**Gallatin County Schools**

**Comprehensive School Improvement Plan---CSIP**

**Strategic Plan for 2013**

**Goal 1:** **Increase the average freshman graduation rate from 75.6% to 90% by 2015**

Measurable Objective:Collaborate to increase the freshman graduation rate for Gallatin County High School to 77.5% by 05/31/2013 as measured by the Unbridled Learning Formula.

**Strategy 1:** ILP - Ensure that the ILP is being used for all students.

Activity: All students in grades 9-12 will use the state ILP

**Strategy 2:** Credit Recovery - Students that fail to master standards during the normal

course will be given options to recover the credit.

Activity: Students that struggle to be successful in a traditional classroom may be

referred to this program. Students are placed in a more structured setting

and allowed to work on curriculum at a more individualized pace.

Activity: Students that fail to meet course standards during the school year may be eligible for credit recovery in Summer School

Activity: Students that fail to meet standards during the year may be eligible for

semester credit recovery through the use of Novell Star curriculum in

conjunction with the regular classroom performance.

**Strategy 3:** Freshmen Orientation - The High School will begin to work with 8th grade

students in the Spring to prepare them for the MS to HS transition.

Activity: HS freshmen teachers will go to the MS and meet with the 8th grade

students. A number of transitional topics will be discussed.

**Strategy 4:** Parent Involvement - Teachers will contact parents when students are

exhibiting behavior that is detrimental to their chances of graduating on time.

Activity: Teachers communicate with parents when students are at risk at failing

**Strategy 5:** Student Interviews - HS Assistant Principal will interview each student to

review student achievement.

Activity: HS Assistant principal will interview and implement a plan for graduating

on time.

**Strategy 6:** Operation Preparation-Students will explore career pathways and receive

career counseling from community professionals.

Activity: Community professionals are paired with students to give career advice and help set goals.

**Goal 2: Increase the percentage of students who are college and /or career ready from 44.8% in 2012 to 68% by 2015.**

Measurable Objective: Collaborate to increase the percentage of Seniors graduating CCR by 15.7% by 05/29/2015 as measured by the Unbridled Learning Formula.

**Strategy 1:** College and Career Ready - This strategy will work in developing students awareness of college options as well as incorporating career strategies into the school to

help students make the best decisions if not following the college pathway.

Activity: Develop, promote, and implement Operation Preparation for 10th grade

students.

Activity: School review EPAS data to analyze gaps in instructional programming for students.

\* School leadership runs the persistence to graduation tool from IC to

determine which students are at risk of not meeting academic benchmarks

or in need of additional supports.

\*Verify the list of students who did not meet benchmarks on EXPLORE,

PLAN, or ACT and other student level evaluation data.

\* Determine options for providing targeted transitional interventions to

students (intervention period, intervention classes, out-of-school-time

intervention, etc.).

\* Identify the transitional intervention curriculum/material

\*Identify staffing needs for the interventions and develop a plan for implementation

Activity: Provides students with practice opportunities for the ACT, ASVAB,

WorkKeys, COMPASS and KOSSA assessments.

\* ePrep

Activity: Enhance the college going culture: Establish a college day where all

students wear college shirts and career day where all students dress in

career related to their ILP choice.

\*Sponsor annual High School and Beyond College Fair

\*Take students on college and industry tours.

\*Sponsor CAP day: College Awareness and Promotion day

\*Provide "I got accepted" T-shirts to students who get accepted to college.

\*Post pictures and biographies of students that reach CCR benchmarks

Activity: Continue to align CTE curriculum with KOSSA, industry standards and

common core standards.

\* Communicate with Carroll County Area Technology Center in identifying

students early and providing them the platform they need in order to

successfully complete the programs offered there.

\* Purchase Industry Certification Assessments in Business.

**Strategy 2:** 9th Grade PLAN - Gallatin County High School students will take the PLAN assessment at the 9th grade level. Teachers will use the results in addressing areas of

needed growth and for identifying students that need intervention.

Activity: All 9th grade students will take the PLAN test in September.

**Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non- duplicated gap group from 20.9% in 2012 to 66.5% in 2017.**

Measurable Objective: 33% of Free/Reduced Lunch Eligible and Individual Education Plan

Students will demonstrate a proficiency on the multiple choice and constructed response

Items in mathematics and in English Language Arts by 05/31/2013 as measured by EOC.

**Strategy 1:** Co-Teaching - Special needs teachers will be assigned to regular classrooms with IEP students in them. The regular education teacher and the special needs teacher

will co-teach the curriculum. All IEP students will have access to courses with Co-Teaching.

Activity: Special needs teachers have been assigned regular course to co-teach

based on their curriculum strengths.

Activity: Special needs teachers will train the faculty at after school meeting.

\* Instructional modifications needed.

\* Strategies for co-teaching.

\* Brain storm ideas for co-teaching.

**Strategy 2:** ACT Quality Core Curriculum - Teachers include ACT Quality Core Curriculum in planning their lessons. Teachers will also use the ACT Quality Core Formative Item Pool to create practice assessments and benchmark assessments.

Activity: Benchmark assessments will be administered to determine the progress of the students.

Activity: Teachers will provide students with practice assessment opportunities that include multiple choice and constructed response items from the ACT

**Strategy 3:** Diagnostic and Formative Assessments - Utilize diagnostic and formative assessments to identify weaknesses in reading and language mechanics.

Activity: Utilize ePrep to help identify Non-duplicated Gap Group students who need to improve reading and language mechanics skills.

Activity: Utilize MAP to help identify Non-duplicated Gap Group students who need to improve reading and language mechanics skills.

**Strategy 4:** Targeted Intervention - Students of the Non-Duplicated Gap Group will be provided additional academic support through RtI.

Activity: RtI will continue to be implemented to provide intervention strategies in

reading and language mechanics for Non-duplicated Gap Group students.

**Goal 4: Students at GCHS will raise the proficiency level on the state assessment.**

Measurable Objective: 50% of Ninth, Tenth, Eleventh and Twelfth graders will demonstrate a

Proficiency in English Language Arts, Science, Social Studies, and Mathematics by 05/31/2013

As measured by EOC, EPAS, and On Demand Writing Results.

**Strategy 1:** Best Practices - Teachers will receive training in different areas of instruction and classroom management. Teachers will identify areas of need in their professional

growth plans. The principal and instructional coach will work with teachers to address these individual needs. The instructional coach shall use PD360 and other

resources available to assist in the development of great teachers.

Activity: All teachers will participate in a course in PD360. This course will include

the behaviors of intelligence and teaching toward the intelligent behaviors

by Aurthur L. Costa. Teachers will view videos at their convenience and

the topics will be discussed at regularly scheduled faculty meetings, PLC

meetings and one on one meetings with the instructional coach.

Activity: Instructional coach will lead teachers through a book study of the book,

"Teach Like a Champion, 49 Techniques That Put Students on the Path to College.

Activity: Instructional coach will share instructional strategies that are proven best

strategies. Strategies will come from ACT Quality Core professional

development attended by instructional coach.

Activity: Gallatin County High School will participate in a pilot program. Five

teachers will develop lesson plans using the PGES template, be observed

by a peer observer and by the principal. The teachers will reflect on the

observations, receive an evaluation based on the PGES standards and

develop a growth plan to address areas of need.

Activity: Literacy by Design (LDC)

Math by Design (MDC)

Teachers will recieve training on how to incorporate teaching literacy in

their instruction. Teachers will use a lesson framework from LDC/MDC to

design units and lessons.

Activity: Gallatin County High School teachers that have been hired within the past three years will participate in a PD360 course that covers Assessment for

Learning by Rick Stiggins. Teachers will learn the reason for using

formative assessments to drive instruction and how to plan instruction after

a quality assessment has been developed. Assessments will align with

standards and teachers will incorporate "Learning Targets," in their daily

lessons. Clear, student friendly Learning Targets will be posted each day

for students so they can self-assess their learning.

Activity: Teachers previously trained on implementing Thinking Strategies will train other teachers. Instructional coach will regularly share Thinking Strategies

with teachers for use in instruction.

**Strategy 2:** Writing Plan - Gallatin County High School will develop a writing plan.

Activity: The English PLC will develop a comprehensive writing plan for grades 9-

12. This plan, based on Kentucky Core Academic Standards, will be

followed by all teachers.

**Strategy 3:** Professional Learning Communities - GCHS will establish procedures for teachers to meet regularly in PLC groups to monitor student achievement. Teachers will

utilize this time to analyze test data, review upcoming assessments and make revisions, revise instruction based on data, determine needs for RtI. Teachers will also

review best practices, share instructional strategies and continuously align curriculum to new standards.

Activity: Teachers will meet regularly in PLC's. Principal and Instructional Coach

will attend PLC meetings.

**Strategy 4:** Teachers will meet regularly in PLC's. Principal and Instructional Coach

will attend PLC meetings.

Activity: Instructional coach and building CIITS coach will provide training to all

teachers on the use of CIITS for lesson plans, curriculum and assessment

purposes.

Activity: Teachers of Math, Science, English and Social Studies will use ACT

Quality Core resources in building curriculum and assessments. The ACT

Quality Core Formative Item Pool is available through the internet and the

instructional coach will work to insure teachers are accessing this resource

regularly as documented in their curriculum and lesson plans. Benchmark

assessments will be created from the FIP.