**Gallatin**

**County Schools**

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October 18, 2021 Board of Education Meeting Report

**Curriculum, Instruction and Assessment Work**

* Currently in the process of gathering and analyzing data from Kentucky Summative Assessments, iReady Fall Diagnostic and other formative assessments. Each school and the district will use this data to complete a needs assessment that will drive the development of our continuous improvement plans.
* We are in the middle of the CASE Fall Benchmark Assessments window. The window closes at the end of October and we will have that data to use as well.
* The SY21 Kentucky Summative Assessments were not only shortened and not used for accountability, they were also used to measure new Kentucky Academic Standards. Therefore, the state had a lot going on last year. New standards were being assessed so the results are considered as kind of a baseline measure. Meaning, the released scores are a starting point and are not comparable to previous KPREP data.
* Taking all the above into consideration, it’s safe to say we have a lot of work to do. Our district is up to the challenge. We will be addressing potential learning loss through the implementation of learning acceleration.
	+ First step, assess students in multiple ways to determine baseline knowledge.
	+ Second step, review all district pacing guides for a couple of reasons. We need to ensure all standards are being taught in a sequential order that promotes conceptual learning. Reviewing pacing guides also will encourage schools to look at what they are doing with a critical eye. We must be intentional when teaching Kentucky Academic Standards. Are we teaching the level of the standard and are we using the appropriate vocabulary found in the standard? Are we asking our students to do what the standard is asking them to do?
		- Members of the OVEC CRRSA team is working with me, the principals, instructional coaches and PLC’s offering guidance as we move through this process.
		- By January, the district will have uniform K-12 pacing guides on a district owned template. This will begin to create consistency throughout the district.
	+ The next step, starting in November, teachers across the district will be lead through a process of adjusting the curriculum. All students are entitled to have the same opportunity to learn the Kentucky Academic Standards at grade level. At the same time we must address learning needs and fill the gaps of students that are not ready for grade level learning. Teachers will work to offer “just-in-time” instruction. Each standard comes with a progression of learning. Teachers will use this progression of learning to create short lessons to address needed learning just in time, right before grade level content.

*“Maximizing Student Learning and Achievement”*

* We are finding that teachers need new skill sets or different methods to address the needs of their students. The Upper Elementary has plans to learn more about the “Recipe for Reading”, a program that offers multiple instructional strategies that are needed to help students learn the foundational literacy skills. With the majority of our students being one or more grade levels behind, our teachers are asking for resources and training that will help them address learning loss.
* Schedule adjustments. There are many things that are out of our control each day. The schedule is NOT one of them. We control the daily schedule. We are learning that the solutions to many problems lie within 20 feet of the problem, meaning the people have the collective efficacy to solve many of our issues. Our school councils have done a great job reviewing their schedules and questioning if they are using each minute of their time wisely. I believe schedules need to change as needs change. We currently have a great need for social/emotional support as well as reading and math instruction. One is not more important than the other. We are seeing schools address these needs by intentionally spending more time in these areas.
* Our Lower Elementary teachers are working hard to expel the fear of math. We are using new instructional techniques that involve creative and very engaging activities. We are looking forward to seeing the progress.
* Adjusting classroom assessment and expectations. CASE Benchmark Assessments has provided assessment items that accurately reflect the rigor, depth of knowledge, vocabulary and format of Kentucky Summative Assessments. Teachers across the district are beginning to use this resource when building units and formative assessments. Our students will have opportunities to learn at the appropriate standard and grade level when using CASE Assessment items. Teachers are beginning with the end in mind as they start with the assessment and plan instruction from there. What do our students need to know and need to be able to do to master each standard? CASE will be a tremendous resource in helping us determine those things.
* **Evaluation and Professional Growth** – We are implementing a new evaluation and professional growth management system. This new management system will help us to focus our growth goals on the needs of our students. Professional development will be assigned through the new management system. This will require us to be more intentional when considering professional learning for whole staff development or for individual professional growth plans. The management system is very cost effective, cheap, and it syncs with our current Safe Schools training. We plan to bring classified evaluations on board next year.
* **ESL** – Our ESL population continues to grow. Our new ESL team is doing a phenomenal job supporting our English Language Learners and teachers. There are 12 new non-English speaking students throughout the district. These students are very excited to be here and to learn. Recently, we purchased Android tablets and installed Google Translate. These tablets can translate English to Spanish and Spanish to English in text or audio. These were distributed last week to MS/UE and to the HS today. Our students were very excited to receive these tools. We are hoping this will be one more support that will help them transition.
* Motivation – My goal is to help principals provide positive motivation for our teachers. What motivates someone to be a teacher? What motivates them to be the best teacher? Answer, the students. Teachers are intrinsically motivated and when we can provide support, encouragement, resources and energy then we will see our teachers do even more amazing things for our students. When our teachers use evidence based strategies and see our students meet new expectations then there is an excitement in the air.
	+ Motivation accelerators - collaboration, quality leadership, success, mutual respect, praise, appreciation
	+ Motivation killers – high stakes accountability, being stuck on negative conversations, being ridiculed, no appreciation, no recognition, constant mention of issues, poor leadership
* Motivation – What motivates a student to learn? Answer: A motivated teacher.