Gallatin County Schools

2020 - 2021 Comprehensive District Improvement Plan (CDIP) (FY21 Needs Assessment)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

11/26/19   *Goals adjusted to align with ESSA regulations found on https://openhouse.education.ky.gov/Data under Assessment tab.

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Spring 2019 DATA

Reading

RD	ES	MS	HS
P/D%	43.3	56.4	34.7
A%	27.6	19.9	20.4
N%	29.2	23.6	44.9

Math

MA	ES	MS	HS
P/D%	36.2	40.7	20.2
A%	41.3	43.6	43.4
N%	22.4	15.7	36.4

Writing

WR	ES	MS	HS
P/D%	45.8	22.8	37.1
A%	28.8	50.9	39.2
N%	25.4	26.3	23.7

Gap -- EL plus Monitored

RD	ES	MS	HS
P/D%	14.3	6.7	-
MA	ES	MS	HS
P/D%	23.8	6.7	9.1

Gap -- Males

RD	ES	MS	HS
P/D%	34	49.2	22.2
WR	ES	MS	HS
P/D%	27.9	12.1	28.3

Novice Reduction -- EL plus Monitored

%N	ES	MS	HS
RD	45	64.3	-
MA	30	28.6	45.5

Novice Reduction -- Males

%N	ES	MS	HS
RD	37.9	32.8	53.3
WR	38.2	43.1	39.1

All Students - Combined Proficiency Indicator

Elementary	Middle	High
59.6	67.3	44.2

All Students - Separate Academic Indicator

Elementary	Middle	High
64.7	60.5	49.3

All Students Growth Indicator

Elementary	Middle
47	51.9

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1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2023, Gallatin County Schools will increase the percentage of students scoring proficient in reading and math by 2023 as measured by state-required academic assessments.									
Reading	Elementary	Middle	HIgh	**% P/D**	Math		Elementary	Middle	High
2019 Percent Proficient	43.3%	56.4%	34.7%		2019 Percent Proficient		36.2%	40.7%	20.2%
2023 Percent Proficient Goal	53.6%	64.3%	46.6%		2023 Percent Proficient Goal		47.8%	51.5%	34.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, Gallatin County Schools will increase the percentage of students scoring proficient in Reading and Math. **2020 Goals / Reading %PD / Math %PD** Elementary 45.9% 39.1% Middle 58.4% 43.4% High 37.7% 23.8%	KCWP 2 Design and deliver instruction. KDE Continuous Improvement coaches will provide professional learning in high yield instructional strategies.	(Practice) Teachers will include these strategies in their lesson plans and routinely use high yield instructional strategies.	District instructional strategy walk through will document evidence of high yield instructional practices being used effectively in 100% of classrooms.	School principals will present walk through data to the district instructional PLC each month.	$0
	KCWP 2 Design and deliver instruction. District will develop and implement formalized lesson plan templates.	(Condition) Schools will adopt the lesson plan template or create a version that serves individual school needs. (Practice) School level PLC's will systematically review lesson plan examples, assignments and assessments in an effort to provide peer feedback and work to build collective teacher efficacy.	100% of teachers providing quality lesson plans that address multiple student instructional needs.	School principals will require lesson plans be made available for each three weeks. Principals will check plans and provide timely feedback. Creation of a district wide lesson planning hub where all lesson plans, resources and assessments are housed. School principals will systematically review lesson plans throughout the year.	$0
Objective 2 By May 2020, all students will decrease Novice by 10% in each content area.	KCWP 2 Design and deliver instruction. Use distance learning during COVID crisis.	(Practice) District goes 1-to-1 with digital devices for all students. (Condition) All district teachers receive training in using digital learning platforms and create lessons for all students to have remorse access. (Practice) The district will invest in digital learning and assessment platforms such as	All students receive a personal digital device. Teachers using digital learning platforms to deliver instruction. Reports from each online learning platform will show	School principals will set distance learning expectations. Principals will observe digital lessons and provide feedback. Principals will monitor IC grade input. Team one will develop distance learning surveys to gain student and parent feedback.	$250,000 CARES/GEERS TITLE I $150,000 TITLE I TITLE 5 General Funds

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			Achieve 3000, Edgenuity, ALEKS, Reading Plus, Lexia, Gizmos, iReady instruction and assessment, Ready Core Curriculum. Team One district instructional PLC will do a book study on *The Distance Learning Playbook.*	growth over a period of time.	Diagnostic and assessment data will be used to drive instruction, ESS and intervention decisions. Team One agenda.	$1000 Title II
	KCWP 3 Design and deliver assessment literacy. The district will develop a vertical assessment plan that prepares students for	(Process) PLC teams will create and implement a system that allows students to set goals and to track and evaluate their progress towards goals.	Student Goal Setting/Tracking Forms	Each grading term.	$0

	state assessments and other college entry exams.			
	KCWP 4 Review, Analyze and Apply Data to ensure a uniform way of examining and interpreting all of the data that schools provide.	(Process) District instructional PLC (Team One) will develop a comprehensive assessment plan that will effectively prepare students for all types of assessments.	Assessments will include the language of standards, DOK level of questions and types of questions that will be on state standardized assessments.	Team level PLC's will review assessments to ensure all variables are being met. PLC agendas and minutes. Pacing/Assessment Calendars.	$0
		(Process) District instructional PLC will meet once a month to analyze data and plan next steps in providing high yield instructional practices.	District walk through instrument, Meeting Agendas, Continuous Imp. Google Site	Principals will collect data each month and share at district PLC meeting.	$0
	KCWP 5: Design, Align and Deliver Support through providing instructional coaches, interventionists and teacher assistants.	(Practice) Place instructional coaches in HS, MS and LE to work with teachers in analyzing data, utilizing PLC's, training in best practices and monitoring curriculum and assessments. (Practice) Place reading and math interventionists in the UE and a reading interventionist in the LE. (Practice) Place two instructional assistants in the UE and one in the LE.	Frequency and quality of instructional best practices being planned and used effectively. Successful exit of students in Tier 2 and Tier 3 interventions for specific skills. Small group instruction being used in the classroom setting allows for more intentional instruction.	Lessons will be submitted and monitored in the school lesson Hub. PLC minutes. Intervention progress monitoring records. Small group instruction strategies documented in lesson plans.	$200,000 Title I, II
	KCWP 5: Design, Align and Deliver Support by purchasing supplemental Ready Core Curriculum for elementary students.	(Condition) In response to the COVID crisis elementary students will receive a tangible Math, Reading and Writing student notebook they can use during times of remote learning and during the regular classroom.	Successful student and parent engagement through the use of student notebooks.	Periodic check for completion of activities in student notebooks.	$25,000 Title I
	KCWP 5: Design, Align and Deliver Support by developing and implementing an effective ESS program.	(Process) School principals, school level ESS coordinators, transportation director and district level admin will plan an ESS program that is equally accessible for children that qualify.	Students will have successful exit from the different ESS interventions.	Required ESS reports.	$48,000 ESS Funding

2: Separate Academic Indicator

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Goal 2 (State your separate academic indicator goal.): By 2023, Gallatin County Schools will increase the students scoring proficient in Science, Social Studies and Writing as measured by state-required academic assessments.

Science	Elementary	Middle	High	Social Studies	Elementary	Middle	High	Writing	Elementary	Middle	High
2019 Actual	19.1%	19.5%	10.3%	2019 Actual	66.9%	62.3%	NA	2019 Actual	45.8%	22.8%	37.1%
2023 Goal	33.8%	34.1%	26.6%	2023 Goal	72.9%	69.2%	NA	2023 Goal	55.7%	36.8%	48.5%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, Gallatin County Schools will increase the percent of students scoring proficient in separate academic indicators. | 2020 Goals	S %PD	SS %PD	W %PD | |---|---|---|---| | ES | 22.8% | 68.4% | 48.3% | | MS | 23.2% | 64% | 26.3% | | HS | 14.4% | NA | 40% |	KCWP 1: Design and Deploy Standards Implement an aligned, viable curriculum.	(Process) Teachers will engage in weekly PLC meetings using PLC protocol to determine essential standards for instruction, analyze data based on common formative, summative, or benchmark assessments, and plan next steps based on instructional needs. (Practice) One STEM teacher will continue to practice STEM instruction at the Lower and Upper Elementary.	PLC Agendas, data analysis and next steps, grade-level common formative assessments, curriculum pacing documents.	Minimum of quarterly	$45,000 Title I
	KCWP 4: Review, Analyze and Apply Data Engage in student work analysis in order to plan instruction and ensure aligned writing curriculum.	(Process) PLCs will complete student writing work analysis.	PLC agendas, data analysis and next steps, grade-level common formative assessments	Minimum of quarterly	$0
		(Process) School level writing PLC's consult with KDE continuous improvement coach for high yield instructional strategies in writing.	Developed writing strategies, observation data, formative assessment data	Minimum of quarterly	$0
		(Practice) Implementation of writing plan and vertical alignment. Teachers will collaborate to analyze student writing (differing levels contrasted with grade-level exemplars) and determine vertical alignment of skills.	Defined writing vertical alignment plan, student work analysis	Minimum of quarterly	$0

3: Growth

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Goal 3 (State your growth goal.): By 2023, Gallatin County Schools will increase the Growth Index to 60 (elementary), and 57 (middle) as measured by state accountability calculations.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, the Growth Index will increase to 53.9 (elementary) and 49.5 (middle).	KCWP 2: Design and Deliver Instruction Develop teacher capacity in using iReady, ALEKS, and ACHIEVE data in order to personalize instruction and intervention strategies. KCWP 4: Review, Analyze and Apply Data	(Process) Teacher PLC Teachers will utilize instructional grouping reports in order to differentiate instruction based on iReady, ALEKS, and ACHIEVE results.	PLC agendas, data analysis, lesson plans	PLC's will review student progression monthly. Plans will be developed for students that are not progressing.	$0
		(Process) Professional learning Teachers will participate in professional development on utilizing iReady, ALEKS, and ACHIEVE data.	iReady, ALEKS, and ACHIEVE assessment data, professional learning documentation	School admin will review iReady, ALEKS, and ACHIEVEdata monthly. Student time on task and student progression will both be monitored.	Title Fund

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4: Achievement Gap

Goal 4 (State your achievement gap goal.): By 2023, Gallatin County Schools will increase the number of English Language Learners Plus Monitored scoring proficient in reading and math as measured by state-required academic assessments. In addition, by 2023, Gallatin County Schools will increase the number of Hispanic students scoring proficient in reading and math as measured by state-required academic assessments.

		Elementary	Middle	High	% P/D			Elementary	Middle	High
Reading	EL + Monitored 2019 Actual	14.3%	6.7%	NA		Reading	HIspanic 2019 Actual	20.7%	25%	15.4%
Reading	EL + Monitored 2023 Goal	29.9%	23.7%	NA		Reading	Hispanic 2023 Goal	35.1%	38.6%	30.8%
Math	EL + Monitored 2019 Actual	23.8%	6.705	9.1%		Math	HIspanic 2019 Actual	27.6%	22.2%	15.4%
Math	EL + Monitored 2023 Goal	37.7%	23.7%	25.6%		Math	Hispanic 2023 Goal	40.8%	36.3%	30.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, Gallatin County Schools will increase the number of English language learners plus monitored scoring proficient in reading and math. **Goals / ES / MS / HS** RD 18.2% 10.9% NA Math 27.3% 10.9% 13.2% By 2020, Gallatin County Schools will increase the number of Hispanic students scoring proficient in reading and math. **Goals / ES / MS / HS** RD 24.3% 28.4% 19.2% Math 30.9% 25.7% 19.2%	KCWP 6: Establish Learning Culture and Environment. Develop and implement consistent classroom expectations rooted in SEL to ensure a positive, safe learning environment.	(Condition) Professional Development - Bounce is designed for teachers and staff as professional development with the following training objectives: • Increased awareness of trauma • Ability to identify the effects of trauma through a trauma lens • Increased skill in creating safe school environments that build resilience • Improved awareness of signs and symptoms of trauma • Understanding of the importance of building resiliency and ways to do so • Understanding how to make referrals for additional services	Professional learning documentation, school level care plans for students that have SEL and cultural needs	Discipline referrals and attendance records will be reviewed weekly.	Title Fund
		(Process) Create a culturally responsive district by establishing a multi-tiered system of support for behavior and academics. The ESL coordinator will meet with the district instructional leadership team monthly to analyze data and develop improvement plans.	Disaggregated data will be analyzed monthly, iReady and CERT data will be analysed, PSPs, meeting agendas	EL and Hispanic student data will be pulled and analyzed after each diagnostic.	Title Fund

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		(Condition) MS, UE, & LE will continue and expand Leader In Me programs at each level. LiM curriculum will be used during the regular instruction each day.	Students will have clearly defined educational goals. Less student discipline issues.	IC discipline referral data. Student led conferences.	Title IV $20,000
		(Practice) Implement a new and improved teacher induction program. GC P.L.A.N.E.T.	New teachers will have mentors, observe experienced teachers, receive specific professional learning and have a support committee.	Completion of GG P.L.A.N.E.T. documentation.	Title II $10,000
	KCWP 6: Establishing Learning Culture and Environment by implementing MTSS and PBIS best practices.	(Condition) The district will receive training from KY ABRI and OVEC on MTSS and PBIS. (Process) Form a district MTSS team and begin to establish common MTSS for each school. (Practice) Use proven academic and behavioral interventions to support students experiencing challenges.	Number of intervention strategies defined and implemented district wide. Number of student behavior incidents resolved using MTSS and PBIS strategies.	Defined systems in print. IC data	
	KCWP 6: Establishing Learning Culture and Environment by enrolling school admin and instructional coach in NISL.	(Practice) One principal and one instructional coach will participate in the National Institute for School Leaders (NISL).	Each participant will create an ALP or action learning project that incorporates the information and practices learned throughout NISL.	Evidence of NISL practices being implemented.	Title II $5000

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2023, Gallatin County Schools will increase the transition readiness index to 80 as measured by state accountability calculations.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2020, Gallatin County Schools will increase the transition readiness index to 64.	KCWP 2: Design and deliver instruction to develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	(Practice) Develop an additional period in the daily schedule. Students will utilize ALEKS online Math instruction and Achieve 3000 online reading instruction to build transition readiness skills.	ALEKS performance and instruction completion reports, Achieve 3000 performance and completion reports	Teachers will monitor student performance and progress weekly.	Title Funding

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| | | (Practice) Teachers will utilize high yield instructional strategies and ACT test taking strategies. | Lesson plans, formative assessments, CERT data | School admin will monitor 3 week unit lesson plans weekly and provide timely and constructive feedback.

School admin will utilize district observation tool to document the utilization of high yield instructional strategies. | $0 |
| | KCWP6: Establishing Learning culture and environment to ensure that all available resources are deployed to assist students in need. | (Process) The HS will develop a program in cooperation with local business and industry that gives students opportunities to visit and tour all local facilities. | Number of students participating in tours. | Tour opportunities will be offered monthly. | Locally funded. |

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By 2023, Gallatin County Schools will increase the Graduation Indicator to 97 as measured by state accountability calculations. The 4 Year Cohort rate will increase from 89.9% to 90.8%. The 5 Year Cohort rate will increase from 92.6% to 93.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, Gallatin County Schools will increase the graduation indicator to 93. 4 Year Cohort Rate Goal = 90.1% 5 Year Cohort Rate Goal = 92.8%	KCWP6: Establishing a learning culture and environment to ensure that all available resources are deployed to assist students in need.	(Condition) The school will develop a systems of support for students that miss multiple days of school. School admin and FYRC coordinator will conduct home visits when students are missing school.	Student attendance records, IC grade performance	Student attendance will be monitored daily and home visits will be conducted weekly.	
		(Practice) The school will offer a virtual learning program for students that face significant barriers in the traditional classroom placement. A certified teacher will be assigned to all virtual learning placements.	Edgenuity reports, IC grade performance, credits awarded	Weekly reports will indicate adequate performance. Students not meeting prearranged performance goals will receive adjustments to their virtual learning and teacher contact schedule.	General Funds, Title Funds

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Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval. **Response:**