KDE Comprehensive School

Improvement Plan

Gallatin County Lower Elementary

Gallatin County

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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 2015. 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 school'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 has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

Gallatin County Elementary is a Primary Elementary serving Preschool through 2nd grade. Our teacher turnover is low; we have not hired a new teacher in two years. We serve approximately 400 students at a time. The area we serve is rural. The majority of our students are served free or reduced lunch. Last spring our school received a grant from the Leader in Me Foundation to incorporate Leader in Me and Stephen Covey's 7 Habits of Success into our curriculum and culture. Our goal is for each child to read and do mathematics at grade level on a National Standardized assessment, and to write within the three modes of writing at each grade level.

School's Purpose

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

Our goal remains to have each child reading, writing, and doing math at their age level on a National Standardized assessment; and to build the 7 habits of success via the Leader in Me process. Currently we use the MAP assessment to measure reading and mathematics growth, diagnose learning challenges, and share progress with students and parents. Classroom teachers work with the reading instructional coach to increase writing skills and write within the three modes of writing in each grade level. Our district mission statement is to Maximize Student Learning. Our school Mission Statement is Learn Together, Love Together, Lead Together.

Notable Achievements and Areas of Improvement

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

We have implemented and each year improve upon the Response to Intervention (RtI) program and Program Review program, and to teach our students the new Standards adopted by Kentucky. We share these results with students and parents through a Standards Based Report Card.

Over the next 3 years we plan to improve even more the delivery of RtI to better assist students behind in their achieving and to enrich students in furthering their experiences, and to improve writing skills in each grade level.

Through planning and intention via the Leader in Me process our goal is for our students to develop skills as autonomous and independent learners.

Additional Information

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

Parent participation and communication are vital to building a partnership that serves each student to learn and grow. We have agendas for daily communication, team newsletters for weekly updates, All-Calls to families to provide current information on events, and a school website for calendar information. The Parent Teacher Student Organization (PTSO) is strong and plays a very active role in our school's growth and successes.

2014-2015 CSIP

Overview

Plan Name

2014-2015 CSIP

Plan Description

14-15 Lower Elementary CSIP

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Gallatin County Elementary will exit their grade level reading at the norm referenced level.	Objectives: 1 Strategies: 2 Activities: 6	Academic	$2733
2	All students at Gallatin County Elementary will exit their grade level performing in Mathematics at the norm referenced level.	Objectives: 1 Strategies: 2 Activities: 6	Academic	$2710
3	All students at Gallatin County Elementary will write within the three modes of writing according to the Standard of each level: a) writing to learn; b) writing to demonstrate learning; and c) process writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$1400
4	To positively input the Leader in Me process and Stephen Covey's 7 Habits of Success into Gallatin County Elementary's culture and climate.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$15000

Goal 1: All students at Gallatin County Elementary will exit their grade level reading at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Reading by 05/15/2015 as measured by MAP assessment.

Strategy 1:

Quality of Instruction - Improve the quality of instruction to provide higher engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KDE

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Professional Learning	09/15/2014	05/15/2015	$0	No Funding Required	School administrators, instructional coaches, and teachers.

Activity - RTI Teacher/Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve RTI intervention seven hours a week to lower performing students via an intervention teacher in 1st grade. The intervention teacher will collaborate with classroom teachers to reinforce skills taught in the classroom.	Academic Support Program	12/15/2014	03/13/2015	$2000	District Funding	Interventionist hired by the district and school administrators.

Activity - Improvement of RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program	09/15/2014	05/15/2015	$0	No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity - SRC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

SRC online program primarily for grades 1 and 2. Includes individual goal setting, differentiated levels, and individual rewards. Reading for comprehension and success of passing quizzes.	Professional Learning	08/20/2014	05/15/2015	$733	General Fund	Instructional reading coach and classroom teachers.

Strategy 2:

Rigor and Efficiency - Raise the rigor and efficiency of instruction to enable greater student academic performance in all classrooms by providing teachers with more planning time.

Category: Human Capital Management

Research Cited: TELL Survey

Activity - More Teacher Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase time for teachers to plan and collaborate with instructional coaches regarding RTI, instructional practices, report cards, and program review by decreasing time spent on informational meetings.	Policy and Process	01/05/2015	05/15/2015	$0	No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity - Reading Teaming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
80% of 2nd grade students are instructed by a teacher in Reading for two hours, and a different teacher in Mathematics for two hours. Each Reading and Mathematics teacher is responsible for teaching content to approximately 50 students. The two Reading teachers collaboratively plan and assess progress of their students and reflect upon their own teaching a minimum of once a week, while the two 2nd grade Mathematics teachers function in the same manner.	Direct Instruction	08/06/2014	05/15/2015	$0	No Funding Required	School administrators and four 2nd grade teachers.

Goal 2: All students at Gallatin County Elementary will exit their grade level performing in Mathematics at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Mathematics by 05/15/2015 as measured by MAP assessment.

Strategy 1:

Quality of Instruction - Improve the quality of classroom instruction to provide higher student engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KCM

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Direct Instruction	09/15/2014	05/15/2015	$0	No Funding Required	School administrators, instructional coaches, and teachers.

Activity - RTI Teacher/Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve RTI intervention to lower performing students via an intervention teacher seven hours a week in 1st grade. The intervention teacher will collaborate with teachers to reinforce skills currently taught in the classroom.	Academic Support Program	12/15/2014	04/15/2015	$2000	District Funding	Interventionist hired by the district and school administrators.

Activity - Improvement of RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program	09/15/2014	05/15/2015	$0	No Funding Required	School administrators, instructional coaches, and classroom teachers.

Strategy 2:

Rigor and Efficiency - Increase time for teachers to plan and collaborate with instructional coaches regarding RTI, report cards, and program review by decreasing time spent on informational meetings.

Category: Professional Learning & Support

Research Cited: TELL Survey

Activity - Mathematics Teaming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
80% of 2nd grade students are instructed by a teacher in Mathematics for two hours, and a different teacher in Reading for two hours. Each Mathematics and Reading teacher is responsible for teaching content to approximately 50 students. The two Mathematics teachers collaboratively plan and assess progress of their students and reflect upon their own teaching a minimum of once a week, while the two 2nd grade Reading teachers function in the same manner.	Direct Instruction	08/06/2014	05/15/2015	$0	No Funding Required	School administrators and four 2nd grade teachers

Activity - Sumdog Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Sumdog online program for grades 1 and 2, and 20 academically advanced Kindergarten students. Encourages goal setting at differentiated levels. Includes state and worldwide competitions.	Academic Support Program	08/20/2014	05/15/2015	$540	District Funding	Instructional coaches and classroom teachers.

Activity - Odysssey of the Mind	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2nd grade enrichment. Includes long term and spontaneous problem solving, synergy, and creativity.	Direct Instruction	01/05/2015	03/07/2015	$170	General Fund	Instructional coach, and teachers and administrators who will volunteer at regional competition after being trained to judge.

Goal 3: All students at Gallatin County Elementary will write within the three modes of writing according to the Standard of each level: a) writing to learn; b) writing to demonstrate learning; and c) process writing.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that includes three pieces: a) writing to learn; b) writing to demonstrate learning; and c) process writing in Writing by 05/15/2015 as measured by portfolio.

Strategy 1:

Quality of Instruction - Improve the quality of classroom instruction to provide higher student engagement, focus on Standards, and raise rigor.

Category: Integrated Methods for Learning

Research Cited: KCM

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times a year, all students will write via a school-wide On Demand Prompt and rubric.	Direct Instruction	11/24/2014	05/15/2015	$0	No Funding Required	Instructional coaches and classroom teachers.

Activity - Portfolio/Writing Archive Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will collaborate across grade levels to examine student work to improve their teaching of Writing, thus increasing their students' academic performance in Writing.	Professional Learning	11/19/2014	11/19/2014	$1400	General Fund	Instructional coaches, school administrators, classroom teachers, and special education teachers.

Goal 4: To positively input the Leader in Me process and Stephen Covey's 7 Habits of Success into Gallatin County Elementary's culture and climate.

Measurable Objective 1:

collaborate to implement Leader in Me throughout the school after staff-wide 7 Habits of Success training by 06/15/2015 as measured by access to Leader in Me professional development.

Strategy 1:

Professional Development and Activities - Professional development and activities will be provided to all staff July 2014 through June 2015.

Category: Professional Learning & Support

Research Cited: Stephen Covey's 7 Habits of Success and Leader in Me

Activity - Leader in Me and 7 Habits of Success Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training in the 7 Habits of Success June and July, 2014. Weekly 7x7 contract sent via email to all staff who obtained materials provided the summer of 2014 and fall of 2014. Symposiums attended by staff at various times throughout the school year. Site visits from Leader in Me Foundation coaches.	Professional Learning	06/03/2014	06/15/2015	$15000	Grant Funds	School administrators, instructional coaches, teachers, and support staff.

Activity - Student Accountability	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase student role and accountability in learning and skill gain via: a) data boards with individual score cards that confidentially note each student above, on, or below grade level in Reading and/or Mathematics per MAP and other assessment results; b) data notebooks in which students track academic and behavioral data; c) number of bus referrals per class visually displayed on a hallway wall; d) increase of parent teacher conferences guided by students; and e) presentation by students to BOE to present Leader in Me information, a musical performance, and a discussion of individual student data notebooks to BOE members.	Academic Support Program	09/15/2014	05/15/2015	$0	No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader in Me and 7 Habits of Success Training	Training in the 7 Habits of Success June and July, 2014. Weekly 7x7 contract sent via email to all staff who obtained materials provided the summer of 2014 and fall of 2014. Symposiums attended by staff at various times throughout the school year. Site visits from Leader in Me Foundation coaches.	Professional Learning	06/03/2014	06/15/2015	$15000	School administrators, instructional coaches, teachers, and support staff.
				Total	$15000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Teaming	80% of 2nd grade students are instructed by a teacher in Reading for two hours, and a different teacher in Mathematics for two hours. Each Reading and Mathematics teacher is responsible for teaching content to approximately 50 students. The two Reading teachers collaboratively plan and assess progress of their students and reflect upon their own teaching a minimum of once a week, while the two 2nd grade Mathematics teachers function in the same manner.	Direct Instruction	08/06/2014	05/15/2015	$0	School administrators and four 2nd grade teachers.
TPGES	Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Professional Learning	09/15/2014	05/15/2015	$0	School administrators, instructional coaches, and teachers.
Student Accountability	Increase student role and accountability in learning and skill gain via: a) data boards with individual score cards that confidentially note each student above, on, or below grade level in Reading and/or Mathematics per MAP and other assessment results; b) data notebooks in which students track academic and behavioral data; c) number of bus referrals per class visually displayed on a hallway wall; d) increase of parent teacher conferences guided by students; and e) presentation by students to BOE to present Leader in Me information, a musical performance, and a discussion of individual student data notebooks to BOE members.	Academic Support Program	09/15/2014	05/15/2015	$0	School administrators, instructional coaches, and classroom teachers.

More Teacher Planning Time	Increase time for teachers to plan and collaborate with instructional coaches regarding RTI, instructional practices, report cards, and program review by decreasing time spent on informational meetings.	Policy and Process	01/05/2015	05/15/2015	$0	School administrators, instructional coaches, and classroom teachers.
TPGES	Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Direct Instruction	09/15/2014	05/15/2015	$0	School administrators, instructional coaches, and teachers.
Improvement of RTI	Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program	09/15/2014	05/15/2015	$0	School administrators, instructional coaches, and classroom teachers.
Improvement of RTI	Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program	09/15/2014	05/15/2015	$0	School administrators, instructional coaches, and classroom teachers.
Mathematics Teaming	80% of 2nd grade students are instructed by a teacher in Mathematics for two hours, and a different teacher in Reading for two hours. Each Mathematics and Reading teacher is responsible for teaching content to approximately 50 students. The two Mathematics teachers collaboratively plan and assess progress of their students and reflect upon their own teaching a minimum of once a week, while the two 2nd grade Reading teachers function in the same manner.	Direct Instruction	08/06/2014	05/15/2015	$0	School administrators and four 2nd grade teachers
On Demand Writing	Three times a year, all students will write via a school-wide On Demand Prompt and rubric.	Direct Instruction	11/24/2014	05/15/2015	$0	Instructional coaches and classroom teachers.
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Odysssey of the Mind	2nd grade enrichment. Includes long term and spontaneous problem solving, synergy, and creativity.	Direct Instruction	01/05/2015	03/07/2015	$170	Instructional coach, and teachers and administrators who will volunteer at regional competition after being trained to judge.
Portfolio/Writing Archive Day	Teachers will collaborate across grade levels to examine student work to improve their teaching of Writing, thus increasing their students' academic performance in Writing.	Professional Learning	11/19/2014	11/19/2014	$1400	Instructional coaches, school administrators, classroom teachers, and special education teachers.
SRC Program	SRC online program primarily for grades 1 and 2. Includes individual goal setting, differentiated levels, and individual rewards. Reading for comprehension and success of passing quizzes.	Professional Learning	08/20/2014	05/15/2015	$733	Instructional reading coach and classroom teachers.
				Total	$2303	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Sumdog Program	Sumdog online program for grades 1 and 2, and 20 academically advanced Kindergarten students. Encourages goal setting at differentiated levels. Includes state and worldwide competitions.	Academic Support Program	08/20/2014	05/15/2015	$540	Instructional coaches and classroom teachers.
RTI Teacher/Interventionist	Improve RTI intervention seven hours a week to lower performing students via an intervention teacher in 1st grade. The intervention teacher will collaborate with classroom teachers to reinforce skills taught in the classroom.	Academic Support Program	12/15/2014	03/13/2015	$2000	Interventionist hired by the district and school administrators.
RTI Teacher/Interventionist	Improve RTI intervention to lower performing students via an intervention teacher seven hours a week in 1st grade. The intervention teacher will collaborate with teachers to reinforce skills currently taught in the classroom.	Academic Support Program	12/15/2014	04/15/2015	$2000	Interventionist hired by the district and school administrators.
				Total	$4540	

KDE Needs Assessment

Introduction

The purpose of the School 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?

Three goals of Gallatin County Elementary are for all students to a) exit their grade level reading at the norm referenced level; b) exit their grade level performing in Mathematics at the norm referenced level; and c) write within the three modes of writing according to the Standard of each level. Per the CSIP, the MAP assessment is given three times a year to assess all students in K-2 in reading and mathematics; and for only 2nd grade students, language usage. Results reveal the percent of students and individual students who reached their reading and mathematics goals.

The MAP does not reveal Writing skills. To assess student Writing, teachers synergize to assess writing samples collected in each grade level via a portfolio.

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?

MAP results reveal tremendous growth in most grade levels for school year 2013-2014. The percentage of students who were on or above grade level in reading from fall to spring:

Kindergarten: 28% to 50%

2nd Grade: 39% to 43%

The percentage of students on or above grade level in mathematics from fall to spring:

Kindergarten: 23% to 37%

1st Grade: 50% to 57%

To sustain growth, students regularly access online Odyssey Compass, which correlates to individual MAP results. RTI interventions and strategies are regularly scheduled for all students; and SRC and Sumdog contests are encouraged and results celebrated.

To sustain growth, some teachers were moved to different grade levels beginning August 2014, and an RTI Interventionist was hired to work with 24 first grade students beginning January 2015.

Also, GCLE obtained a Leader in Me grant to implement Stephen Covey's 7 Habits of Success via Leader in Me beginning school year 2014-2015. The process teaches students and staff to use the 7 habits to become responsible for their own growth and to synergize with fellow students and teachers to grow academically.

Opportunities for Improvement

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

MAP results reveal tremendous growth in most grade levels for school year 2013-2014. However, the percentage of students on or above grade level in reading from fall to spring did not increase for all grade levels:

1st Grade: 56% to 52%

The percentage of 2nd grade students on or above grade level in mathematics from fall to spring decreased from 45% to 39%.

MAP Language Usage Results from fall to spring for 2nd grade decreased from 50% to 43%

To improve in areas of need, students regularly access online Odyssey Compass, which correlates to individual MAP results. RTI interventions and strategies are regularly scheduled for all students; and SRC and Sumdog contests are encouraged and results celebrated.

To improve results, some teachers moved to different grade levels beginning August 2014, and an RTI Interventionist was hired to work with 24 first grade students beginning January 2015

GCLE obtained a Leader in Me grant to implement Stephen Covey's 7 Habits of Success via Leader in Me beginning school year 2014-2015. The process teaches students and staff to use the 7 habits to become responsible for their own growth and to synergize with fellow students and teachers to grow academically.

Conclusion

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

The next steps include:

Monitor progress of RTI interventions, strategies, and data collection classroom teachers use with students in Tiers 2 and 3..

Monitor progress of RTI Interventionist and her data collections, strategies implemented to further academic progress, and her collaboration with classroom teachers.

Continue to use Odyssey Compass which uses MAP results to give individualized practice on reading and mathematics skills;

Reading instructional coach collaborates with classroom teachers to increase students' reading and writing skills across grade levels.

Mathematics instructional coach collaborates with classroom teachers to increase students' mathematics skills across grade levels.

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?

PTSO, Public Library, Extension office, FRC, and Leader in Me program

Relationship Building

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

Overall Rating: 2.71

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

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

Overall Rating: 2.71

	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).	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, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	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).	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, and making home visits.)	Proficient

	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.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

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

Overall Rating: 2.14

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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.	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.	Proficient

	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.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

	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.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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.

Overall Rating: 2.17

	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

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

Overall Rating: 2.67

	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	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	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.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	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.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

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

Overall Rating: 2.67

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

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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.)	Parents make active use of school 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 1 coordinators connect family with community resources and follow up.)	Proficient

	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.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

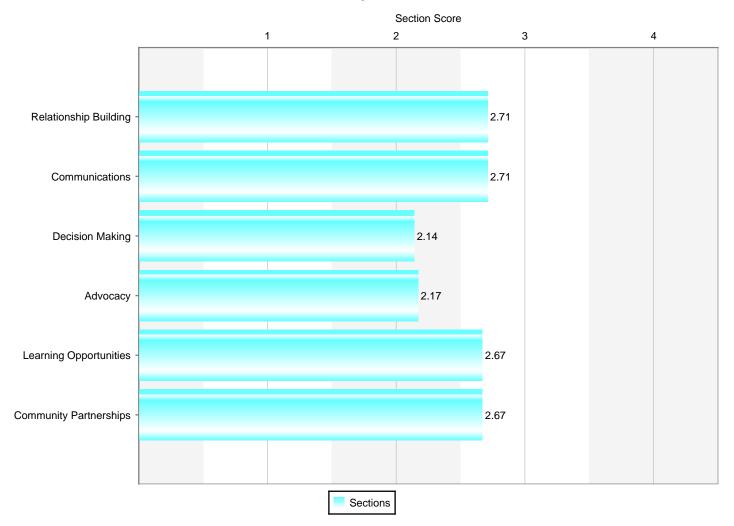Reflect upon your responses to each of the Missing Piece objectives.

Our school reaches out to parents and the community consistently. Participation with our decision making is prevented by multiple factors.

Develop and maintain relationships with more parents and community agencies and organizations.

Improvement? We could have more policies for SBDM to write and clarify procedure in several areas. KASC trainings

Report Summary

Scores By Section

Section Score

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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 schools' test data was explained at a joint SBDM Board of Education meeting that was open to the public. This meeting was held in the Middle School library at 6 PM in the evening. The focus of School Improvement came from these test score.

Each parent receives their child's most up to dat test scores with each Report Card.

SBDM approves the CSIP at an open meeting.

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

Each grade level team and the Related arts teams were met with during their planning to take ideas for strategies and activities to achieve goals.

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

After SBDM Counsel and Board approval the CSIP is put on the school's website. Each SBDM Counsel member has a copy.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The assessment data is ongoing and from multiple sources: MAP, SNAP, Literacy First, Unit Tests, and other information. The school participates in TELL survey, and we take a variety of surveys regarding improvement and concerns throughout each school year.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Yes Literacy First is our core Reading program. We have practiced this program for 10 years. We modify and update but we have fidelity with the practices and principles of this successful reading instruction program. Our math coach is active in KCM and has brought activities and strategies toour teachers. We have a group of teachers that train and share these research based math practices. This year we are implementing Leader in Me process. This is an element added to boost our school's culture. We are focusing on developing independent learners..	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Yes, preschool students moving to Kindergarten visit the classrooms in the spring, ask questions of teachers and students, do some activities to boosts confidence. We have open house before school for all Kindergarten students to meet their teacher and the expectations.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Each grade level plans, assesses, and monitors the Response to Intervention program. The program is monitored by a SBDM Counsel Committee. The group changes are noted and record keeping is checked.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Over the last 2 years no teacher in our school has left the District. Seven of a staff of 30 are National Board Certified.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	Board policy requires this training.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Five years of consistent, documented growth in our PTSO membership, activity, volunteer hours	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	We followed [procedure.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	A Committee created Ad Hoc by SBDM Counsel took a survey of stake holders and after staff discussion the required trainings were set to meet the school's plan and needs.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Yes we monitor and adjust plans as needed.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Our school is above 70% free or reduced lunch students. We plan to raise each child's academic level regardless of their background. Each child's success is important.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Through RTI, ESS, ESL, tutoring, COMPASS, and other plans and programs we work to help each child achieve.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Through RTI, ESS, ESL, tutoring, COMPASS, and other plans and programs we work to help each child achieve. Family Resource is especially invaluable in these programs.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	A grant was won to train the staff in Leader in Me process. Also the materials for the program are paid for by this grant.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://www.gallatin.kyschools.us/linksForms.aspx	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	No	WE do not have not Highly Qualified	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	We provide all-Day Kindergarten with full time assistants. This requires us to use Title 1 funds to support this important part of our school program.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - Elementary Schools

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 2015. 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 school'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.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

All students at Gallatin County Elementary will exit their grade level reading at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Reading by 05/15/2015 as measured by MAP assessment.

Strategy1:

Rigor and Efficiency - Raise the rigor and efficiency of instruction to enable greater student academic performance in all classrooms by providing teachers with more planning time.

Category: Human Capital Management

Research Cited: TELL Survey

Activity - More Teacher Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase time for teachers to plan and collaborate with instructional coaches regarding RTI, instructional practices, report cards, and program review by decreasing time spent on informational meetings.	Policy and Process			01/05/2015	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

All students at Gallatin County Elementary will exit their grade level reading at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Reading by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of instruction to provide higher engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KDE

Activity - SRC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SRC online program primarily for grades 1 and 2. Includes individual goal setting, differentiated levels, and individual rewards. Reading for comprehension and success of passing quizzes.	Professional Learning			08/20/2014	05/15/2015	$733 - General Fund	Instructional reading coach and classroom teachers.

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Professional Learning			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and teachers.

Activity - Improvement of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity - RTI Teacher/Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve RTI intervention seven hours a week to lower performing students via an intervention teacher in 1st grade. The intervention teacher will collaborate with classroom teachers to reinforce skills taught in the classroom.	Academic Support Program			12/15/2014	03/13/2015	$2000 - District Funding	Interventionist hired by the district and school administrators.

Strategy2:

Rigor and Efficiency - Raise the rigor and efficiency of instruction to enable greater student academic performance in all classrooms by

providing teachers with more planning time.

Category: Human Capital Management

Research Cited: TELL Survey

Activity - Reading Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
80% of 2nd grade students are instructed by a teacher in Reading for two hours, and a different teacher in Mathematics for two hours. Each Reading and Mathematics teacher is responsible for teaching content to approximately 50 students. The two Reading teachers collaboratively plan and assess progress of their students and reflect upon their own teaching a minimum of once a week, while the two 2nd grade Mathematics teachers function in the same manner.	Direct Instruction			08/06/2014	05/15/2015	$0 - No Funding Required	School administrators and four 2nd grade teachers.

Activity - More Teacher Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase time for teachers to plan and collaborate with instructional coaches regarding RTI, instructional practices, report cards, and program review by decreasing time spent on informational meetings.	Policy and Process			01/05/2015	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

Goal 2:

All students at Gallatin County Elementary will exit their grade level performing in Mathematics at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Mathematics by 05/15/2015 as measured by MAP assessment.

Strategy1:

Rigor and Efficiency - Increase time for teachers to plan and collaborate with instructional coaches regarding RTI, report cards, and program review by decreasing time spent on informational meetings.

Category: Professional Learning & Support

Research Cited: TELL Survey

Activity - Mathematics Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
80% of 2nd grade students are instructed by a teacher in Mathematics for two hours, and a different teacher in Reading for two hours. Each Mathematics and Reading teacher is responsible for teaching content to approximately 50 students. The two Mathematics teachers collaboratively plan and assess progress of their students and reflect upon their own teaching a minimum of once a week, while the two 2nd grade Reading teachers function in the same manner.	Direct Instruction			08/06/2014	05/15/2015	$0 - No Funding Required	School administrators and four 2nd grade teachers

Activity - Odysssey of the Mind	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2nd grade enrichment. Includes long term and spontaneous problem solving, synergy, and creativity.	Direct Instruction			01/05/2015	03/07/2015	$170 - General Fund	Instructional coach, and teachers and administrators who will volunteer at regional competition after being trained to judge.

Activity - Sumdog Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sumdog online program for grades 1 and 2, and 20 academically advanced Kindergarten students. Encourages goal setting at differentiated levels. Includes state and worldwide competitions.	Academic Support Program			08/20/2014	05/15/2015	$540 - District Funding	Instructional coaches and classroom teachers.

Strategy2:

Quality of Instruction - Improve the quality of classroom instruction to provide higher student engagement, focus on Standards, and raise

rigor.

Category: Continuous Improvement

Research Cited: KCM

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Direct Instruction			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and teachers.

Activity - Improvement of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity - RTI Teacher/Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve RTI intervention to lower performing students via an intervention teacher seven hours a week in 1st grade. The intervention teacher will collaborate with teachers to reinforce skills currently taught in the classroom.	Academic Support Program			12/15/2014	04/15/2015	$2000 - District Funding	Interventionist hired by the district and school administrators.

All children were screened for kindergarten readiness.

Goal 1:

All students at Gallatin County Elementary will exit their grade level reading at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Reading by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of instruction to provide higher engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KDE

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Professional Learning			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and teachers.

Goal 2:

All students at Gallatin County Elementary will exit their grade level performing in Mathematics at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Mathematics by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of classroom instruction to provide higher student engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KCM

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Direct Instruction			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and teachers.

Narrative:

All students prior to entering Kindergarten are screened via the Brigance assessment. Upon entering Kindergarten, many assessments are used to assess students' skills; e.g., SNAP, Literacy First, and MAP.

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

All students at Gallatin County Elementary will exit their grade level reading at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Reading by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of instruction to provide higher engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KDE

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Professional Learning			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and teachers.

Goal 2:

All students at Gallatin County Elementary will exit their grade level performing in Mathematics at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Mathematics by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of classroom instruction to provide higher student engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KCM

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Direct Instruction			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and teachers.

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

All students at Gallatin County Elementary will exit their grade level reading at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Reading by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of instruction to provide higher engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KDE

Activity - SRC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SRC online program primarily for grades 1 and 2. Includes individual goal setting, differentiated levels, and individual rewards. Reading for comprehension and success of passing quizzes.	Professional Learning			08/20/2014	05/15/2015	$733 - General Fund	Instructional reading coach and classroom teachers.

Activity - RTI Teacher/Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve RTI intervention seven hours a week to lower performing students via an intervention teacher in 1st grade. The intervention teacher will collaborate with classroom teachers to reinforce skills taught in the classroom.	Academic Support Program			12/15/2014	03/13/2015	$2000 - District Funding	Interventionist hired by the district and school administrators.

Activity - Improvement of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Professional Learning			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and teachers.

Strategy2:

Rigor and Efficiency - Raise the rigor and efficiency of instruction to enable greater student academic performance in all classrooms by

providing teachers with more planning time.

Category: Human Capital Management

Research Cited: TELL Survey

Activity - More Teacher Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase time for teachers to plan and collaborate with instructional coaches regarding RTI, instructional practices, report cards, and program review by decreasing time spent on informational meetings.	Policy and Process			01/05/2015	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity - Reading Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
80% of 2nd grade students are instructed by a teacher in Reading for two hours, and a different teacher in Mathematics for two hours. Each Reading and Mathematics teacher is responsible for teaching content to approximately 50 students. The two Reading teachers collaboratively plan and assess progress of their students and reflect upon their own teaching a minimum of once a week, while the two 2nd grade Mathematics teachers function in the same manner.	Direct Instruction			08/06/2014	05/15/2015	$0 - No Funding Required	School administrators and four 2nd grade teachers.

Goal 2:

All students at Gallatin County Elementary will exit their grade level performing in Mathematics at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Mathematics by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of classroom instruction to provide higher student engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KCM

KDE Comprehensive School Improvement Plan

Gallatin County Lower Elementary

Activity - Improvement of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the state's new Professional Growth and Effectiveness System correctly and with fidelity, including OPGES, PPGES using peer observers, and Preschool teacher pilot.	Direct Instruction			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and teachers.

Activity - RTI Teacher/Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve RTI intervention to lower performing students via an intervention teacher seven hours a week in 1st grade. The intervention teacher will collaborate with teachers to reinforce skills currently taught in the classroom.	Academic Support Program			12/15/2014	04/15/2015	$2000 - District Funding	Interventionist hired by the district and school administrators.

Strategy2:

Rigor and Efficiency - Increase time for teachers to plan and collaborate with instructional coaches regarding RTI, report cards, and program review by decreasing time spent on informational meetings.

Category: Professional Learning & Support

Research Cited: TELL Survey

Activity - Mathematics Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
80% of 2nd grade students are instructed by a teacher in Mathematics for two hours, and a different teacher in Reading for two hours. Each Mathematics and Reading teacher is responsible for teaching content to approximately 50 students. The two Mathematics teachers collaboratively plan and assess progress of their students and reflect upon their own teaching a minimum of once a week, while the two 2nd grade Reading teachers function in the same manner.	Direct Instruction			08/06/2014	05/15/2015	$0 - No Funding Required	School administrators and four 2nd grade teachers

Activity - Odysssey of the Mind	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2nd grade enrichment. Includes long term and spontaneous problem solving, synergy, and creativity.	Direct Instruction			01/05/2015	03/07/2015	$170 - General Fund	Instructional coach, and teachers and administrators who will volunteer at regional competition after being trained to judge.

Activity - Sumdog Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sumdog online program for grades 1 and 2, and 20 academically advanced Kindergarten students. Encourages goal setting at differentiated levels. Includes state and worldwide competitions.	Academic Support Program			08/20/2014	05/15/2015	$540 - District Funding	Instructional coaches and classroom teachers.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

All students at Gallatin County Elementary will exit their grade level reading at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Reading by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of instruction to provide higher engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KDE

Activity - RTI Teacher/Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve RTI intervention seven hours a week to lower performing students via an intervention teacher in 1st grade. The intervention teacher will collaborate with classroom teachers to reinforce skills taught in the classroom.	Academic Support Program			12/15/2014	03/13/2015	$2000 - District Funding	Interventionist hired by the district and school administrators.

Activity - SRC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SRC online program primarily for grades 1 and 2. Includes individual goal setting, differentiated levels, and individual rewards. Reading for comprehension and success of passing quizzes.	Professional Learning			08/20/2014	05/15/2015	$733 - General Fund	Instructional reading coach and classroom teachers.

Activity - Improvement of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

Goal 2:

All students at Gallatin County Elementary will exit their grade level performing in Mathematics at the norm referenced level.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at 50th percentile or greater via the RIT score in Mathematics by 05/15/2015 as measured by MAP assessment.

Strategy1:

Quality of Instruction - Improve the quality of classroom instruction to provide higher student engagement, focus on Standards, and raise rigor.

Category: Continuous Improvement

Research Cited: KCM

Activity - Improvement of RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will improve RTI implementation and documentation by assessing and graphing individual student progress minimum of every two weeks onto shared folders. Teachers will document individual student placement in Tier 2 and/or 3 and strategies implemented onto Infinite Campus.	Academic Support Program			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

Activity - RTI Teacher/Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve RTI intervention to lower performing students via an intervention teacher seven hours a week in 1st grade. The intervention teacher will collaborate with teachers to reinforce skills currently taught in the classroom.	Academic Support Program			12/15/2014	04/15/2015	$2000 - District Funding	Interventionist hired by the district and school administrators.

Goal 3:

To positively input the Leader in Me process and Stephen Covey's 7 Habits of Success into Gallatin County Elementary's culture and climate.

Measurable Objective 1:

collaborate to implement Leader in Me throughout the school after staff-wide 7 Habits of Success training by 06/15/2015 as measured by access to Leader in Me professional development.

Strategy1:

Professional Development and Activities - Professional development and activities will be provided to all staff July 2014 through June 2015.

Category: Professional Learning & Support

Research Cited: Stephen Covey's 7 Habits of Success and Leader in Me

Activity - Student Accountability	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase student role and accountability in learning and skill gain via: a) data boards with individual score cards that confidentially note each student above, on, or below grade level in Reading and/or Mathematics per MAP and other assessment results; b) data notebooks in which students track academic and behavioral data; c) number of bus referrals per class visually displayed on a hallway wall; d) increase of parent teacher conferences guided by students; and e) presentation by students to BOE to present Leader in Me information, a musical performance, and a discussion of individual student data notebooks to BOE members.	Academic Support Program			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

All students at Gallatin County Elementary will write within the three modes of writing according to the Standard of each level: a) writing to learn; b) writing to demonstrate learning; and c) process writing.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that includes three pieces: a) writing to learn; b) writing to demonstrate learning; and c) process writing in Writing by 05/15/2015 as measured by portfolio.

Strategy1:

Quality of Instruction - Improve the quality of classroom instruction to provide higher student engagement, focus on Standards, and raise rigor.

Category: Integrated Methods for Learning

Research Cited: KCM

Activity - On Demand Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times a year, all students will write via a school-wide On Demand Prompt and rubric.	Direct Instruction			11/24/2014	05/15/2015	$0 - No Funding Required	Instructional coaches and classroom teachers.

Activity - Portfolio/Writing Archive Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate across grade levels to examine student work to improve their teaching of Writing, thus increasing their students' academic performance in Writing.	Professional Learning			11/19/2014	11/19/2014	$1400 - General Fund	Instructional coaches, school administrators, classroom teachers, and special education teachers.

Goal 2:

To positively input the Leader in Me process and Stephen Covey's 7 Habits of Success into Gallatin County Elementary's culture and climate.

Measurable Objective 1:

collaborate to implement Leader in Me throughout the school after staff-wide 7 Habits of Success training by 06/15/2015 as measured by access to Leader in Me professional development.

Strategy1:

Professional Development and Activities - Professional development and activities will be provided to all staff July 2014 through June 2015.

Category: Professional Learning & Support

Research Cited: Stephen Covey's 7 Habits of Success and Leader in Me

Activity - Leader in Me and 7 Habits of Success Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training in the 7 Habits of Success June and July, 2014. Weekly 7x7 contract sent via email to all staff who obtained materials provided the summer of 2014 and fall of 2014. Symposiums attended by staff at various times throughout the school year. Site visits from Leader in Me Foundation coaches.	Professional Learning			06/03/2014	06/15/2015	$15000 - Grant Funds	School administrators, instructional coaches, teachers, and support staff.

Activity - Student Accountability	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase student role and accountability in learning and skill gain via: a) data boards with individual score cards that confidentially note each student above, on, or below grade level in Reading and/or Mathematics per MAP and other assessment results; b) data notebooks in which students track academic and behavioral data; c) number of bus referrals per class visually displayed on a hallway wall; d) increase of parent teacher conferences guided by students; and e) presentation by students to BOE to present Leader in Me information, a musical performance, and a discussion of individual student data notebooks to BOE members.	Academic Support Program			09/15/2014	05/15/2015	$0 - No Funding Required	School administrators, instructional coaches, and classroom teachers.