Comprehensive District Improvement

Plan

Gallatin County

Dorothy Perkins
75 Boardwalk
Warsaw, KY 41095

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your district's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Teachers, administrators, and support staff care about our
school district and go above and beyond in serving the students of Gallatin County
Schools. Our district has grown in the last several years, and we now have 1700
students in preschool through grade 12. A comprehensive academic program is
offered as well as extra-curricular activities to all students. The learning potential is
enhanced by the delivery of great instruction and dedicated staff. Our district is a
rural community along the Ohio River and within one hour of Lexington, Louisville,
and Cincinnati. We offer a welcoming atmosphere and challenging coursework for
students. "Maximizing Student Learning and Achievement" defines our mission to
educate young people. Our academic coursework, extracurricular activities, and
athletic programs reflect our belief that everything we do is student-centered.
How We Ensure Educational Equity: To ensure that all students will achieve
at a high level regardless of race, gender, socio-economic status, or disability,
student needs are assessed at each level. Each school analyzes its
assessment data to identify unmet needs and find ways to serve all students. The
district as well as each school implements an improvement plan to eliminate
differences in academic performance disaggregated by race,
gender,socio-economic status, and special populations. All students are given equal
opportunity to participate in academic as well as extracurricular activities.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Mission Statement - "Maximizing Student Learning and Achievement"

Vision Statement - "Preparing all Student to be 21st Century Learners and ready for College, Career and Life"

Belief Statements:

*ALL Gallatin County Students will be proficient, ready for college, career and life

*Everything we do should be student centered

*TEACHERS Influence Learning More Than

Any Other Factor

*TOGETHER, Our Schools, Parents, and

Community Help Students Reach Their Highest

Potential

*Students Learn Best When What We Want Them

To Know And Do Is RIGOROUS And RELATIVE

And We Build Positive RELATIONSHIPS With Them

We embody our mission, vision, and belief statements in everything we do. Examples are the two big goals on our 2012-2015 Strategic Plan: 1. ALL students proficient on the state assessment. 2. Increase the percentage of students who are college and career ready to 61% by 2015.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

We embody our mission, vision, and belief statements in everything we do. Examples are the two big goals on our 2012-2015 Strategic Plan: 1. ALL students proficient on the state assessment. 2. Increase the percentage of students who are college and career ready to 61% by 2015.

¢ The ACT scores have continuously increased the last five years. The overall composite score increased from 16.7 to 18.5.

¢ The attendance rate has steadily increased the past three years from 93.7% to 94.9%, which is an increase of 1.2%

¢ The district is a pilot site for Principal and Teacher Effectiveness Systems.

¢ High School and Middle School are Gear-Up Kentucky participants.

¢ Middle and High Schools participate in the Gates Grant and Literacy Design Collaborative and Math Design Collaborative

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We continue to improve communication with community and stakeholders through seven focus groups: certified, classified, parents, business/community, senior citizens, high school students, and middle school students. Weekly communications are distributed through Friday Notes, School Messenger (all-call system), district website, and school websites.

The ASSIST/CDIP was developed with multiple stakeholders.

KDE Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Analysis of:

ACT Composite Scores

Gap Group Performance

EXPLORE & PLAN Benchmarks

Achievement Component

MAP Score

The team reviewed all assessment data and from that data , goals and objectives were developed for the CDIP. Many goals and objective developed in the previous CDIP 2012-201, correlate with the goals and objectives developed in the previous CDIP 2011-2013. Modifications were made to update percentages of needed increase in academic content areas and graduation rate. New strategies aware added to address non-duplicated gap group category. Also, more focus was placed on a College and Career component.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

ACT scores are an area of strength. Continue to implement the Quality Core curriculum and utilize E-Prep to increase ACT scores.

Successfull Transition to Adult Life shows continual improvement. Continue to use High School and Beyond to engage students and parents about their child's future.

Utilize Gear-Up Kentucky to promote a college-going culture.

Social Studies and Science scores (3-8) continue to improve.

High School reading 65.3, state 59.0; combined Reading/Math 58.5, state 58.4

High School exceeds meeting science benchmarks on PLAN, 24.0, state 21.1

Middle School Social Studies 61.5, state 58.6

Middle School exceeds Growth in math, 64.4, state 60.4

SAT-10 Math 6th scored equivalent to all Kentucky students

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Close Gap in Reading/Math

Increase percentage of students reaching benchmarks in reading, math, language arts, and science on EXPLORE, PLAN, and ACT

Implement and monitor the new Core Curriculum Standards in reading and math

Improve Graduation Rate

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Review interim assessments, MAP scores, goals settings, changes in instruction

Monitor continuous improvement through CIITS

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

District will monitor and support building needs to make efforts to promote student success

Improvement Plan Stakeholder Involvement

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The District Improvement Plan is based on a thorough review of each individual school's prior academic accomplishments and needs for improvement as well as goals associated with having every student proficient or distinguished. A joint Board member/SBDM councils meeting was held to discuss data. A CDIP committee meeting was held in which all data was presented to help inform the committee 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.

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.

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.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All stakeholders listed below were involved in the planning and the writing of the CDIP: district central office staff, building administrators, teachers, parents, students, support staff, community

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Committee meetings were held in addition to regular monthly board meeting updates. It is also communicated through a variety of forms of media as well posted to district and school websites. The district advertised in the local paper for two weeks for public input regarding the CDIP.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Kerri Alexander, Parental Involvement Coordinator

Stephanie Neale, PTSO member, High School and Lower Elementary School Parent

Rachel Riddle, PTSO President, Upper and Lower Elementary School Parent

Marty Glenn, SBDM member, Lower Elementary School Parent

Emily Epifanio, PTSO President, Lower Elementary School Parent

Tracey Cayton, PTSO member, Lower Elementary School Parent

Rena Mylor, SBDM Member, Lower and Middle School Parent

Sharron Robinson, SBDM Member, Lower Elementary School Parent

Lisa Cozine, High School Parent and Middle School staff member

Rachel Rassman, PTSO Vice President, Upper and Middle School Parent

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).		N/A

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.		N/A

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.		N/A

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.		N/A

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.		N/A

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.		N/A

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

	Statement or Question	**Response**	**Rating**
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).		N/A

	Statement or Question	**Response**	**Rating**
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).		N/A

	Statement or Question	**Response**	**Rating**
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.		N/A

	Statement or Question	**Response**	**Rating**
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.		N/A

	Statement or Question	**Response**	**Rating**
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).		N/A

	Statement or Question	**Response**	**Rating**
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.		N/A

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.		N/A

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.		N/A

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.		N/A

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.		N/A

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.		N/A

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.		N/A

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.		N/A

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.		N/A

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Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.		N/A

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.		N/A

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).		N/A

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.		N/A

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.		N/A

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.		N/A

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys		N/A

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.		N/A

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.		N/A

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.		N/A

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.		N/A

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.		N/A

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.		N/A

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.		N/A

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.		N/A

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.		N/A

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)		N/A

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.		N/A

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Report Summary

Scores By Section

Section Score

1	2	3	4