

**GALLATIN COUNTY
DISTRICT IMPROVEMENT PLAN
YEAR 2011-2012**

Ray Spahn
Contact Person

Approved Date

12/12/2011

Board Chairperson: _____ **Date:** _____

Superintendent: _____ **Date:** _____

Members or Committee:

Sonya Giles
Dorothy Perkins
Ray Spahn
Lenny Whalen
Renee Cameron
Deb Foltz
Mandy Young
Shonda Dunn
Diane Scott
Roxann Booth
Katie Brown
Jennifer Brown
Gena Noell
Myra Morgan
Joe Wright
Sue Beach
Nicole Towles
Deb Brown
Curt Bieger
Kerri Alexander
Conte Flowers
Mike Davis
Mark Willhoite
Rena Mylor
Andrea Conley
Spike Wright

2011 - 2012 DISTRICT IMPROVEMENT PLAN

Executive Summary

GALLATIN COUNTY

Mission

The Gallatin County School District Mission Statement is "Maximizing Student Learning and Achievement." The CDIP committee as well as the Strategic Planning committee both reviewed the mission statement and both agreed it needs no changes at this time.

Needs Assessment

The District Improvement Plan is based on thorough review of each individual school's prior academic accomplishments and needs for improvement as well as goals associated with having every student be proficient or distinguished. A SBDM joint Board member meeting was held to discuss data as well as CDIP committee meeting held in which all data was presented to the CDIP committee to help make them informed of strategies and activities that need to take place to move the district forward. This includes TELL survey results as well as strategic planning data.

Goals

All goals and strategies have been developed and modified by thoroughly reviewing hard data and making adjustments to maximize student academic progress. All data from previous years were reviewed and adjusted as well as adding new goals and priorities that will have direct impact on student learning. Some activities will remain in the CDIP because there has not been enough time since the previous plan to see if there has been an impact.

Evaluation

Our plan is consistently being evaluated as data is analyzed at both the School and District Level and instruction is modified to meet student needs and "close gaps" when they are identified. The implementation and impact check of the CDIP will be presented to the board of education every other month to ensure implementation of CDIP is being met.

Stakeholders

All stakeholders listed above were involved in the planning and the writing of the CDIP including a student graduate from 2011.



GALLATIN COUNTY SCHOOLS
COMPREHENSIVE IMPROVEMENT PLAN- 2011-2012
Component I - Reading

ACTION COMPONENT: **Reading** Component Manager: Dorothy Perkins Date: 11/15/2011

Priority Need:	Goal
<p>The district met 4 out of 10 target goals on the 2011 NCLB AYP Report.</p> <p>In May 2011, the percentage of all students scoring proficient or distinguished in Reading was 65.42 as measured on the Kentucky Core Content Test.</p> <p>In May 2011, the percentage of White (Non-Hispanic) students scoring proficient or distinguished in Reading was 67.44 as measured on the Kentucky Core Content Test.</p> <p>In May 2011, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading was 59.93 as measured on the Kentucky Core Content Test.</p>	<p>By May 2012, the district will meet 10 out of 10 target goals on the 2012 NCLB AYP Report.</p> <p>By May 2012, the percentage of All students scoring proficient or distinguished in Reading will increase to 84.35 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).</p> <p>By May 2012, the percentage of White (Non-Hispanic) students scoring proficient or distinguished in Reading will increase to 84.35 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).</p> <p>By May 2012, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading will increase to 84.35 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).</p>

BENCHMARK			
Measure	Date	Projected Data	Actual Data
Think Link	9/1/11	55% proficient	
Think Link	1/1/12	65% proficient	
Think Link	4/1/12	85% proficient	
Learning Checks	11/1/11	55% proficient	
Learning Check	3/1/12	65% proficient	
Learning Check	5/1/12	85% proficient	



GALLATIN COUNTY SCHOOLS

COMPREHENSIVE IMPROVEMENT PLAN- 2012

Component I - Reading

Strategy	Expected Impact	Responsible Persons(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Impact
A. The district will continue to implement a diagnostic assessment that closely mirrors the Plan, Explore, and ACT in scoring	The diagnostic assessment E-Prep will closely monitor Plan and ACT assessment that will help determine instructional needs of the students	Ray Spahn	7/1/12 - 6/30/13	\$0			
B. The district will continue to use a diagnostic evaluation for student academic progress at set	Schools will report diagnostic assessment to Assistant	Pam Scudder, Linda Edmondson, Tony Jury	8/1/12 - 6/1/13	\$70,000	General Fund		

intervals at a minimum 3 times during the school year prior to KPREP assessment. (MAPS)	Superintendent after each assessment. A plan will then be developed to further improve instruction and learning in gap areas. The effectiveness of the plan will be determined by the number of students meeting the goal of the district and the school.						
C. Common Assessments/Learning Checks will be used at each grade/subject level to monitor student progress with adjustments being made in instruction as necessary to ensure student success.	The goal will be 85% proficient for learning Checks	Principals	9/2011-12/2012	\$0			
D. Reading coaches will collaborate with fellow teachers to develop and implement activities which help improve	Reading coaches will meet with the building principal after each literacy	Pam Scudder, Linda Edmondson, Tony Jury	8/1/12-6/1/13	\$0	N/A		

student achievement. This will be done by closely monitoring literacy skills.	assessment to determine a plan for improving on the goals that are not being met. After the plan is developed, the Reading Coaches will meet with the Assistant Superintendent to discuss goals and plan for improvement.						
E. RTI will continue to be implemented and refined.	A research-based assessment will be used throughout the district for Tier III RTI . Common forms will be developed to provide transition between grade levels. A research-based intervention will be identified and	Curt Bieger, Ray Spahn	8/1/11 – 12/1/12	\$0			

	implemented. A grade-to-grade conversation plan will be developed to ensure no student is left behind. Common data tools will be used throughout the district.						
F. District will continue to provide reading coaches grades K-8	Improve instructional practice of teachers including the monitoring of new standards and 'Stiggins' implementation .	Deb Foltz	7/1/11 - 6/30/12	\$68,268 \$2,191	Title I SFSS		
G. Teachers will be provided with Professional Development on the diagnostic assessment that the district selects in order to help identify and improve low-achieving students including sub-groups.	Improve instructional practice of teachers as it relates to identify where students are in relation to proficiency and provide teachers with	Ray Spahn, Principals	7/1/12-6/1/13	\$4000	General Fund		

	means of helping sub-group populations.						
H. Reading coaches and High School Assistant Principal will monitor students entering and exiting RTI Reading to ensure proper placement and monitoring of student progress	Students entering RTI will be successful at least 75% of the time in exiting Tier II within appropriate time. Reports will be given monthly to the RTI Director principal who will meet with Assistant Superintendent to determine effectiveness of the program and to make adjustments where needed.	Curt Bieger Ray Spahn, Pam Scudder, Linda Edmondson, Tony Jury	7/1/2011-6/30/12	\$0	N/A		
I. Language Arts teacher(3) and one special education teacher will continue attending the Language Arts content regional meeting on rolling out the	Provide instructional professional development in the understanding of Stiggins, HETL.	Ray Spahn	7/1/11-6/30/13	\$530	PD		

standards							
J. Utilize ESS funding before, during, and after school to support students who are not performing at the proficient level in reading.	Students who need additional support will be given assistance and support to be proficient.	Deb Foltz & ESS Building Coordinators	9/1/11-5/1/12	\$24,107	ESS		
K. The District Parent Involvement Coordinator, Teacher Leaders, Media Specialist, and the Gallatin County Public Library will work together to develop family reading and writing nights	To provide the opportunity parent and students reading together.	Kerri Alexander, YSC. Family Resource Center, Literacy Coaches, and Teacher Leaders	9/1/11-6/1/12	\$0	N/A		
L. Support training and implementation of strategies learned in the Literacy Design Collaborative (LDC) to improve literacy district wide. (GATES Integration Grant)	Through analysis of student work, students will score 80% proficiency on teacher constructed common assessments after implementation of LDC strategies.	Literacy Instructional coaches in each school and principals	11/1/11-6/1/14	\$65,000	Gates Grant		



Gallatin County Public Schools

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

Component II - MATH 2011-2012

ACTION COMPONENT: **MATH** Component Manager: Lenny Whalen

Date: 11/15/2011

Priority Need:	Goal
The district met 0 out of 3 subgroup target goals on the 2011 NCLB Report.	By May 2012, the district will meet 3 out of 3 subgroup target goals on the 2011 NCLB Report.
In May 2011, the percentage of all students scoring proficient or distinguished in Math was 57.25 as measured on the Kentucky Core Content Test	By May 2012, the percentage of all students scoring proficient or distinguished will increase to 79.89 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).
In May 2011, the percentage of White (Non-Hispanic) students scoring proficient or distinguished in Math was 58.15 as measured on the Kentucky Core Content Test.	By May 2012, the percentage of White (Non-Hispanic) students scoring proficient or distinguished in Math will increase to 79.89 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).
In May 2011, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Math was 52.66 as measured on the Kentucky Core Content Test	By May 2012, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Math will increase to 79.89 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP).

BENCHMARK			
Measure	Date	Projected Data	Actual Data
Think Link	9/1/11	50% proficient	
Think Link	1/1/12	60% proficient	
Think Link	4/1/12	80% proficient	
Learning Checks	11/1/11	50% proficient	
Learning Check	3/1/12	60% proficient	
Learning Check	5/1/12	80% proficient	



GALLATIN COUNTY SCHOOLS

COMPREHENSIVE IMPROVEMENT PLAN- 2003

Component II – Math

Strategy	Expected Impact	Responsible Persons(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Outcomes/Report of
A. Math Teachers (3) will attend the Math content regional network meetings.	Implementation of formative assessment lessons.	Ray Spahn, Bonnie Humphries, Brenda Alexander, Kim Jones, Tony Jury	9/1/2011-8/1/2012	\$530	PD		
B. Gallatin County High School will remain in collaboration with monthly meetings with Carroll County on	Teachers will collaborate to develop lessons on quality core	Roxann Booth	9/1/2011-9/1/2012	\$530	PD		

improving math instruction.	curriculum						
C. District will continue to provide Math coaches grades K-8	Through collaboration, cognitive coaching conversations, and consulting regarding math resources, coaches will aid teachers in planning and reflecting on unit development with new math core content standards	Deb Foltz	7/1/2011-6/30/2012	\$40,939 \$2190	Title I SFSS		
D. The district will continue to use a diagnostic evaluation of student academic progress at set intervals at a minimum 3 times during the school year prior to K-Prep assessment.	School will report diagnostic assessment to Assistant Superintendent after each assessment. A plan will then be developed to further improve instruction and learning in gap areas. The effectiveness of	Ray Spahn	9/1/2010-9/1/2012	\$0	N/A		

	the plan will be determined by the number of students meeting the goal of the district and the school of 70% proficiency.						
E. Common Assessments/Learning Checks will be used at each grade/subject level to monitor student progress with adjustments being made in instruction as necessary to ensure student success	Math coaches will meet with the building principal after each math assessment to determine a plan for improving on the goals that are not being met. After the plan is developed, the math Coaches will meet with the Assistant Superintendent to discuss goals and plan for improvement.	Principals and Assistant Superintendents	9/1/2011-12/1/2012	\$0			
F. Math coaches and regular content teachers will collaborate with fellow	Math coach will meet with the building principal after	Bonnie Humphries Brenda Alexander Kim	9/1/2010-9/1/2012	\$0	N/A		

teachers to develop and implement activities which help improve student achievement in gap areas. This will be done by closely monitoring Math skills especially in gap areas	each math assessment to determine a plan for improvement gap areas and to determine the goals that have been met. After the plan is developed, the Math Coach will meet with the Assistant Superintendent to discuss goals and plan for improvement.	Jones					
G. Coaches and math teachers will research interventions for RTI that are research-based that will be consistent throughout the district and will allow data to be tracked and show signs of math improvement especially in gap areas by implementing new math standards	Ongoing collaboration will be provided for all teachers regarding data analysis and next steps for instruction.	Bonnie Humphries Brenda Alexander Kim Jones	9/1/2011-9/1/2012	\$1,000	General fund		
H. The district will purchase math	To improve math	Ray Spahn, principals and	5/30/2011-	\$100,750	General Fund		

textbooks or resource materials for all students once new standards are finalized and textbook companies have incorporated those standards. Book should provide research-based strategies	instruction and meet the goal of 80% proficiency	SBDM councils	9/1/2011				
I. Math teachers from the high school and middle school will attend instructional training through the Gates Foundation Grant.	To improve math instruction and meet the goal of 80% proficiency	Dorothy Perkins	11/1/11 - 6/30/13	\$65,000	Gates Grant		



Gallatin County Public Schools
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN
Component III - PARENTAL INVOLVEMENT

ACTION COMPONENT: **PARENTAL INVOLVEMENT** Component Manager: Kerri Alexander Date: 11/15/2011

<p>Priority Need:</p> <p>Based on surveys and volunteer logs a small number of parents are actively involved in the district schools. Although the numbers from 2009-2010 show an increase in volunteer hours and parents actively engaged in school, a larger number of parents are still needed to become actively engaged.</p>	<p>Goal</p> <p>District will increase the number of parents involved in school activities and increase the number of parent volunteer hours by 10%.</p> <p>The district will increase total number of parent volunteers by 10%.</p>
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BENCHMARK			
Measure	Date	Projected Data	Actual Data
Increase parent volunteer hours for the district	06/30/2012	9688	
Increase the number of actively engaged parents in the district	06/30/2012	400	
Increase the number of participants for the district parental involvement survey	06/30/2012	150	



GALLATIN COUNTY SCHOOLS

COMPREHENSIVE IMPROVEMENT PLAN- 2003

Component III – Parental Involvement

Strategy	Expected Impact	Responsible Persons(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Outcomes/Report of
A. Schools will use a volunteer sign-up via registration, newsletters, websites, or school events for parents to help out in schools.	Increase parental involvement in school if there is a list of volunteers.	Kerri Alexander	9/1/2011- 9/1/2012	\$0	N/A	I	
B. Schools will keep an email list and send correspondence to parents regarding academic and other pertinent information related to school functions via school	To keep parents informed of school events	Kerri Alexander	9/1/2011- 6/30/2012	\$0	N/A	I	

messenger and school newsletter.							
C. The district use School Messenger phone system that can contact parents automatically and deliver messages at a moments notice	Provide an avenue to keep parents informed but also a safe school module to inform parents.	Kerri Alexander Ray Spahn Principals	9/1/2010-12/1/2012	\$3,600	Technology	I	
D. District wide PT3's meeting (Parents, Teachers talking together) will be held annually for appropriate buildings.	To provide dialogue between teachers and parents. To help parents get involved in their child's education.	Kerri Alexander	9/1/2010-12/1/2012	\$0	N/A		
E. Quarterly district parental involvement meetings will be held.	To help plan needs of the school in volunteering.	Kerri Alexander	9/1/2010-6/30/2012	\$0	N/A		
F. Each school will have at least 2 activities that focus on parental information regarding career and colleges and ILP. Whether it deals with saving, curriculum, enrollment etc., it will focus on students and parents being	Provide key information at appropriate grade levels to help parents and students plan for making a successful transition to adult life.	Kerri Alexander	9/1/2010-6/30/2012	\$0	N/A		

educated and fostering students to make a successful transition to adult life.							
G. The district will provide and maintain the Parent Involvement Coordinator. Each school will provide one parent volunteer leader.	To coordinate and provide assistance to schools in relation to parent involvement.	Kerri Alexander	9/1/2010-6/30/2012	\$15,000	RLIS		
H. In order to bring parents into schools, the Upper and Lower Elementary will have Doughnuts with Dad and Muffins with Mom assemblies.	An avenue to bring dads and moms into school and provide them with a successful experience with school.	Kerri Alexander	9/1/2011-12/30/2012	\$1,000	Title I		
I. There will be a parent day/night for 2nd, 5th and 8th grade students to ease the transition into their new school.	To ease the transition to the next level for both student and parent.	Kerri Alexander	9/1/2011-6/30/2012	\$0	N/A		
J. The Middle School will sponsor a Father/Daughter dance and a Mother/Son activity.	An avenue to bring dads and moms into school and provide them with a successful	Michelle Cruey Jamie Swartzel	8/1/2010-6/30/2012	\$0	N/A		

	experience with school.						
K. By February the Parent Involvement Coordinator will survey parents to determine barriers and to establish new goals for improving parental involvement throughout the schools	To provide feedback to better understand the needs of school parents.		2/1/2011-6/30/2012	\$0	N/A		
L. Parent Involvement Coordinator will provide an web page to keep parents up to date on school information	This will provide another avenue of communication to parents and the community	Kerri Alexander/Ray Spahn	11/11-12/12	0	N/A		



Gallatin County Public Schools
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN
Component IV - INSTRUCTION

ACTION COMPONENT: **INSTRUCTION** Component Manager: Ray Spahn Date: 11/14/11

<p>Priority Need:</p> <p>Professional development to improve instructional practices and best practices for teachers and administrators based on the new core content standards to increase rigor in the classroom.</p>	<p>Goal</p> <p>Staff will participate in ongoing professional development related to the new core content standards to reach proficiency and increase the number of students who are college and career ready.</p>
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BENCHMARK			
Measure	Date	Projected Data	Actual Data
Staff will receive PD evaluation feedback	After Every PD	90%	
All staff will evaluate on going PD	After Every PD	100%	
Math and reading scores will improve with the continuation of DILT	Think Link Scores	See Math and Reading Component	
College and Career Readiness	ACT, E-prep	61%	



GALLATIN COUNTY SCHOOLS

COMPREHENSIVE IMPROVEMENT PLAN- 2012

Component IV – Instruction

Strategy	Expected Impact	Responsible Persons(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Outcomes/Report of
A. The district will continue with the DILT team (District Instructional Leadership Team) that is focused on HETL	Improve instructional practices as well as best practices for teachers and administrators	Ray Spahn	7/1/2011 - 12/30/12	\$27,000	SSFS		
B. Teacher leaders will attend KLA (Kentucky Leadership Academy)	Improve best practices for administrators	Ray Spahn	7/1/2011- 6/30/2012	\$500	SBDM		
C. District leaders will attend the regional ISLN (Instructional	Improve best practices for district admini	Ray Spahn	7/1/2011- 6/30/2012	\$600	PD		

Support Leadership Network) meetings	strators						
D. The district will provide monthly professional development on standards implementation, Stiggins, and HETL (Highly Effective Teaching and Learning) to the District Instructional Leadership team.	Improve instructional practices of teachers. In turn, the PLC's will train all teachers. Students will be engaged in learning based on the criteria set in HETL. Formative assessment will increase. Student-lead conferences will be implemented.	Ray Spahn	7/1/2011-12/30/2012	\$0	N/A		
E. An administrators and instructional coaches team will continue to implement and refine the instructional rounds practices.	Each school will develop a theory of action and identify a problem of practice. Data will be gathered and analyzed through the instructional rounds process to target the problem of practice and	Dot Perkins	10/1/2011-12/20/2012	\$2,400	General Fund		

	improve student achievement.						
F. The district leadership team will partner with Carroll County in participating with instructional rounds in each of our schools.	Gallatin's and Carroll County's Leadership teams will do instructional rounds visit in each school.	Dot Perkins	1/1/2011-12/30/2012	\$500	General Fund		
G. District Instructional practices will improve in all areas through the implementation and monitoring of the HETL as assessed through district walkthroughs	Teachers will be trained and implement HETL as monitored by classroom walkthroughs.	Ray Spahn	2/1/2011-12/30/2012	\$0	N/A		
H. The district will research and provide a diagnostic assessment that closely relates to KPREP.	This will provide a more accurate method for analyzing data of students for proficiency.	Ray Spahn	11/1/2011-9/30/2012	\$30,000	General Fund		
I. District will research and purchase an RTI program that will possibly connect with a diagnostic assessment program and address subgroup	This will provide a needed RTI intervention strategy program	Ray Spahn	11/1/11-12/30	\$90,000\ \$3460	General Fund Deferred –Title I		

populations.							
J. The RTI director will monitor the implementation of RTI of all groups TIER I, II, III and be responsible for data. The director will meet with the Assistant Superintendent and Director of Special Education to determine if sub-groups are being successful and to develop a plan to address deficiencies for students not being successful.	This is to provide dialogue and ensure that all stakeholders are aware and address the needs of sub-group populations.	Curt Bieger	11/1/2011 12/30/2012	\$0	N/A		
K. All principals will develop a plan after each common assessment or diagnostic test to improve proficiency and to improve sub-groups in each content area. All plans will be with the goal of 84.35 in reading and a 79.89 in math. All principals will meet with the Assistant Superintendent to review the plan after	Reach a goal of 84.35 in reading and 79.89 in math. These meetings will take place after each common assessment 3 times a year. Goals will be reported as well as sub-group report and ways to improve.	Ray Spahn	12/1/2011- Ongoing	\$0	N/A		

each common assessment to review the plan and provide for assistance if needed in meeting proficiency goal and meeting sub-group populations goal.							
L. Each school will develop and submit an Accountability Plan (30-60-90 Day Plan) including a schedule of Learning Checks to be administered and a calendar of events in preparation for the State Testing Schedule.	This will provide the district with a timeline of data analysis as well as developing a plan for improvement of sub-groups that do not meet proficiency benchmarks in all content areas.	Ray Spahn	8/30/2011-12/30/2012	\$0	N/A		
M. Math and Language Arts teachers from the high school and middle school will attend instructional training through the Gates Foundation Grant.	To improve math and language arts instruction and meet the goal in math of 80% and reading of 85% proficiency	Dorothy Perkins	11/1/11-6/30/13	\$65,000	Gate Grant		
N. Staff will receive feedback from PD evaluations as	To improve PD discussion among staff	Ray Spahn /Principals	12/1-11/12	0	N/A		

indicated on TELL survey Results							
O. After each PD in house, all staff will be given PD evaluation forms to fill out.	To improve development of ongoing PD	Ray Spahn / Principals	11/11-11/12	0	N/A		
P. District will develop a strategic plan with the help of OVEC to be used for the next 3 years	Improve in areas of curriculum, communication, instruction, Assessment to increase college and career readiness.	Dorothy Perkins	9/26/2011	\$3000	General Fund		



Gallatin County Public Schools
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN
Component V - College and Career Readiness

ACTION COMPONENT: **College and Career Readiness** Component Manager: Roxann Booth

Date: 11/15/2011

<p>Priority Need: The priority is to increase the rate of college and career readiness of the graduate in our school district to 61% to meet the goal by 2015.</p>	<p>Goal: By May, 2012, the percentage of Seniors meeting college career benchmarks on KOSSA, COMPASS, and ACT will increase by 25%.</p>
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Benchmark

Measure	Date	Projected Data	Actual Data
ePrep	August, 2011 December, 2011 February, 2012	50% of all students will meet standard benchmark on PLAN and ACT.	



GALLATIN COUNTY SCHOOLS

COMPREHENSIVE IMPROVEMENT PLAN- 2012

Component V – College & Career Readiness

Strategy	Expected Impact	Responsible Persons(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Impact
A. Response To Intervention is embedded in the high school schedule to meet the needs of all students in order to reach benchmarks on ACT, COMPASS, or KOSSA.	All students who have not met benchmarks will receive intervention in Reading and Math.	Roxann Booth	11/01/11-6/01/12	\$0			
B. High School and Beyond Program for students and parents is offered in August of every school year.	Parents and students attend program to inform them on how to prepare for high school and post secondary	Larry Vaught Mike Davis Roxann Booth	08/12-08/13	\$0			

	goals.						
C. Students have opportunity in 11th and 12th grade to attend vocational school at the Area Technology Center in Carroll County.	Students with vocational interests have the opportunity to take classes not available at the high school.	Mike Davis Roxann Booth	04/01/12- 08/15/12	\$0	.		
D. Students not meeting benchmarks in Math have the opportunity to enroll in the KYOTE program through NKU and instruction is geared toward enabling students to meet the COMPASS benchmark.	All students have the opportunity to enroll in the KYOTE class in order to meet the benchmark.	Math Teachers	08/12	\$0			
E. e-Prep is offered to every student in order to prepare them for PLAN and ACT.	Students have access to the internet based e-Prep program both at home and at school.	All teachers and administration.	8/11- 06/01/12	\$0			
F. All free and reduced students not meeting the goals in reading and math will have RTI embedded in regular instruction throughout the day as well as an embedded RTI	Every teacher teaches and has an RTI class for 25 minutes every day and every student is enrolled.	All teachers and administration.	11/30/11- 12/12				



Gallatin County Public Schools
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN
Component VI - ESS

ACTION COMPONENT: **ESS**

Component Manager: Debra Foltz

Date: 11/15/2011

Priority Need: The district did not meet any NCLB goals related to reading and math for the subgroups.	Goal Increase the percentage of students scoring proficient and distinguished by 10% in math and reading.
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BENCHMARK			
Measure	Date	Projected Data	Actual Data
Student Data Form	Dec., 2011, May, 2012	100% ESS students improve/sustain	
K-PREP Assessment	Sept. 15, 2012	10% increase in proficiency in math 10% increase in proficiency in reading	



GALLATIN COUNTY SCHOOLS

COMPREHENSIVE IMPROVEMENT PLAN- 2012

Component VI – ESS

Strategy	Expected Impact	Responsible Persons(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Outcomes/Report of
A. Utilize daytime waiver to provide additional support and instruction to students who are identified as needing ESS services.	Student's classroom progress will be monitored weekly and student ESS goals will be monitored quarterly. Daytime waiver teacher/instructional assistant will assist in identifying targeted students and working	Deb Foltz	9/1/2011-6/30/2012	\$15,500	ESS		

	on a more individualized basis to increase student achievement and decrease achievement gaps.						
B. School will continue to utilize before- and after-school tutoring and summer school.	Student's classroom progress will be reviewed weekly and student ESS goals will be monitored semi-annually. Before school/after school teacher/instructional assistant will assist in identifying targeted students and working on a more individualized basis to increase student achievement and decrease achievement gaps.	Deb Foltz	9/1/2011-6/30/2012	\$8,900	ESS		
C. ESS will be monitored using the Student Data Form for effectiveness by the ESS coordinator. The ESS coordinator will meet with principals of each building every other month to adjust or develop new plans to ensure the effectiveness of ESS	The student's progress will be monitored weekly and targeted student lists will be modified as indicated by student achievement.	Deb Foltz	9/1/2011-6/30/2012	\$0	N/A		

D. RTI research-based strategies will be used in support of ESS	Students will show a better understanding of math and reading based on classroom progress and have fewer failing grades	Deb Foltz	9/1/2011-6/30/2012	\$0	N/A		



Gallatin County Public Schools
COMPREHENSIVE DISTRICT IMPROVEMENT PLAN
Component VII - SPECIAL EDUCATION

ACTION COMPONENT: **Special Education**

Component Manager: Renee Cameron

Date: 11/15/2011

Priority Need: Students in special education subgroups did not meet the proficiency rate in math and reading (36.08 in Reading and 29.17 in Math).	Goal To reduce the gap between students with disabilities and students without disabilities in reading and math. Students with disabilities with have a reading goal of 40.22 and a math goal of 48.00.
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BENCHMARK			
Measure	Date	Projected Data	Actual Data
Think Link Reading Assessments	11/11	40.22	
Think Link Math Assessments	11/11	48.00	



GALLATIN COUNTY SCHOOLS

COMPREHENSIVE IMPROVEMENT PLAN- 2011/12

Component VII – Special Education

Strategy	Expected Impact	Responsible Persons(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Outcomes/Report of
A. Special Education teachers will review formative assessment results to determine where the students are in relation to proficiency.	Teachers will make a plan to move students closer to proficiency and meet with DoSE to review plan. (40.22 Reading; 48.00 Math)	Renee Cameron	1/12 – 12/12	0	N/A		
B. Adaptive Physical Education Program	This allows teachers more	Renee	1/12-	\$30,000	IDEA		

developed which allows Alternate Portfolio (FMD) teachers additional planning time 2x week specifically dedicated to alternate portfolio development/organization.	planning time for alternate portfolio organization. Effectiveness measured through alt. assessment scores.	Cameron	12/12				
C. Each Special Education teacher will complete AYP forms monthly to give feedback regarding targeted students (math/reading).	This allows each teacher to target specific students (2 reading /2 math) who need additional help. The effectiveness is measured monthly and AYP forms are submitted to building principals and DoSE monthly.	Renee Cameron	1/12 – 12/12	\$0	N/A		
D. DoSE and Special Education teachers will be on the appropriate committees dedicated to standards	DoSE, ISLN Special Education teacher attend content meetings. Information is shared through District Instructional Leadership Team meetings.	Renee Cameron	1/12 – 12/12	\$0	N/A		

E. Provide co-teaching and instructional strategies training(s).	Allow teachers to add to their repertoire of teaching strategies and strengthen delivery of instruction through the co-teaching model(s).	Renee Cameron	1/12 – 12/12	\$0	N/A		
F. Special Education Team Leader or School Psychologist will attend Tier 3 meetings to ensure smooth transition in case it leads to a referral.	Special Education Team Leader or School Psychologist will look for appropriate interventions.	Renee Cameron	1/12 – 12/12	\$0	N/A		