

# **Continuous Improvement Plan Garretson School District 49-4**

## **Our Mission:**

to prepare every student to meet the challenges of learning, living, and leading in a changing world.

## **Our Motto:**

Growing Our Future Every Child, Every Day

## **We will do so by:**

Welcoming Every Child;  
Providing a safe, positive environment;  
Challenging each child, believing all students can learn;  
Building a culture of compassion and empathy;  
Earning the trust and respect of our students;  
Developing skills through curiosity, creativity and collaboration;  
Using technology to connect learning to our students' world;  
Maintaining accountability and high expectations for students and for staff;  
Embracing a rigorous curriculum;  
Engaging in professional development and community involvement;  
Growing young citizens prepared to learn and lead.

## District Profile:

The Garretson School District is located approximately 10 miles North of Interstate 90, just two miles West of the SD-MN border. The district is comprised of 88 square miles. The District operates one facility that houses all students in grades K-12. The District also operates a preschool in the same facility. The k-12 student count for the 2017-2018 school year included 477 students, up from 458 in the 2016-2017 school year.

## Needs Assessment:

The district engages in on-going needs assessment throughout the school year. Academic progress is determined largely by using Smarter Balanced Assessment scores and the School Performance Index from the Department of Education. While these data points are important, we rely on other academic indicators as a measure of health and effectiveness of our overall curriculum. Other academic indicators include teacher-generated lesson plans, overall scope of the academic program, classroom grades and data regarding the number of referrals to the ICU program. Information regarding the state of the District's organizational culture and climate is measured primarily by surveying various stakeholders in the district. Students (grades 3-12) and staff are surveyed annually using district-created forms. Areas of greatest concern are noted and addressed in the specific goals below. The Improvement plan is organized into seven larger areas of concern for the District, with the over-arching district goal identified at the top of each table. That goal is then broken down into more specific goals, action steps and those responsible for completion.

## Academic Programming and Achievement

<p>Academic Programming and Achievement: The Garretson School District (GSD) will provide a well-rounded, developmentally appropriate academic and co-curricular program that is challenging, STEM-driven (Science, Technology, Engineering, Arts and Mathematics), that meets the needs of all students through real-world experiences.</p>		
<p>All Students in the GSD will graduate on time, ready to face the challenges of college and/or Careers</p>		
<p>Increase the percentage of students rated as proficient or advanced in ELA and mathematics on the Smarter Balanced assessment in grades 3-8 and 11 (target 5% district-wide)</p>	<ol style="list-style-type: none"> <li>1. Alignment of curriculum with test</li> <li>2. On-going data analysis</li> <li>3. Identification of gaps in student knowledge / skills</li> <li>4. Classroom-level and individual student level interventions.</li> <li>5. October inservice – include a “data dive,” in which specific goals are set for ELA and Math in each grade level.</li> <li>6. Consistently use practice tests and materials provided for the SBA in grades 3-8 and 11.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principals</li> <li>2. Classroom instructors</li> <li>3. PD committee</li> <li>4. Test Coordinator</li> </ol>
<p>Select a diagnostic instrument for ELA and mathematics that can be used in grades 3-11 to be in place for the 19-20 school year.</p>	<ol style="list-style-type: none"> <li>1. Select research committee to explore research regarding the best instruments for this purpose. This group will recommend action at the end of their study.</li> <li>2. Research based on the following criteria: curricular alignment, diagnostic feedback, ease of use, multiple uses during the year</li> <li>3. Progress measured by implementation</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Selection Committee – Admin, 1 HS teacher, 1 MS teacher, 1 Elementary teacher.</li> </ol>
<p>Increase the percentage of students (by a minimum of 10%) who agree with the following statements: My teachers use a variety of techniques to make learning interesting and fun; and My teachers challenge me to think and solve real world problems in the classroom.</p>	<ol style="list-style-type: none"> <li>1. Successfully implement “Project Based Learning” in every classroom in the District.</li> <li>2. Expectations for staff include at least one PBL episode each semester.</li> <li>3. Support for staff offered through on-going professional development, opportunities for collaboration and feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Professional Development Committee</li> <li>3. Classroom instructors</li> </ol>

	4. Progress measured by observation, lesson plans and student perception data (survey)	
100% of lessons aligned with revised SD Standards	<ol style="list-style-type: none"> <li>1. Develop expectations and select tool for K-2, 3-5, 6-8 and 9-12 for unit or lesson planning.</li> <li>2. Schedule time / support throughout the year</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom instructors</li> <li>2. Principals</li> </ol>
Develop and implement a systematic approach by which students who are at risk of performing below their potential or school failure are identified, interventions are developed, put in place and tracked.	<ol style="list-style-type: none"> <li>1. Select data (academic and/or behavioral) to be collected and used as trigger mechanism for each grade span.</li> <li>2. Develop structure of regular meetings during 1:30 dismissal time.</li> <li>3. Use research-based interventions and supports to improve student performance.</li> <li>4. Define and implement modifications to the ICU process in MS and HS to include trigger points and development of intervention plans for students who require additional support.</li> </ol>	<ol style="list-style-type: none"> <li>1. PD committee</li> <li>2. Principals</li> <li>3. Admin will be responsible for tracking through documentation of interventions and student success.</li> <li>4. Measured by a) development and implementation of the system; b) success of students for whom interventions are developed; and c) overall improvement as measured by the trigger-point data.</li> </ol>
Increase the use of PBL as an instructional technique.	<ol style="list-style-type: none"> <li>1. Every teacher develop and use at least one PBL module at least once per semester.</li> <li>2. Hold teaching staff accountable through the lesson planning / observation / feedback process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers</li> <li>2. Principals</li> </ol>
Administrative Rule Waivers, Per SD DOE – Waivers are in place for students to earn HS credit in 8 <sup>th</sup> grade by passing the DOE End of Course Exam in Algebra I or Spanish I. The Goal is for 100% of students who choose to take the EOC exam to pass and earn credit	<ol style="list-style-type: none"> <li>1. Provide support and tutorial for students who choose to take the exam.</li> <li>2. Proctor exams with integrity and consistency for students</li> </ol>	<ol style="list-style-type: none"> <li>1. HS principal</li> <li>2. Course instructors</li> </ol>

### Organizational Culture and Climate

The GSD will develop a culture of service for students, parents and community to ensure a safe, positive, supportive atmosphere which encourages creativity and problem solving, promotes wellness and builds self-esteem for every student.

<p>Increase trusting, collegial relationships between and among staff members. Increase the percentage of staff who agree with the statement “teachers in our school trust one another,” by at least 15%.</p>	<ol style="list-style-type: none"> <li>1. Develop collaborative opportunities for staff through the inservice training process.</li> <li>2. Define appropriate feedback mechanisms for staff; respond to that feedback, follow up with concerns.</li> <li>3. Develop working groups that include staff members from different schools / levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Professional Development Committee</li> </ol>
<p>Increase the frequency and quality of opportunities for students to exercise leadership skills in our school and community. Increase the % of students who agree with this statement, “I have opportunities for leadership,” by at least 10%.</p>	<ol style="list-style-type: none"> <li>1. Adults in the building communicate / frame opportunities for leadership in the classroom, co-curricular activities and throughout daily school functions.</li> <li>2. Student Council-related events / leadership</li> <li>3. Service-oriented community projects</li> </ol>	<ol style="list-style-type: none"> <li>1. Student council leadership</li> <li>2. Administration</li> <li>3. Classroom teachers</li> </ol>
<p>Increase the percentage of students who report that adults in our school value students’ opinions.</p>	<ol style="list-style-type: none"> <li>1. Superintendent’s Advisory Group (MS &amp; HS) – quarterly meetings</li> <li>2. Actively use student council in all three schools to develop and promote school events and leadership for all students.</li> <li>3. Develop mechanisms for feedback from students for classroom / school use.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Principals</li> <li>3. Student Council Advisors</li> <li>4. Classroom instructors</li> </ol>
<p>Increase the percentage of students who agree with the statement, “my teachers care about me,” by 10% across the district. Increase the percentage of students who agree with the statement, “adults in our school care about all students, not just a few,” by at least 10% across the district.</p>	<ol style="list-style-type: none"> <li>1. Promote the District motto: Growing our future, every child every day.</li> <li>2. Use staff meetings to reinforce the notion that every child matters</li> <li>3. Ask all staff to reflect and develop a personal action plan related to this goal. Quarterly review of action plan.</li> <li>4. Student feedback loop to include questions related to these topics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Certified Employees</li> <li>3. Classified Employees</li> </ol>

## Staff Development

The GSD will provide opportunities for teachers to develop professional networks and training for staff that will help them acquire knowledge and skill necessary to be an effective modern educator		
Embed opportunities for learning, growth and accountability into daily endeavors as educators.	<ol style="list-style-type: none"> <li>1. Minimize discussion of logistics at staff meetings build a growth component into every staff meeting agenda.</li> <li>2. Build a structure for MS team planning time that includes designated days and accountability for professional development.</li> <li>3. Monthly Professional Development Committee meetings focused on providing learning opportunities for staff.</li> <li>4. Conduct voluntary book study for interested staff – possible topics include OCC, leadership, differentiation of instruction, giftedness, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent and Principals</li> <li>2. Professional Development Committee</li> </ol>
Design opportunities for collaboration regarding development of learning tasks, pedagogy, use of technology and the use of data to inform instruction.	<ol style="list-style-type: none"> <li>1. Build structure for early dismissal that includes framework and accountability with respect to pedagogical study and the use of technology.</li> <li>2. Plan a “gallery walk” experience for staff in the February inservice date, where each staff member has a project that is demonstrated to other staff as an opportunity to learn from one another.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent and Principals</li> <li>2. Professional Development Committee</li> </ol>
Provide opportunities for differentiated learning among staff	<ol style="list-style-type: none"> <li>1. Attend WC Winter Symposium.</li> <li>2. Increase the number of presenters from Garretson at the Symposium.</li> <li>3. Provide specific opportunities for “encore” instructors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent and Principals</li> </ol>
Use data to inform instruction and interventions at the school, grade, classroom and individual level.	<ol style="list-style-type: none"> <li>1. Plan “data dive” as major part of October inservice training.</li> <li>2. Use 50% of early dismissal time specifically for the analysis of data <ul style="list-style-type: none"> <li>• Select relevant data points for HS, MS and Elementary School</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent and Principals</li> <li>2. Test Coordinator</li> <li>3. Professional Development Committee</li> <li>4. Teaching staff at each school level, for development and implementation of interventions and documentation.</li> </ol>

	<ul style="list-style-type: none"> <li>• Determine trigger points for concern.</li> <li>• Develop a consistent protocol for group analysis of data.</li> <li>• Develop process by which interventions are developed, documented and success is tracked.</li> </ul>	
Train staff in effective use of technology, including, but not limited to the use of the iLife/iWorks suite, online tools and open-source educational resources.	<ol style="list-style-type: none"> <li>3.</li> <li>1. Develop training opportunities for staff at the novice, intermediate and advanced user levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent / Principals</li> <li>2. Technology Coordinator</li> <li>3. Teachers as advanced users</li> </ol>

### Technology

The GSD will grow an academic program in which technology is accessible and integrated as a tool to enhance learning in all curricular areas.		
Provide the district with the necessary hardware, infrastructure, and updates to ensure seamless use of technology in all curricular areas.	<ol style="list-style-type: none"> <li>1. Develop the building's infrastructure to support increased needs for connectivity (cabling, server replacement)</li> <li>2. Upgrade hardware at the elementary and MS levels, including iPads for teachers and 1:2 ratio for student use 3-5; 1:1 grades 6-8.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tech Coordinator</li> <li>2. Superintendent / Business Manager</li> <li>3. Principals</li> </ol>
Increase the capacity for effective use of apple products in the classroom through support / coaching and professional development	<ol style="list-style-type: none"> <li>1. Develop training opportunities for staff at the novice, intermediate and advanced stages of technology use.</li> <li>2. Hold staff accountable to appropriate use of technology through lesson plans and direct classroom observations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tech Coordinator</li> <li>2. Principals</li> </ol>
Provide all students with up-to-date devices and enough storage to meet their needs in the classroom.	<ol style="list-style-type: none"> <li>1. No devices over 3 years old.</li> <li>2. Apple TV in classrooms K-5</li> </ol>	<ol style="list-style-type: none"> <li>1. Tech Coordinator</li> <li>2. Superintendent / Business Manager</li> </ol>
Increase the use of technology as a tool to enhance the curriculum, allowing students to express their creativity and show what they know in ways that are relevant to them.	<ol style="list-style-type: none"> <li>1. Incorporate PBL into each classroom, at least one per semester.</li> <li>2. iLife / iWorks suite taught to each student / teacher as a way to creatively show what they know.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principals</li> <li>2. Classroom Teachers</li> <li>3. Tech Coordinator</li> </ol>

Provide staff with up-to-date devices similar to student devices; provide training for staff over the summer months to prepare them for the school year.	<ol style="list-style-type: none"> <li>1. Offer flexibility and training opportunities for staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tech Coordinator</li> <li>2. Superintendent / Principals</li> </ol>
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#### Fiscal Responsibility / accountability

The GSD will develop and adopt fiscal plans, policies and procedures that will keep the district financially viable, legally responsible and that are transparent and easy to use for parents, staff and community members.		
Increase transparency with respect to communication with both internal and external public regarding the use of District Funds.	<ol style="list-style-type: none"> <li>1. Incorporate information regarding the district's budget and financial status into staff meetings and written material for all staff.</li> <li>2. Post and promote budget related information on the school's website.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Business Manager</li> </ol>
Seek out and secure grant funding to improve programming.	<ol style="list-style-type: none"> <li>1. Seek out local, state and federal grant sources to enhance programming</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent / Business Manager</li> <li>2. Principals</li> <li>3. Classroom instructors</li> </ol>

#### Buildings and facilities

The GSD will provide buildings that are welcoming, well maintained and safe to enhance learning for students and pride in our community.		
Improve the energy efficiency of the building	<ol style="list-style-type: none"> <li>1. Replace all single pane and k-3 windows</li> <li>2. Replace exterior doors (West gym, playground, receiving)</li> <li>3. Replace weather-stripping around entrances.</li> <li>4. Fluorescent lights replaced with LED's</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Custodial Staff</li> </ol>
Improve aesthetics and functionality of the building	<ol style="list-style-type: none"> <li>1. Replace bathroom partitons in K-3.</li> <li>2. Continue carpet replacement rotation</li> <li>3. Replace intercom / clock system</li> <li>4. Improve phone system to include call-out capability for each room.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent / Business Manager</li> <li>2. Custodial staff</li> </ol>

Ensure exterior remains in good repair / keep up with replacement and repair needs	<ol style="list-style-type: none"> <li>1. Resurface track within 5 years</li> <li>2. Replace athletic turf within 5 years</li> <li>3. Replace roof areas that are out of warranty within 2 years.</li> </ol>	<ol style="list-style-type: none"> <li>1. Superintendent / Business manager</li> <li>2. Board of Education</li> </ol>
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Public Relations / Communication

The GSD will effectively communicate using a variety of methods to inform stakeholders of essential information, engagement opportunities and school successes.		
Develop the “brand” of the Garretson Blue Dragons	<ol style="list-style-type: none"> <li>1. Explore branding opportunities in Gym entrance (exterior) and actual entry doors to New Gym</li> <li>2. Replace workout equipment and update the look of the Garretson Weight Room – specifically designed for “Garretson”</li> <li>3. Promote new mission / motto with all stakeholders.</li> <li>4. Promote collective commitments as “who we are, and what we do” as “Garretson Blue Dragons”</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. All staff</li> </ol>
Improve communication (both internally and externally)	<ol style="list-style-type: none"> <li>1. Train staff regarding the use of website and other electronic tools (pages, iMovie, etc).</li> <li>2. Reimagine the District newsletter to improve “story-telling” aspect of the happenings in our classrooms / schools.</li> <li>3. Increase the number of instances for use of website / social media to tell the story of success in our classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology Coordinator</li> <li>2. Principals</li> <li>3. Superintendent</li> <li>4. Administrative Assistants</li> <li>5. Teaching Staff</li> </ol>
Increase opportunities to gather and react to feedback from stakeholders.	<ol style="list-style-type: none"> <li>1. Develop tools that can be used at the classroom and school level for specific feedback.</li> <li>2. Respond to feedback with programmatic or classroom process modifications</li> </ol>	<ol style="list-style-type: none"> <li>1. Principals</li> <li>2. Classroom teachers</li> </ol>
Build opportunities for recognition for students and staff.	<ol style="list-style-type: none"> <li>1. Use SWAT Committee to ensure that staff are recognized appropriately for</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. SWAT committee</li> </ol>

	accomplishments and special recognition weeks. 2. Develop opportunities for recognition for staff at staff meetings and relevant celebrations.	
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