.  Teachers will meet the expectations created in our school's <a href="#">math small group instruction guidelines</a> .	Classroom walkthroughs and observations	n/a

**Progress Monitoring**

- Analyze walkthrough data to ensure math small groups are being implemented during the scheduled time
- Analyze formative and summative assessment data

January 2023 - share revised CSIP and CDIP  
 March 2023 - check progress  
 June 2023 - check progress and create year 2 plan

**Small Reading Group Instruction: Teachers will implement reading small groups to meet the individual learning needs of all students in reading.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading	KCWP 5:	Teachers will participate in professional	Classroom	n/a

	Design, Align, and Deliver SUpport	learning around small reading group instruction.  Teachers will meet the expectations created in our school's <a href="#">reading small group instruction guidelines</a> .	walkthroughs and observations	
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**Progress Monitoring**

- Analyze walkthrough data to ensure reading small groups are being implemented during the scheduled time
- Analyze formative and summative assessment data

January 2023 - share revised CSIP and CDIP  
 March 2023 - check progress  
 June 2023 - check progress and create year 2 plan

**School Wide Writing Plan: We will revise our school - wide writing plan and create a scope and sequence that includes expectations for each grade level.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1: Design and Deploy Standards	We are partnering with the district ELA Instructional Specialist to revise our school's writing plan.  Teachers will participate in professional learning around our revised writing plan.  Teachers will meet the expectations created in our <a href="#">school's current writing guidelines</a> .	Analyze student writing at PLCs and Faculty Meetings	n/a

**Progress Monitoring**

- Analyze walkthrough data to ensure writing is occurring across the curriculum
- Analyze student writing at PLCs and Faculty Meetings

January 2023 - share revised CSIP and CDIP  
 March 2023 - check progress  
 June 2023 - check progress and create year 2 plan

**Engagement Strategies: Teachers will use a variety of strategies to engage students in learning.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2: Design and Deliver Instruction	Teachers will participate in professional learning around engagement strategies.  Teachers will meet the expectations created in our school's <a href="#">Kagan Structures</a> and Kagan <a href="#">Grade Level "Must Dos"</a>	Classroom walkthroughs and observations	n/a
<b><u>Progress Monitoring</u></b>				
<ul style="list-style-type: none"> <li>Analyze walkthrough data to ensure cooperative learning is being implemented.</li> <li>Analyze formative and summative assessment data</li> </ul> <p>January 2023 - share revised CSIP and CDIP  March 2023 - check progress  June 2023 - check progress and create year 2 plan</p>				

### Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<b><u>Progress Monitoring</u></b>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				



**Year 3 Focus Areas**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				