

# **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 2022-2023 school year included 444 students.

### 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 NWEA/MAP data, data from [IXL.com](https://www.ixl.com) 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> <li>4. Progress measured by observation, lesson plans and student perception data (survey)</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Professional Development Committee</li> <li>3. Classroom instructors</li> </ol>

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>

## Ongoing Assessment

### 1. Smarter Balanced Test Results

Year	ELA				Mathematics			
	4 - A	3 - P	2- B	1- BB	4 - A	3 - P	2 - B	1- BB
15-16	19	39	29	12	11	31	39	19
16-17	18	43	31	9	11	34	39	19
17-18	19	43	25	13	14	34	31	21
18-19	17	28	35	17	21	36	28	12
19-20	No Data due to COVID-19							
20-21	18.5	29	34	13.7	27	36	24	8
21-22	29	26	29	10	26	32	29	7

### 2. Selection of diagnostic instrument for 19-20

NWEA MAP test was selected for use as a supplemental diagnostic to allow the district to track student progress and growth throughout the year.

The district also uses IXL, which includes an additional diagnostic and integration with NWEA MAP RIT scores to develop a skills playlist for students.

3. 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.

PBL training and implementation was completed in 19-20 school year. 100% of teaching staff successfully developed and used at least one PBL experience in their classroom.

4. 100% of lessons aligned with revised SD Standards

Successfully completed in the 2022-2023 school year. [planbookedu.com](https://planbookedu.com) was used as a tool to help staff organize lesson plans including the standards. Staff will use this platform to track (diary map) which standards are taught each month.

5. 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.

In the 2021-2022 school year, all staff were trained in the Masonic Model of Student Assistance Teams. After training, district personnel adjusted the programming to fit the structure of presented in the Garretson School District. That same year, weekly early dismissals were maintained for the purpose of providing staff with the opportunity to complete data analysis and collaborate to develop plans for the students in need of support. We continue to work on the developments of trigger points that indicate which students are in need of support (behavior, academic, health or attendance) in order to be successful.

6. Increase the use of PBL as an instructional technique.

See #3 above. All staff were trained and implemented PBL techniques in the classroom.

7. 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

The waivers for Algebra I and Spanish I were allowed to expire. We are required to add another section to this document (per DOE's requirement) that lists all waivers and annually review them. That will be added to the last section.

## 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.		
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%.	<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>
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%.	<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>
Increase the percentage of students who report that adults in our school value students’ opinions.	<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>
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.	<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>

**1. 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%.**

The district has provided many opportunities for staff to collaborate and build relationships, including, but not limited to, the 1:30 dismissal time for GSST, Inservice time includes at least a portion of the time used for facilitated discussion among staff members. As we continue to work on this goal, we will assess our progress through the annual staff survey as well as opportunities for feedback through surveys throughout the year.

**2. 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%.**

Since the plan was approved in 2018, we have worked on this goal informally, providing a variety of opportunities for our students to grow in their leadership capacity. We will continue to assess through the student survey.

**3. Increase the percentage of students who report that adults in our school value students’ opinions.**

This goal has also been informally addressed, however, events during the 2021-2022 school year have had a perceived negative impact on this area. New baseline data will be collected in the 2022-2023 school year.

**4. 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.**

Attitudinal barriers remain in place with respect to this goal. After the 2020-2021 and 21-22 school years, we look forward to reassessing where our students are at and continuing to work on this goal.



## 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> <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> </li> <li>3.</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>
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>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>

### **1. Embed opportunities for learning, growth and accountability into daily endeavors as educators.**

Voluntary book studies have included Daniel Pink’s Drive, Ruby Payne’s Framework for Understanding Poverty, James Delisle’s Doing Poorly On Purpose, Gruenert and Wittaker’s School Culture Rewired, and Jimmy Casas’ Culturize. The administrative team has also participated in several book studies as a group to grow our team and improve our professional understanding.

The Middle School Team Planning study has been postponed until the 22-23 school year.

### **2. Design opportunities for collaboration regarding development of learning tasks, pedagogy, use of technology and the use of data to inform instruction.**

Since 2018, many opportunities have been provided to staff for collaboration, beginning with our study of Project Based Learning, which included a Gallery Walk format for staff to show one another how they implemented the ideas in their own classrooms. Since that time, we have begun to use the NWEA/MAP assessment and provided time for staff to collaborate using the tools and information provided through that assessment. Staff are encouraged to modify instructional practice based on what we learn through the

assessment. The District has also trained all staff in the Student Support Teams process and provided time for collaboration to create intervention plans related to behavior, academics, health concerns and attendance for students who are performing below expectations

### **3. Provide opportunities for differentiated learning among staff**

All teaching staff attended the WC Winter Symposium for three years. The event is no longer held. We have built opportunities for differentiation in certain areas of professional development, including time to work and collaborate to become apple certified educators. Training for staff have revolved around several common themes: Student Support Teams and interventions, Trauma-informed practices and student mental well being, the use of data to inform instruction and interventions for students, and technology (both how to use it and how to use it to increase student engagement). We continue to work on planning opportunities for encore staff to participate in PD that is relevant to their own positions as well.

### **4. Use data to inform instruction and interventions at the school, grade, classroom and individual level.**

With the addition of the NWEA/MAP tests three times per year and IXL's diagnostic, we have been able to understand far better, where our students are performing with respect to ELA and mathematics. NWEA/MAP data is used extensively in tracking progress of students who participate in the Title programs for remediation in reading and/or mathematics. Classroom grade data is used to determine when students need additional support through the GSST program.

### **5. 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.**

Teaching staff have had ample training in the user of the iLife suite. Teachers have been afforded time through inservice to become apple certified educators. We continue to work on the attitudinal barriers to the effective use of technology beyond "typing a paper" and "internet research."

## 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>

### **1. Provide the district with the necessary hardware, infrastructure, and updates to ensure seamless use of technology in all curricular areas.**

Since 2018, the district has made significant improvement regarding the technology infrastructure. In 2018, two new Fujitsu servers were added. In 2020, we added 6 new Ruckus wireless access points along with a Virtual Smartzone Ruckus Controller for management of the wireless infrastructure. That year also saw us upgrade the cable backbone between the switch closets and the

servers with a move to fiber optic cable, taking us from 1GB bandwidth to 10GB. In 2022, we purchased a PowerEdge server to help with local backups and redundancy and we also purchased a MacMini Caching server that will take the place of our current caching server and local backup servers. We also moved from Lightspeed Content Filtering to the State's Content filtering using Fortigate. When we did this, we had to upgrade our Firewall hardware and the state brought us a new one that can handle more traffic. Communication with the content filter needs/uses more bandwidth because of the communication with the filter first then response back to the device.

**2. Goals 2&4. Increase the capacity for effective use of apple products in the classroom through support / coaching and professional development; 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.**

Staff have been trained with respect to the use of apple products, have been given opportunities to collaborate with one another to extend and refine their knowledge, and encouraged to modify practices to allow students to show what they know in a more creative manner.

**3. Goals 3&5.**

**Provide all students with up-to-date devices and enough storage to meet their needs in the classroom. 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.**

We have progressively replaced and expanded the number of devices in the school since 2018. In the summer of 2022, a full refresh or both staff and student machines was completed, with a four year replacement cycle established for a full refresh in 2026.

Since 2016, we have also decreased the number of printers in the building from 30 down to 10, with those still available having increased functionality.

We have phased out the smart board technology in favor of regular projectors. The use of iPads in conjunction with apple TV's in each classroom allows similar functionality to what was available through the SMART boards. Moving forward, projectors are becoming difficult to procure after the pandemic. We have installed two 75 inch televisions in two classrooms as a trial to see if this technology (longer lasting) is a functional replacement for the projectors.

Managed AppleIDs with more storage, unlimited storage for Google Drive, Cloud-based OneDrive for Microsoft, individual local storage on server.

#### 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>

#### **1. Increase transparency with respect to communication with both internal and external public regarding the use of District Funds; Increase transparency with respect to communication with both internal and external public regarding the use of District Funds.**

With the move to fully electronic documents for the board, there has never been as much information available to the public on our website. For the last two years, the entire board packet is posted online for the public, including all of the financial reports, audit reports and other information that goes to the board. We continue to work out some of the difficulties with televising the board meetings, but progress has been made there as well.

#### **2. Seek out and secure grant funding to improve programming**

We have engaged with a number of grants over the past four years. The Prairie Rose Community fund has provided the district with grant funds to purchase playground equipment including tables, benches, trash receptacles and a portion of the new equipment that

was installed summer 2022. We have also taken advantage of the EPA's clean diesel grants and most recently, the EPA's electric school bus initiative.

#### 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>

#### 1. Improve the energy efficiency of the building

In 2020, an audit was completed regarding lighting in the district. After completion of the audit, in the spring of 2020, nearly all of the lighting in the building was replaced with energy efficient LED lighting. The chiller was also upgraded at that time, moving from a screw-type compressor system to a scroll-type compressor system (with multiple smaller scrolls) that will allow the system to more effectively manage power use and decrease the costs associated with repairs.

A roof project was also completed the summer of 2020, which added a layer of insulation and a rubber membrane to the roof on the new gym. The project encompassed nearly 50% of the square footage of the district's 17 roof surfaces. As part of that project, insulation was replaced and roof drainage was improved.

In 2022, the District applied for, and awarded grants for reimbursement for the purchase of electric school busses.

## **2. Improve the aesthetics and functionality of the building.**

Since 2018, many small improvements have been made in this area. The 4th/5th hallway saw a significant improvement with the addition of three more lights in the hallway, covering the tiles with carpet and installation of new lockers.

Intercom and master clock were updated in 2020. We are migrating to a wireless, coordinated clock system.

20-21 school year saw an update to the phone system, moving to a VOIP system. All teachers have voice mail and the ability to make calls from their classrooms using district equipment. An additional upgrade that ties in with the communication system is the addition of “Rooms,” part of our website development. This is another step in reducing the number of logins that our parents need to have and remember for communication with staff. The system will send text-like messages to groups of students or parents, with two way communication. This will allow our teaching staff and coaches to use official district channels for communication rather than texting with their personal devices.

## **3. Ensure exterior remains in good repair / keep up with replacement and repair needs**

Approximately 50% of roof surface area replaced in 2020. Track and athletic complex improvements are scheduled for the summer of 2023.



## 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 accomplishments and special recognition weeks.</li> <li>2. Develop opportunities for recognition for staff at staff meetings and relevant celebrations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. SWAT committee</li> </ol>
---	---	--

### **1. Develop the “brand” of the Garretson Blue Dragons**

In 2018, the district upgraded all equipment in the weight room, to include seven lifting stations, full complement of weights for each station, bumper plates, dumbbells from 5-100 at five pound increments. Each lifting station is branded with school colors and our “Garretson G”. Performance press helped us to use the mural in the gym to create our “dragon eyes” look that we see on the front doors, the crow’s nest at the complex and the gym entrance. We also used Blue Dragon imagery on a new wrestling mat that was purchased last year, using the round, classic dragon image in the center circle. We are working towards congruity in symbols throughout the district.

### **2. Improve communication (both internally and externally)**

Staff have been trained on the use of Thrillshare to allow them to post classroom stories to the public. Elementary staff also use SeeSaw, a platform for communication with parents for the students in their classrooms. Next year, we plan to move to “Rooms,” an app that will work with our website, developed by aptegy.

We adjusted the format for our newsletter, moving to “Smore,” an online tool that allows us to digitally create our newsletter with a variety of pictures and interesting layouts. After we release an issue, we normally see over 400 views. For instance, the last newsletter that went out in November had 476 views (and one “heart”)

### **3. Increase opportunities to gather and react to feedback from stakeholders.**

In the 19-20 school year, MS/HS staff were encouraged to do classroom level surveys allowing students to provide some feedback that

would allow our staff to make adjustments to meet the needs of the students. We have surveyed parents and staff with small, targeted surveys and have had some success in gathering feedback on specific subjects, for instance, we will often times provide a link for staff to provide feedback after a certain training.

#### **4. Build opportunities for recognition for students and staff.**

Over the past few years, we have adjusted some of the awards for the MS/HS students. We have held a quarterly recognition ceremony for those students. Teachers are recognized monthly at our k-12 staff meeting.

#### **Waivers to Administrative Rules of SD**

The State of SD requires all school districts to include any waivers to ARSD in the school improvement plan. The Garretson School District has only one waiver, an alternative certification waiver in special education.		
Revisit the waiver to ensure it is still valid annually	1. Check with teacher and DOE	1. Superintendent
Verify any additional waivers annually in the fall.		1. Superintendent

Approved by the Garretson Board of Education on December 12, 2022