

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Proficiency Goal - Increase the combined reading and math proficiency percentage as measured on K-PREP from 78.8% to 85.1% in 2021.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following chart, list the activities, the person responsible for the activity or activities, and the date the activity or activities will be completed.
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	KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the combined reading and math proficiency percentage as measured on K-PREP from 78.8% to 85.1% in 2021.	Professional Learning - Professional learning will be provided and monitored via PLC's, Data Teams, Early Release Friday training, and PD.	Peer Observations, PLC's, Data Teams, Early Release Friday training, NGSS, Leading to Learn Grant, and Professional Learning opportunities through the district office and GRREC.	Meeting our proficiency goals.	End of 9 weeks STAR benchmark testing throughout the year KPREP May 2019	
	Title 1 Support - Use Title 1 funds to support individual student needs and build parent efficacy.	Use Title 1 funds to reduce class size, provide support for student learning, and provide parents with skills they can utilize to assist their child at home		End of 9 weeks STAR benchmark testing throughout the year KPREP May 2019	
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

2: Separate Academic Indicator

Goal 2: Increase the percentage of students reaching proficiency in science, social studies, and writing by 2021. Science will increase to 50%, social studies to 50%, and writing to 50% by 2021.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u>	
Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>	In the following chart, list the activities, the person responsible for the activity or activities, and the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students reaching proficiency in science, social studies, and writing by 2021. Science will increase to 50%, social studies to 75%, and writing to 50% by 2021.	Professional Learning - Professional learning will be provided and monitored via PLC's, Data Teams, Early Release Friday training, and PD.	Peer Observations, PLC's, Data Teams, Early Release Friday training, NGSS, Leading to Learn Grant, and Professional Learning opportunities through the district office and GRREC.	Meet Goal	Formative Assessments and KPREP May 2019	\$0
Objective 2					

Goal 3: Increase the average combined reading and math proficiency ratings for both African American and Hispanic subgroups by 15% points by 2021.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate with teacher teams to increase the average combined reading and math proficiency ratings for both African American and Hispanic subgroups by 15% points by 2020 as measured by KPREP.	Formative Assessments - Teachers will use formative assessment data to assess the individual needs of students in Reading and Math. Teachers will utilize this information to plan and design instruction that meets the needs of students.	RTI - RTI team will meet every nine weeks to review data from teachers. Data from all 3 Tiers of intervention will be discussed to determine the needs of the student.	Meeting our Gap goal.	May 2019	\$0
		Data Teams - Staff will review student performance data in Data Teams to determine patterns and develop next steps for improvement.			
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

4: Graduation rate

Goal 4 (State your Graduation Rate goal):

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, list the activities, the person responsible for the activity or activities, the person who will monitor the activity or activities, and the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5: Reduce the percent of novice by 50% in the areas of Reading and Math for African American and Hispanic subgroups by 2021.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u>	
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 A 50% decrease in the percent of African American and Hispanic students scoring novice in reading and math as measured by KPREP	RTI - RTI team will meet every nine weeks to review data from all teachers. Data from all 3 tiers of intervention will be discussed to determine the needs of the student.	RTI team will review the KSI document and the school RTI Plan to ensure alignment.	Meet goal	Common Assessment reviews, STAR Benchmark end of 9 weeks assessments, and KPREP May 2019	\$0
Objective 2					

6: Transition Readiness

Goal 6: All preschool students who are age eligible to attend Kindergarten will participate in transition activities.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u>	
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 All preschool students who are age eligible to attend Kindergarten will participate in transition activities.	Collaborate to ease the transition from Early Childhood classes to Kindergarten by 05/31/2019 as measured by number of times a student visits a kindergarten classroom as documented by preschool and kindergarten teacher.	Preschool students who will be entering Kindergarten the following school year will visit a kindergarten classroom to participate in activities.	Meeting Goal	May 2018	\$0
		All Kindergarten students will be screened using the K-Brigance screener at the beginning of each school year.			
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, list the activities, the personnel responsible for the activity or activities, and the funding source for the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

Gap Group/Total number of students	Percentage of Total School Population
African American/45	10%
Hispanic/30	6%
Free/Reduced Lunch/164	35%

**SOUTH TODD ELEMENTARY SCHOOL
PROFESSIONAL LEARNING PLAN
2018 - 2019**

Date	Topic	Presenter	Hours	Location
May 23 Wed.	Science Training / Scheduling / Implementation Plan / STEAM	Teresa Emmert	6	STES Library
July 30 Mon.	Home Visits to students	Doug Cotton	6	STES Library Homes
July 31 Tues.	Poverty Training	Rendy Belcher	6	TBA
Aug. 1 Wed.	PBIS Teams	Lisa Logue	6	BOE
Aug. 2 Thurs.	SPED / Pre-School Only PD	Kim Justice	6	BOE
Aug. 6 Mon.	District Day – AM Half Compliance Videos	District Staff	6	TCCHS Auditorium
	School Procedures Curriculum Alignment	Doug Cotton Nicole Osborne		STES Library
Aug. 7 Tues.	Opening Day Procedures / Drills Duty Schedule / Teacher Handbook / Grading Period Certified Evaluation Plan / PGES / Forms Harassment & Bullying Confidentiality and Code of Conduct Medication Dispensing Training Blood Borne Pathogen Training Plan for First Day	Doug Cotton Nicole Osborne	6	Library
Oct. 8 Mon.	Curriculum Day Assessment Data Analysis	Doug Cotton	6	STES Library
March 11 Mon.	Curriculum Day Vertical Alignment Teams / Curriculum Planning	Doug Cotton	6	STES Library

SOUTH TODD ELEMENTARY PARENT INVOLVEMENT POLICY

DEFINITION OF PARENT

The legal definition of a “parent” is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term “parent” to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student's progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Making representative parents and community members, full partners in our decision-making.
4. Facilitating the involvement of our parents with limited English proficiency, parents with disabilities, parents of migratory children, and military families.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student's life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT

Our students' parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

South Todd Elementary School will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.
2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.

3. Assign homework in accordance with our Homework Policy.
4. Provide parents with frequent reports on their child's progress. Specifically we will provide formal reports every nine (9) weeks.
5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.
8. Support an active Parent Teacher Association or Organization.
9. Provide parents opportunities including but not limited to:
 - Observing their child's classroom activities.
 - Tutoring.
 - Assisting with classroom activities that require more than one adult.
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
 - Serving on one of our decision-making committees.
 - Joining our parent teacher organization and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.
10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

The Family Resource/Youth Service Center will share responsibility for student achievement by:

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES ELEMENTARY (K-5)

With support from parents, students are asked to:

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework.
5. Give parents or the adult who is responsible for them, all notices and information received from the school.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: - March 30, 2015

Date Reviewed or Revised: - _____

Date Reviewed or Revised: - _____

Chairperson Signature - _____



Cultivating a Positive School Culture

Presenter: Kellie Thompson



South Todd Elementary School

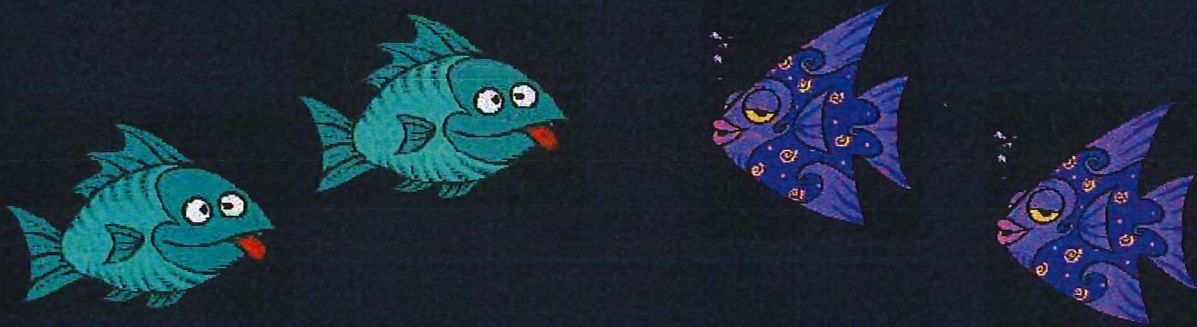


Todd County Schools

“If the fish in your aquarium are not as healthy as they should be . . .

Don’t blame the fish!

Instead, consider changing the water.”



IMPORTANT NOTICE

- Every school has a culture.
- Every school can improve its culture.

Functional Definitions of the Term “School Culture”

- **Roland Barth:** “The way we do things around here.”
- **Wagner:** “. . . shared experiences both in and out of school (traditions and celebrations), a sense of community, of family and team.”
- **Sparks:** “A school culture influences the ways people think, feel, and act.”

Characteristics of a Positive School Culture

- Curricular and instructional components, as well as order and discipline are established through consensus.
- Staff stability and common goals permeate the school.

Characteristics of a Positive School Culture

- Open and honest communication is encouraged and staff demonstrates humor and trust.
- Stakeholders are recognized in school-wide celebrations.
- The school's leaders and district leaders provide tangible support.

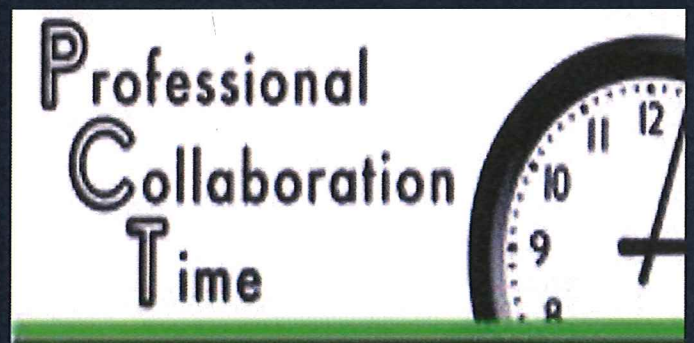
School Culture Markers (Behaviors)

1. Professional Collaboration
2. Collegiality
3. Efficacy and Self-Determination

Brief Explanation of Behaviors

Professional Collaboration:

Teachers and other staff meet together regularly to plan and solve school related issues.



Brief Explanation of Behaviors

Collegial Relationships:

Evidence of people working together, supporting one another, feeling valued and included, a sense of family and belonging.



Brief Explanation of Behaviors

Efficacy / Self-Determination:

People are in this school because they want to be. They work to improve their skills as professionals. They do not see themselves as victims of a large uncaring bureaucracy!

Efficacious
(adjective)

having the power
to produce
a desired effect

School Culture Assessment Process



Our research and that of independent educational researchers have determined that a three phase effort to collect school culture data is best.

Data Collection

1. Pencil/paper survey:
 - a. Thirteen Item Survey



Data Collection

2. Transformational Interviews

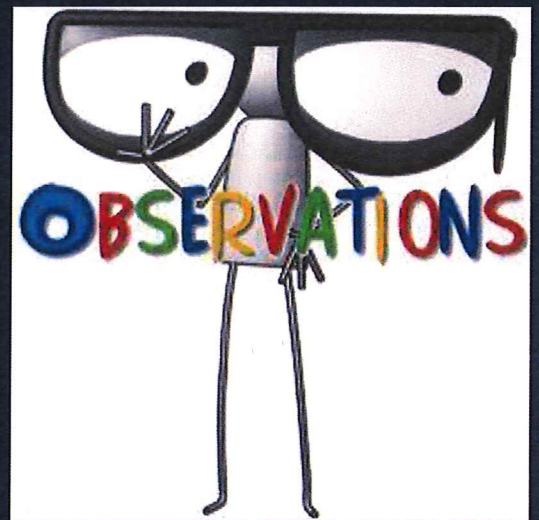
Interviews are conducted with all groups within the learning community.



Data Collection

3. Unobtrusive Observations

Observations within the school and school community.

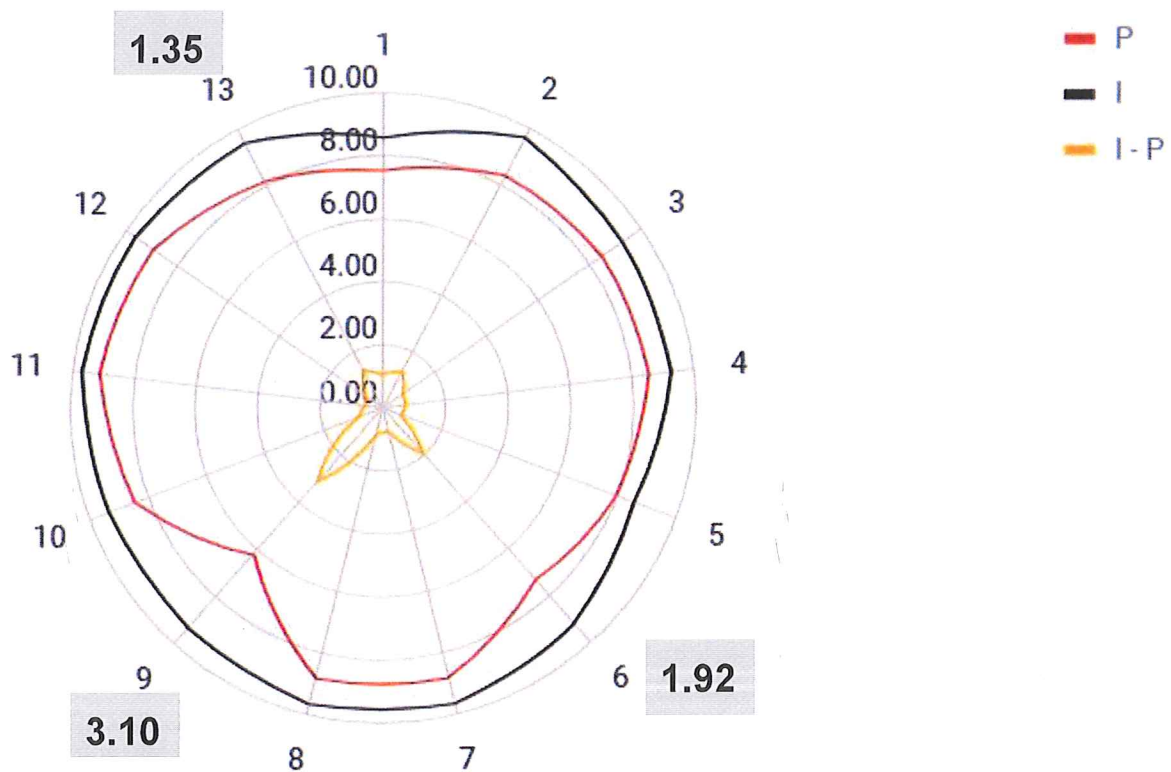


The School Culture Assessment Process

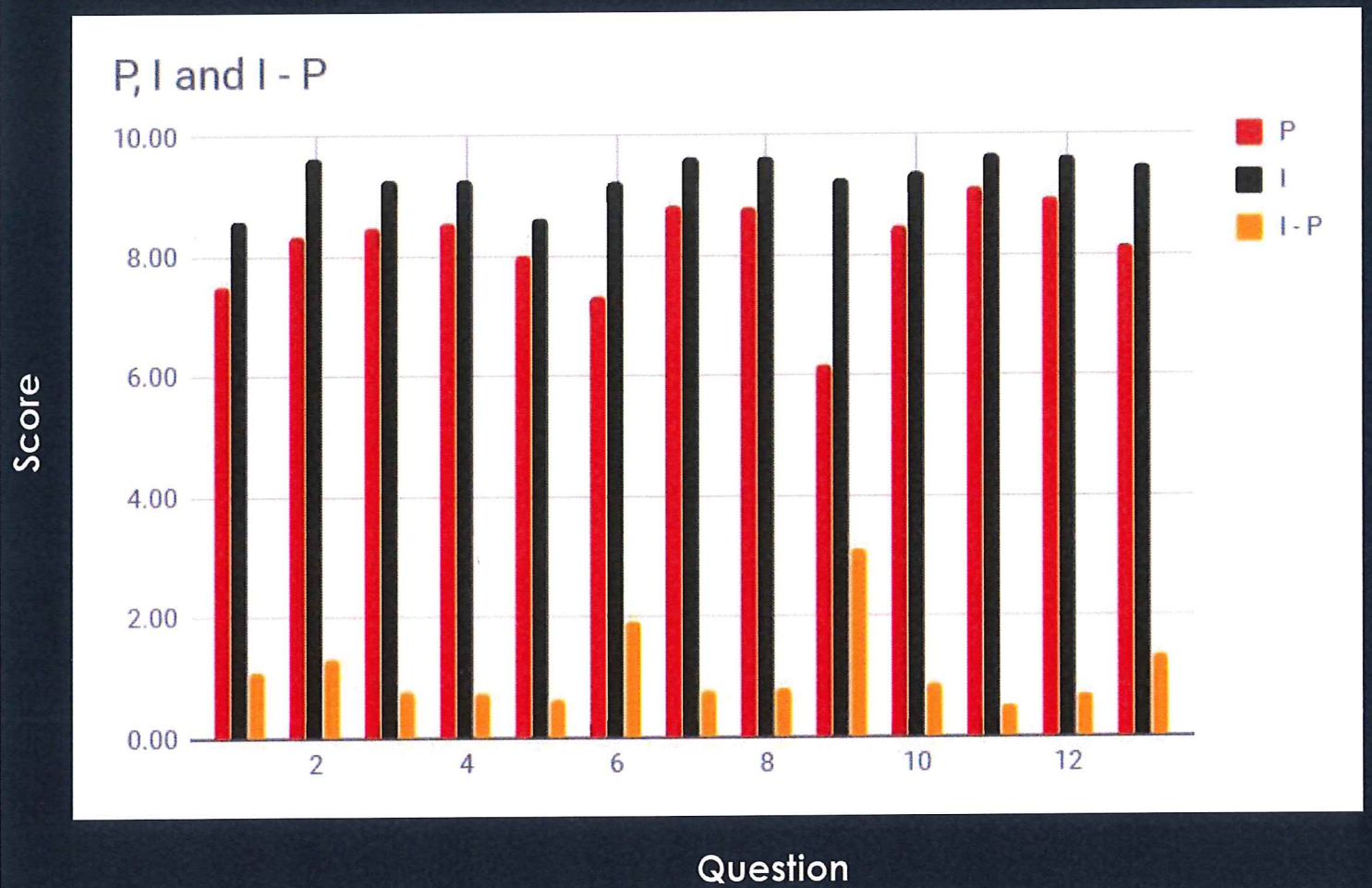
- **The Process is not –**
 - “Find a problem and fix it”
- Rather than asking, “What is wrong with this place?” SCA Facilitators ask, “What, in your opinion, would make this the best place it could possibly be?”

South Todd Elementary School

P, I and I - P



School Culture 13-Item Survey



School Culture 13-Item Survey (Items 1-6)

Question	Presence	Importance
1. Democratic & participatory decision making	7.51	8.59
2. Strong leadership from administrators, teachers, or teams of both	8.35	9.65
3. Staff stability – low staff turn-over from year to year	8.49	9.27
4. A planned, coordinated curriculum supported by research and faculty	8.55	9.29
5. School-wide selected and agreed upon staff development	8.0	8.61
6. Parental involvement, engagement, and support	7.33	9.24

School Culture 13-Item Survey (Items 7-13)

Question	Presence	Importance
7. School-wide recognition of success for students and staff	8.86	9.63
8. An effort to maximize active learning in academic areas	8.82	9.63
9. District support for school improvement efforts	6.16	9.27
10. Collaborative planning and collegial relationships	8.47	9.37
11. Sense of community, family, and team	9.14	9.67
12. Clear goals and high expectations for all staff and students	8.96	9.65
13. Order and discipline established through consensus and consistent application	8.16	9.51

Professional Collaboration

- "We get better by observing each others' classrooms."
- "Teachers share successes in classroom on Friday."
- "We talk with our team and reflect with each other."
- "Teacher-leaders in the school lead trainings."
- "We share and observe each other and that helps us get better."
- "We work together in planning lessons."
- "We are eager to try new things."

Professional Collaboration

- "Planning time on Fridays helps us work together to get better."
- "Some teachers are experts in their area so we go and observe them."
- "Our team feeds off each others' strengths."
- "We work in our PLCs."

Self-Determination-Efficacy

- "I wake up thinking "Whose life can we improve today?""
- "It's a happy place, but with all the switching this year, it has been disheartening."
- "Our principal has a clear vision for our school and is ALWAYS doing what's best for kids."
- "Mr. Cotton is one of the best things that ever happened to our school."
- "Daily town meetings have been a plus for South Todd's students...a time to celebrate them."
- "Students love the Super - Improver Wall. It has been very effective as a way of recognizing student growth."

Affiliation - Collegiality

- "We have a well-oiled machine here at South Todd Elementary School."
- "We are a family here."
- "If we see someone sick, we work together to help them."
- "I love this school."
- "I have a voice with the administration and feel very comfortable talking with Mr. Cotton."
- "There is no where else I would rather be."
- "Mr. Cotton points out the positives from observations and leaves notes afterward."
- "Relationships with students is most important."

Appreciations

- "Most of the students and parents appreciate us."
- "Mr. Cotton is great about finding a way to make things happen if there are funds available."
- "The overall culture of the school is really good."
- "We have a strong staff at South Todd."
- "Mr. Cotton offers encouragement and support."

Recommendations

- School culture task force (change members every 3-4 months)
- Continue to celebrate – both kids and adults
- Plan collegial activities
- Have conversations often about ways to involve your parents, engage them in their children's learning process and encourage them to support their children's learning experience both at school and at home.
- Keep an eye on culture – Quick survey, etc.
- Maintenance issues are a big problem for the school
- More consistent discipline with consequences for students
- Need a curriculum specialist in the building.
- More training for certified and classified staff.

Need Other Ideas or Have Questions?

Kellie Thompson – 270.563.2113 (Office) or
kellie.thompson@grrec.org