# Comprehensive Improvement Plan for Gallatin County District

## Rationale

​District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan
**Goal**: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective**: Short-term target to be attained by the end of the current school year.

**Strategy**: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity**: The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes**: A series of processes that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

**Measure of Success**: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring**: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

* There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
* There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
* There can be multiple objectives for each goal.
* There can be multiple strategies for each objective.
* There can be multiple activities for each strategy.

## 1: Proficiency Goal

| Goal 1: Increase Proficiency in Combined Reading and Math form 42.75% to 80% in 2023 as measured by state-required academic assessments. |
| --- |
| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf)
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* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
 | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
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 | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1Increase Proficiency in combined Reading and Math from 42.75% to 48% by 2018-2019 as measured by state-required academic assessments.. | Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.  | **(PROCESS)**The District Improvement Team will collaborate to establish PLC processes to ensure curricular alignment reviews are an ongoing action of PLC’s planning process. The team will meet monthly to discuss training needed, progress, provide feedback, and plan next steps.  | Principals will monitor progress through 30-60-90 day plan. Observation notes and documentation of PLC meetings. Completed curriculum map by the end of 2019. Part of the plan will include trainings facilitated by the KDE Continuous Improvement Team. |  |  |
| **(PRACTICE)**The District Improvement Team will collaborate to establish a practice to review and conduct cyclic curriculum review/checks with the PLC. | Principals will monitor progress through 30-60-90 day plan. PLC meeting documentation. |  |  |
| Develop an instructional program to design and deliver instruction to ensure Tier I is highly effective, culturally responsive, evidence-based curriculum core instruction is provided to all students. | **(PROCESS)**The district leadership team will work to establish a process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.**(PRACTICE)**The district leadership team will establish a practice to plan strategically in the selection of high yield instructional strategy usage within lessons.**(PRACTICE)**The district leadership team will establish a practice to utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | Principals will monitor progress through 30-60-90 day plan. Part of the plan will include trainings facilitated by the KDE Continuous Improvement Team.Principals and instructional leaders will observe lessons and lesson plans documenting the use of high yield strategies. Students referred for RTI and ESS for Tier 2 instruction will also receive best practice/high yield instruction as documented by lesson plans and ESS records. |  |  |

## 2: Separate Academic Indicator

| Goal 2: Increase the percentage of students scoring proficient or higher in separate academic indicators from 41.2% in 2018 to 80% in 2023 as measured by state-required academic assessments. |
| --- |
| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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 | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
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 | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1Increase Proficiency in Combined Science, Social Studies and Writing from 32.8% to 37.8% of elementary students, from 43.8% to 48.2% of middle school students and from 28.2 to 33.2% of high school students as measured by state-required academic assessments. Increase Proficiency of Hispanic Elementary students in Combined Science, Social Studies and Writing from 17.6 % to 23% by 2019 as measured by state-required academic assessments. (TSI)Increase Proficiency of disabled Middle School students in Combined Science, Social Studies and Writing from 14.9% to 20% by 2019 as measured by state-required academic assessments. (TSI) | Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor.  | **(PROCESS)**The District Improvement Team will collaborate to establish PLC processes to ensure curricular alignment reviews are an ongoing action of PLC’s planning process. The team will meet monthly to discuss training needed, progress, provide feedback, and plan next steps. This includes revising the district wide writing plan. | Principals will monitor progress through 30-60-90 day plan. Observation notes and documentation of PLC meetings. Completed curriculum map by the end of 2019. Part of the plan will include trainings facilitated by the KDE Continuous Improvement Team.A completed district wide writing plan. |  |  |
| **(PRACTICE)**The District Improvement Team will collaborate to establish a practice to review and conduct cyclic curriculum review/checks with the PLC. | Principals will monitor progress through 30-60-90 day plan. PLC meeting documentation. |  |  |
| Develop an instructional program to design and deliver instruction to ensure Tier I is highly effective, culturally responsive, evidence-based curriculum core instruction is provided to all students. | **(PROCESS)**The district leadership team will work to establish a process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.**(PRACTICE)**The district leadership team will establish a practice to plan strategically in the selection of high yield instructional strategy usage within lessons.**(PRACTICE)**The district leadership team will establish a practice to utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.**(PRACTICE)**The district leadership team will establish a district writing PLC, which will revise the district writing plan. | Principals will monitor progress through 30-60-90 day plan. Part of the plan will include trainings facilitated by the KDE Continuous Improvement Team.Principals and instructional leaders will observe lessons and lesson plans documenting the use of high yield strategies. Students referred for RTI and ESS for Tier 2 instruction will also receive best practice/high yield instruction as documented by lesson plans and ESS records.New writing plan to be approved for the 2019 School year. |  |  |

## 3: Gap

| Goal 3: Increase the Proficient/Distinguished scoring percentage of Elementary School Hispanic students “combined math and reading” from 33.3% to 48.3% by 2021 as measured by state-required academic assessments.Goal 4: Increase the Proficient/Distinguished scoring percentage of High School Students with disabilities “combined math and reading” from 15% to 30% by 2021 as measured by state-required academic assessments. |
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| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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 | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1By 2019 41.4% of elementary Hispanic students will score at or above proficiency in READING as measured by state-required academic assessments. (TSI)By 2019 35.3% of elementary Hispanic students will score at or above proficiency in MATH as measured by state-required academic assessments. (TSI) | Implement the design and delivery of evidence based best practices to address TSI (Hispanic students in the elementary) groups. | **(PRACTICE)**School leadership teams will plan strategically in the selection of high yield instructional strategy, such as Kagan Learning usage within lessons to specifically help Hispanic students. | Hispanic student performance on formative and interim assessments.Lesson PlansPrincipals will monitor progress through 30-60-90 day plan. Part of the plan will include trainings facilitated by the KDE Continuous Improvement Team. |  | Title IIITitle ITitle VGeneral FundsESS |
| Develop a district process to review, analyze, apply data results to ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.  | **(PROCESS)**School leadership team/PLC’s will analyze diagnostic and formative data and then prescribe additional interventions and support to increase reading and math proficiency. PLC’s will utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are the causes for celebration? What are the causes for concern? What are the next steps for school/district improvement?) | Marked improvement on diagnostic and formative data.Principals will monitor progress through 30-60-90 day plan. PLC minutes/observations providing evidence of data collection and usage. |  | Title ITitle VGeneral FundsESS |
| Objective 2By 2019, 20% of disabled students in the High School will score at or above proficiency in READING as measured by state-required academic assessments. (TSI)By 2019, 20% of disabled students in the High School will score at or above proficiency in MATH as measured by state-required academic assessments. (TSI) | Develop a district process to review, analyze, apply data results to ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.  | **(PROCESS)**School leadership team/PLC’s will analyze diagnostic and formative data and then prescribe additional interventions and support to increase reading and math proficiency. PLC’s will utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are the causes for celebration? What are the causes for concern? What are the next steps for school/district improvement?) | Marked improvement on diagnostic and formative data.Principals will monitor progress through 30-60-90 day plan. PLC minutes/observations providing evidence of data collection and usage |  | Title ITitle VGeneral FundsESS |

## 4: Graduation rate

| Goal 5: Increase Graduation Rate from 91.2% in 2018 to 98% by 2021 as measured by the 4-year Cohort Graduation Rate. |
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| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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 | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
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 | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1Increase Graduation Rate from 91.2% in 2018 to 93.53% by 2019 as measured by the 4-year Cohort Graduate Rate. | Improve and sustain the learning culture and environmental systems of the school in order to ensure an optimal and safe learning environment and reduce adverse barriers to learning by meeting needs of students. | **(PROCESS)**Schools will provide training on emotional/social barriers and on Trauma Informed Care to ensure culturally responsive behaviors are modeled among faculty, staff and students. | Principal will monitor progress through 30-60-90 day plan. Part of the plan will include social/emotional training for HS staff.. |  | Title 4General Funds |
| **(CONDITION)**Schools will ensure all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.**(PRACTICE)**High School students will use Edgenuity for credit recovery. **(CONDITION)**Provide a case manager and online access for virtual learning to students that have attendance barriers. | A designated staff will closely monitor each student using Edgenuity for credit recovery or for virtual placement. Infinite CampusComplete performance measures of all virtual learning students will be monitored and communicated to school leadership. |  | FRYSCTitle 1Title 4 Title V General Funds |

## 5: Growth

| Goal 6: For each school to increase the Growth Indicator by 2 each year for a total 6 point gain by year 2021 as measured by state-required academic assessments. |
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| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1The Elementary School will increase from 15.8 to 17.8, and the Middle school will increase from 9.8 to 11.8 by 2019 as measured by state-required academic assessments. | Improve and sustain the learning culture and environmental systems of the school in order to ensure an optimal and safe learning environment and reduce adverse barriers to learning by meeting needs of students. | **(PROCESS)**Schools will provide training on emotional/social barriers and on Trauma Informed Care to ensure culturally responsive behaviors are modeled among faculty, staff and students. | Principal will monitor progress through 30-60-90 day plan. Part of the plan will include social/emotional training for HS staff. |  | Title 4General Funds |
| **(CONDITION)**Schools will ensure all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.Add additional FRYSC staff. | Lower number of discipline referrals.Increased number of students receiving services. |  | FRYSCTitle 1Title 4Outside Grants |
| Increase Growth indicator of Hispanic Elementary students 14.6 to 16.6 by 2019 as measured by state-required academic assessments. (TSI) | Improve and sustain the learning culture and environmental systems of the school in order to ensure an optimal and safe learning environment and reduce adverse barriers to learning by meeting needs of students. | **(PROCESS)**Schools will provide training on emotional/social barriers and on Trauma Informed Care to ensure culturally responsive behaviors are modeled among faculty, staff and students. | Principal will monitor progress through 30-60-90 day plan. Part of the plan will include social/emotional training for HS staff. |  | Title 4General Funds |
| **(CONDITION)**Schools will ensure all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.Add additional FRYSC staff. | Lower number of discipline referrals in Infinite Campus.Increased number of students receiving services. |  | FRYSCTitle 1Title 4Outside Grants |

## 6: Transition Readiness

| Goal 7: Increase Transition Readiness Indicator from 68 in 2018 to 83 by 2021 as measured by state-required academic assessments. |
| --- |
| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
 | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%202%20Design%20and%20Deliver%20Instruction%20Classroom%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%203%20Design%20and%20Deliver%20Assessment%20Literacy%20Classroom%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data%20Classroom%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%205%20Design%20Align%20Deliver%20Support%20Classroom%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%206%20Establishing%20Learning%20Culture%20and%20Environment%20Classroom%20Activities.pdf)
 | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1Increase Transition Readiness Indicator from 68 in 2018 to 73 in 2019 as measured by state-required academic assessments. | Sustain the design and deployment of CTE Pathways to ensure all students have access to a transition ready pathway. | **(PRACTICE)**Seek new opportunities within the programs already offered at the High School. | Academic Course catalog with new career pathways and industry certs available. |  | Carl Perkins |
| **(PRACTICE)**Utilize ILP’s in identifying student interests and opportunities. | Monitoring of ILP records. |  | General Funds. |
|  | **(PRACTICE)**Participate in the Local ATC. Begin interests surveys early with students and guide to into the pathways offered at the ATC.Utilize all available seats allocated by the ATC. | ILP records.ATC Homeschool reports will show enrollment.Infinite Campus, TEDS.Number of TR students. |  | Carl PerkinsGeneral Funds |
| Improve design and delivery of ACT like instruction to ensure all students have opportunity to prepare for the ACT. | **(CONDITION)**Implement new ACT/College and Career preparation guidance and counseling programs. OnToCollege ACT and college prep program. | ACT practice data and student record of work in the program. |  | Title IV |
| Objective 2Increase percentage of Highs School ESL plus monitored students from 33% to 50% by 2019 as measured by state-required academic assessments. (TSI) | Implement evidence based best practices to address TSI (Hispanic students in the elementary) groups. | **(PRACTICE)**Use ESL strategies such as Kagan learning to help Hispanic students.**(CONDITION)**Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, Career Counseling, Scholarship applications, Dual Credit courses, etc. | Hispanic student performance on formative and interim assessments.Hispanic student enrollment in dual credit courses.Infinite Campus. |  | Title IIITitle ITitle VGeneral FundsESS |