

Gallatin County Schools

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Tony Jury, Director of Curriculum, Instruction and Assessment

Report of December 17, 2019, Gallatin County Board of Education Meeting

1. Professional Development

- a. All staff have received professional learning in "high yield instructional strategies." These are teaching practices that have been researched and are proven to work in all environments with strong evidence. School admin monitor the implementation of the learned practices by using a district walk through observation tool. In addition, lesson plans are reviewed.
- b. The high school and middle school staff have been trained in various social/emotional aspects of addressing the whole child. The lower and upper elementary staff will begin training on January 3rd.
- c. Four Gallatin County Administration have been participating in the National Institute for School Leadership. This is a year long commitment. The four have gained a great deal of leadership knowledge that challenges the "status quo" of our system. We have learned that we can't fix the people, we have to fix the system. We all are a part of the system and must do our parts. The system needs to clearly define the parts. The system needs to clearly define the parts.
- d. New and inexperienced teachers are participating in special training facilitated monthly by our district Title II instructional coach. These teachers are being lead through four book studies. Instruction and classroom management are the main focus of this training.

2. Curriculum - The district is currently engaged in adopting the newly revised Kentucky Academic Standards. Aligning curriculum K-12 remains at the top of our priority list. We will accomplish alignment through focusing on the standards at each grade level.
3. Instruction - In January the district will begin working from a new 30-60-90 day plan that is aligned with the CDIP. The FY20 CDIP contains many changes that will be implemented over the course of the next school year. District admin is currently working with KDE Continuous Improvement Coaches in developing activities that have been proven to yield improvement. The district is also establishing systems that will ensure implementation and monitoring.

4. Assessment -

- a. Second round of iReady Diagnostics completed. Approximately 50% of elementary students are meeting growth goals. Diagnostic data reveals where students are not growing. iReady prescribes online instruction for each student as well as student groups. Teachers have access to evidence based teaching practices that address identified areas of need.
 - b. The Middle and High School are using CERT this year which is aligned with the ACT. These schools are also using ALEKS, an online math program with proven results across the state.
 - c. HS sophomores are scheduled to take the ACT in February. This will be taken online. This is addition to required accountability testing.
 - d. Current juniors will take the ACT at the High School online. The window for testing will be March 10 - 19. (Tues., Wed., Thur. test days)
 - e. All schools will also participate in KDE online Field Test Administration (February 24 - March 6).
 - f. Spring K-PREP will be the last 14 instructional days of district calendar for grades 3-8, 10 and 11.
 - g. ACCESS for ELLs is Jan. 2 - Feb. 7.
 - h. We have one student participating in the early graduation program and has completed all End-Of-Course assessments. These have been mailed back to KDE for scoring.
5. The Lower and Upper Elementary Schools have requested a voluntary KDE review that will occur in January. All CSI schools receive a full mandatory review. We have requested a similar review done by Educational Recovery Specialists. This is only a partial two day review. The staff from both schools indicated a voluntary review will offer information that will help us improve. We learned about this opportunity from attending NISL and I am excited about it. Experienced (outside eyes) will take a close look at what we do. ER's have no ties with the staff or rituals in our district and can make objective recommendations for the district. This could be a painful process, however, student achievement data has remained low for a number of years. We obviously know we need to improve but what to do is complicated. We only know what we know. A report will be shared with 2 to 3 recommendations for improvement. More than that would be counterproductive. The specialists will decide the most needed improvements and recommend action. The KDE Continuous Improvement Coaches will assist us in developing activities to address the recommendations. It will be up to the district to continue to develop a system of improvement.

Sincerely,

Tony Jury

Director of Curriculum, Instruction and Assessment