**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.

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

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

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| **Priority Need:**  **The district met 4 out of 10 target goals on the 2011 NCLB AYP Report.**  **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.**  **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.**  **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.** | **Goal**  **By May 2012, the district will meet 10 out of 10 target goals on the 2012 NCLB AYP Report.**  **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).**  **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).**  **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).** |

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| BENCHMARK | | | |
| Measure | Date | Projected Data | Actual Data |
| Think Link | 9/1/11 | 55% proficient | 33.2 |
| Think Link | 1/1/12 | 65% proficient | 39.36 (1/30) |
| Think Link | 4/1/12 | 85% proficient |  |
| Learning Checks | 11/1/11 | 55% proficient | LE= UE=24% MS=21% HS Quality Core=25% (1/30) |
| Learning Check | 3/1/12 | 65% proficient |  |
| Learning Check | 5/1/12 | 85% proficient |  |

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|  | **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 |  | IP | E-PREP – PLAN Practice 1= English-14.1787, Reading= 15.9218. PLAN Practice 2=English-15.8214, Reading-16.8132. ACT Practice 1=English- 16.4706, Reading- 17.3627. ACT Practice 2=English- 18.2651, Reading -16.0706 (1/30) |
| B. The district will continue to use a diagnostic evaluation for student academic progress at set intervals at a minimum 3 times during the school year prior to KPREP assessment.  (MAPS) | Schools 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 the plan will be determined by the number of students meeting the goal of the district and the school. | Pam Scudder, Linda Edmondson, Tony Jury | 8/1/12 - 6/1/13 | $70,000 | General Fund | NI | Currently we use Think Link. We are researching and exploring moving our district to the MAPS assessment. (1/30) |
| 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 | H.S.-Quality Core – General Fund | I | LE  UE=24% scored 80% or better on 2nd learning check  MS=21%  HS=Quality Core- 1st Benchmark Test=43/92(46.7%) metbenchmark(Eng.10). 2nd Benchmark=48/87 (55.1%)met benchmark(English 10 (1/30) |
| D. Reading coaches will collaborate with fellow teachers to develop and implement activities which help improve student achievement. This will be done by closely monitoring literacy skills. | Reading coaches will meet with the building principal after each literacy 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. | Pam Scudder, Linda Edmondson, Tony Jury | 8/1/12-6/1/13 | $0 | N/A | IP | (1/30) |
| 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 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. | Curt Bieger, Ray Spahn | 8/1/11 – 12/1/12 | $100,000+ | General Fund | NI | District is researching and exploring the use of COMPASS for the 2012-2013 school year. (1/30) |
| 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 | IP | Reading Instruction continuing. Training and implementing of the strategies learned in the Literacy Design Collaborative (GATES Grant) |
| 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 means of helping sub-group populations. | Ray Spahn, Principals | 7/1/12- 6/1/13 | $4000 | General Fund  $25,000+ | I | Think Link currently. District is researching MAPS as the diagnostic tool for 2012-2013 (1/30) |
| 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 | IP | Reduce number of students identified for special education students. Improve learning of students who are behind and catch them up to where they need to be. (1/30) |
| I. Language Arts teacher(3) and one special education teacher will continue attending the Language Arts content regional meeting on rolling out the standards | Provide instructional professional development in the understanding of Stiggins, HETL. | Ray Spahn | 7/1/11-6/30/13 | $530 | PD | IP | Implementing new core standards. Model teaching strategies to peer teachers in PLC’s and DILT (1/30) |
| 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 | IP | (1/30) |
| 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 | IP | (1/30) |
| 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 | IP | Training will begin at the end of February in the new teacher evaluation system that will monitor the effectiveness of the strategies learned in the LDC (1/30) |

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|  | **Gallatin County Public Schools**  **COMPREHENSIVE DISTRICT IMPROVEMENT PLAN**  **Component II - MATH 2011-2012** |

ACTION COMPONENT: **MATH** Component Manager: Lenny Whalen Date: 11/15/2011

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| **Priority Need:**  **The district met 0 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**  **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.**  **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** | **Goal**  **By May 2012, the district will meet 3 out of 3 subgroup target goals on the 2011 NCLB Report.**  **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).**  **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).**  **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).** |

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| BENCHMARK | | | |
| Measure | Date | Projected Data | Actual Data |
| Think Link | 9/1/11 | 50% proficient | 31.96 |
| 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 |  |

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|  | **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 improving math instruction. | Teachers will collaborate to develop lessons on quality core curriculum | Roxann Booth | 9/1/2011-9/1/2012 | $530 | PD |  |  |
| 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 the plan will be determined by the number of students meeting the goal of the district and the school of 70% proficiency. | Ray Spahn | 9/1/2010-9/1/2012 | $0 | N/A |  |  |
| 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 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 | Math coach will meet with the building principal after 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. | Bonnie Humphries Brenda Alexander Kim Jones | 9/1/2010-9/1/2012 | $0 | N/A |  |  |
| 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 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 | To improve math instruction and meet the goal of 80% proficiency | Ray Spahn, principals and SBDM councils | 5/30/2011-9/1/2011 | $100,750 | General Fund |  |  |
| 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 |  |  |

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

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

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| **Priority Need**:  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. | **Goal**  District will increase the number of parents involved in school activities and increase the number of parent volunteer hours by 10%.  The district will increase total number of parent volunteers by 10%. |

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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 |  |

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|  | **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 | Volunteer forms were given out at Ready Fest, Open House and sent home with children for LE and UE. |
| B. Schools will keep an email list and send correspondence to parents regarding academic and other pertinent information related to school functions via school messenger and school newsletter. | To keep parents informed of school events | Kerri Alexander | 9/1/2011-6/30/2012 | $0 | N/A | I | Each school in the district has a parent email distribution list to send out information to parents. Weekly electronic newsletters are sent home for the MS and HS |
| C. The district use School Messenger phone system that can contact parents automatically and deliver messages at a moment’s 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 | This is implemented now and getting ready for text messaging starting 1/17/2012 |
| 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 |  | Lower Elementary will have a PT3 this school year. Date to be scheduled for spring |
| 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 | IP | Next District Parent Engagement meeting will be 01-26-2012 in the MS Library at 6:00PM |
| 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 educated and fostering students to make a successful transition to adult life. | 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 |  | 5/10/11 MS Parent Meeting on College and Career Readiness  8/25/11 High school and Beyond 6:30-9:00  9/2/11 LE Open House and Parent Workshop 4:00-6:00  MS Report card night 10/19/2011 |
| 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 |  | 5/10/11 MS Parent Meeting with incoming 5th Grade Parents on College and Career Readiness  6th Grade Orientation was held on 7/28/11  UE Picnic on the Lawn 8/2/11, Kindergarten Camp was held 8/4/11 |
| 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 |  | 5/10/11 MS Parent Meeting with incoming 5th Grade Parents on College and Career Readiness  6th Grade Orientation was held on 7/28/11  UE Picnic on the Lawn 8/2/11, Kindergarten Camp was held 8/4/11 |
| 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 experience with school. | Michelle Cruey Jamie Swartzel | 8/1/2010-6/30/2012 | $0 | N/A | I | Scheduled for 12/9/11  Mother/Son 5-7PM  Father/Daughter 7-9PM |
| 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 |  | New survey will be available for 11/12 school year by 3/12 |
| 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 | I | Patent Involvement web page is up and running |

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

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

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| **Priority Need**:  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. | **Goal**  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. |

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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% |  |

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|  | **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 | IP | Meeting Dates  8/2  8/22  9/26  11/7  11/28 |
| B. Teacher leaders will attend KLA (Kentucky Leadership Academy) | Improve best practices for administrators | Ray Spahn | 7/1/2011-6/30/2012 | $500 | SBDM | IP | Members are attending now |
| C. District leaders will attend the regional ISLN (Instructional Support Leadership Network) meetings | Improve best practices for district admini strators | Ray Spahn | 7/1/2011-6/30/2012 | $600 | PD | IP | Meetings are taking place now |
| 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 | IP | 8/2 – Standards Based Grad Reporting/CHETL  8/22 – Success Criteria/Artesian Teacher  8/26 – Thinking Strategies/Text Complexity  11/7 – Formative Assessment/5 categories of feedback  11/28 – HETL – District understanding of 2 and 3 |
| 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 improve student achievement. | Dot Perkins | 10/1/2011-12/20/2012 | $2,400 | General Fund | I | Training 7/26 |
| 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 | IP | 9/7 Carroll Winn Elementary  9/19 Gallatin Lower Elementary  10/18 Carroll High School  10/27 Gallatin High School  11/1 Carroll Middle School  11/21 Gallatin Middle School  12/7 Carroll Cartmell Elementary |
| 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 | IP | Walkthroughs have taken place in the Lower Elementary 9/13/2011  Upper Elementary Middle School  High School 10/06/2011  All Schools Going throw HETL training through DILT 11/2//2011 |
| 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 | IP | In talks now with research based company |
| I. District will research and purchase an RTI program that will possibly connect with a diagnostic assessment program and address subgroup populations. | This will provide a needed RTI intervention strategy program | Ray Spahn | 11/1/11- 12/30 | $90,000\  $3460 | General Fund  Deferred –Title I | IP | In talks now with research based company |
| 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 | IP | In the process of starting monitoring |
| 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 each common assessment to review the plan and provide for assistance if needed in meeting proficiency goal and meeting sub-group populations goal. | 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 | IP | Talked to principals about 30/60/90 day plan |
| 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 | IP | All Schools presented to Board of Education 30-60-90 days plan  11/14 High School  11/28 Lower Elem.  Upper Elem.  12/12 Middle School |
| 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 | IP | Meetings taking place now |
| N. Staff will receive feedback from PD evaluations as indicated on TELL survey Results | To improve PD discussion among staff | Ray Spahn /Principals | 12/1-11/12 | 0 | N/A | IP | Currently working on survey for online feedback |
| 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 | IP | Currently working on survey for online feedback |
| 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 | IP | Currently working with Tina Tipton from OVEC |

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|  | **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

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| **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. | **Goal:** By May, 2012, the percentage of Seniors meeting college career benchmarks on KOSSA, COMPASS, and ACT will increase by 25%. |

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| Benchmark |

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| 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. |  |

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|  | **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 |  | IP | Interventions are held every day and continue to be embedded in the schedule. Students also receive interventions in the regular Senior English and Math classes in order to prepare for COMPASS. |
| 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 goals. | Larry Vaught Mike Davis Roxann Booth | 08/12-08/13 | $0 |  | IP | Plans are in place for the 2012 High School and Beyond Program. It will be held August 30. |
| 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 | . | IP | Scheduling Fair will take place in April. All students will have the opportunity to apply for classes at Vocational School. |
| 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 |  | IP | Current students are enrolled in the KYOTE. For 2012-2013 students, they will be identified and placed in the class for next year. |
| 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 |  | IP | Students take e-Prep three times a year. They have completed two assessments, and will complete the third in March, 2012. |
| 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 |  |  | IP | All students are enrolled, new students will be enrolled for next year at the scheduling fair. |

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

ACTION COMPONENT: **ESS** Component Manager: Debra Foltz Date: 11/15/2011

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| **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 | Dec., 2011 – 100% ESS students improved/sustained academic achievement |
| K-PREP Assessment | Sept. 15, 2012 | 10% increase in proficiency in math10% increase in proficiency in reading |  |

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|  | **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 on a more individualized basis to increase student achievement and decrease achievement gaps. | Deb Foltz | 9/1/2011-6/30/2012 | $15,500 | ESS | IP | EL-(2) Teachers  (1) Inst. Aide  UE–(1) Teacher  (1) Instr. Aide |
| 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 | IP | 100% of students serviced improved or sustained academic achievement |
| 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 | IP | 45 students were serviced first semester |
| 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 | IP | 100% of students serviced improved or sustained academic achievement |

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

ACTION COMPONENT: **Special Education** Component Manager: Renee Cameron Date: 11/15/2011

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| **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 |  |

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|  | **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 | IP | Currently in progress |
| B. Adaptive Physical Education Program developed which allows Alternate Portfolio (FMD) teachers additional planning time 2x week specifically dedicated to alternate portfolio development/organization. | This allows teachers more planning time for alternate portfolio organization. Effectiveness measured through alt. assessment scores. | Renee Cameron | 1/12-12/12 | $30,000 | IDEA | IP | This is done daily (1/2 day with Mr. Scudder) and schedule allows for each FMD class to attend 2x per week |
| 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 | IP | This is done on a monthly basis |
| 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 | IP | These meetings are attended regularly, as scheduled. |
| 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 | IP | This is in the process of being planned and will be scheduled at a later date. |
| 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 | IP | Special Education Team Leader attends Tier 3 RTI meeting in which decision is made regarding a referral. School Psychologist attends ARC meeting (which is held after decision is made to refer) to plan an evaluation. |