

Gallatin County Lower Elementary  
SBDM Meeting Agenda  
Library 4:30 pm  
December 8, 2021

1. Opening Business
  - a. Welcome
  - b. Approval of the Agenda
  - c. Approval of the Minutes of the previous meeting
  - d. Good News Report
  - e. Public Comment
2. Student Achievement
  - a. Accelerating Learning
  - b. Assessing Student Achievement
3. School Improvement Planning
  - a. Monthly Review
  - b. Comprehensive School Improvement Plan
  - c. Social and Emotional Leadership and Learning
4. Budget Report
  - a. Budget Review
5. Committee Report
6. Bylaw or Policy Review/Readings/Adoption
7. Old Business
8. New Business
9. Ongoing Learning
10. Upcoming Deadlines
11. Adjournment

Gallatin County Lower Elementary  
SBDM Meeting Agenda  
Library 4:30 pm  
November 10, 2021

1. Opening Business

- a. Welcome
  - i. called to order at 4:35PM
- b. Approval of the Agenda
  - i. Motion to approve: Megan Skidmore
  - ii. Second: Angie Jones
  - iii. All in favor
- c. Approval of the Minutes of the previous meeting
  - i. motion to approve: Angie Jones
  - ii. Second: Megan Skidmore
  - iii. All in favor
- d. Good News Report
  - i. Tutoring has started, in the third week. Things are going well.
  - ii. PBIS is going well
  - iii. Morning meeting going well
  - iv. Finishing up this round of assessments
  - v. Clubs seem to be going well
  - vi. Veterans day parade is tomorrow
  - vii. Sub situation is improving - very helpful
  - viii. Thanksgiving break is right around the corner
- e. Public Comment
  - i. none

2. Student Achievement

- a. Accelerating Learning
  - i. Ongoing topic. Goal is to standardize standards. Will still teach everything but not access everything. OVEC leading this work. Will be meeting after school and two second grade members will work with Upper Elem. Goal to have vertical alignment.
- b. Assessing Student Achievement
  - i. Iready
    - 1. Special Ed - reviewed statistics
    - 2. Summer School - reviewed for reading post summer school
      - a. Plan to look at SNAP and BASS in the future for these kids
      - b. Would like to see data for same kids for the i-ready reading scores from before Summer School

3. Talked about making sure kids that are "on level" are still being challenged. Using small groups helps make this happen since small groups are at their level.
3. School Improvement Planning
  - a. Monthly Review - discussed
  - b. Comprehensive School Improvement Plan - Phase 3 in development. Will review at next monthly meeting
  - c. Social and Emotional Leadership and Learning - read overview on topic.
    - i. Angela is focusing on this, as well as Candace.
    - ii. Talked about doing SEL check-ins at a classroom level.
    - iii. Sensory room work is in progress. When ready, OT teachers will discuss with Teachers on how/when to use the room.
    - iv. Still room for improvement as far as SEL is concerned.
4. Budget Report
  - a. Budget Review - reviewed and discussed expenses
5. Committee Report
  - a. Action Teams
    - i. Leadership team: Finalized Veterans Day parade plans & assigned roles. Updated Family Connection bulletin board, working on the saying still.
    - ii. Culture team: Staff outing, good opportunity for team building. Pictures have been added to the service learning bulletin board. Planned Christmas dinner. This team is going to work on the matrix for the Code of Conduct, goal to have it done by the end of the school year.
    - iii. Academic team: Updated bulletin board in the lobby, related to keeping track of goals. School wide celebration on 11/23, will be voting in the library.
6. Bylaw or Policy Review/Readings/Adoption
  - a. Discipline and classroom management
    - i. Motion to approve with small revisions (removing Kathyryn Winn, changing shareholders to stakeholders, making "school wide" one word & making the tree and flow chart graphics readable.) - Meagan Skidmore
    - ii. Second - Amber Perkins
    - iii. All in favor
  - b. Program Appraisal
    - i. Motion to approve with small edit (correcting "chairperon" to chairperson - Angie Jones
    - ii. Second - Megan Skidmore
    - iii. All in favor
  - c. Technology Use
    - i. Reviewed - no changes
7. Old Business
  - a. none
8. New Business

- a. none
- 9. Ongoing Learning
  - a. Major Roles of School Board and Councils
    - i. Ongoing discussion
  - b. Impact Kentucky Working Conditions Survey
    - i. 5 people have taken the survey so far. Have until 12/17 to complete the survey.
- 10. Upcoming Deadlines
  - a. CSIP and working condition survey
- 11. Adjournment
  - a. Motion to adjourn: Angie Jones
  - b. Second: Megan Skidmore
  - c. All in favor

District Contact: Tony Jury

School Contact: Megan Morris

**3 Year Goal(s):**

- Gallatin County Schools will have a district-wide curriculum aligned to the Kentucky Academic Standards.
- 100% of students exiting elementary, middle and high school will successfully demonstrate proficiency on the Kentucky Academic Standards.

**End of Year Goals (Written as SMART Goals):**

Goal 1: Gallatin County Schools will have a district-wide k-12 adjusted curriculum and pacing guides aligned to KAS for each subject by grade.

**In 30 days (Aug. 13)****Evidence of success:**

- Completed needs assessment will establish a work plan for the district with the OVEC CRRSA Team.

**Actions:**

Who is on point?	By when?	Date Completed
Jury	August 13	August 12

- All actions were at District Level

**In 60 days (Oct. 1)****Evidence of Success:**

- Gallatin County and OVEC CRRSA Support Team will develop a year long work plan using the 30-60-90 Plan.
- Coaching sessions will be put in place for the Director of Curriculum, Assessment, and Instruction, Principals, and Instructional Coaches.

**Actions:**

Who is on point?	By when?	Date Completed
Jury	Sept. 30	Sept. 24

- All actions were at District Level

**90 Days (Nov. 19)****Evidence of Success:**

- The principal will use the 30-60-90 day plan to track their work in Curriculum, Instruction and Assessment.

**Actions:**

Who is on point?	By when?	Date Completed
French, Morris	Monthly	Continuing
		June 2022

- Administrative Coaching for Principals
  - Continue monthly support with Cindy French
  - Continue monthly OVOP meeting

<ul style="list-style-type: none"> <li>○ Assist with development of 30-60-90 plan for each principal/school</li> <li>○ Support school actions in KAS Aligned Curriculum</li> <li>○ Support school actions in Planning for Effective Instruction</li> <li>○ Support school actions in Professional Learning Communities</li> </ul>			
<ul style="list-style-type: none"> <li>● <b>Coaching for Instructional Coaches</b> <ul style="list-style-type: none"> <li>○ Continue monthly support protocol for group and individuals</li> <li>○ Support teachers' work in KAS Aligned Curriculum</li> <li>○ Support teachers' work in Planning for Effective Instruction</li> <li>○ Support teachers' work in Professional Learning Communities</li> </ul> </li> </ul>	Shields, Smith	Bimonthly	Continuing June 2022
<ul style="list-style-type: none"> <li>● <b>KAS Aligned Curriculum</b> <ul style="list-style-type: none"> <li>○ District wide K-12 Pacing Guides for all content areas <ul style="list-style-type: none"> <li>■ Develop time-line for training and work</li> <li>■ Share plan with instructional team</li> <li>■ Establish lead and teams at each grade level <ul style="list-style-type: none"> <li>● Convert Pacing Guides to district template</li> </ul> </li> </ul> </li> <li>● <b>Rigorous Curriculum Design Work, prioritizing standards and vertical alignment.</b> <ul style="list-style-type: none"> <li>○ Vertical alignment between schools</li> </ul> </li> <li>○ Adjusted Curriculum for Accelerated Learning <ul style="list-style-type: none"> <li>■ Attend OVEC Network meetings for Training</li> <li>■ IC's will lead teacher teams through first unit in November <ul style="list-style-type: none"> <li>● Instructional Coach will plan and adjust curriculum with PLC team on Tuesdays and Wednesdays</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Morris  Smith/Jury  Smith/Jury Smith	November 2021 November 29, 2021 Dec. 8  Weekly	November 2021   May 2022
<ul style="list-style-type: none"> <li>● <b>Planning for Effective Instruction</b> <ul style="list-style-type: none"> <li>○ Classroom Walk-throughs <ul style="list-style-type: none"> <li>■ Create plan for monthly walk-throughs at each school</li> <li>■ Director will ensure training for the administrative instructional team on ELEOT</li> <li>■ Director and principals will establish specific look-fors: learning targets, evidenced based instructional strategies, student discourse</li> <li>■ Principal will conduct walk throughs on google form and feedback will be sent directly to teachers</li> </ul> </li> </ul> </li> </ul>	Morris	Ongoing	May 2022

<ul style="list-style-type: none"> <li>■ Look fors are : <ul style="list-style-type: none"> <li>● Learning targets are posted.</li> <li>● Learning targets are aligned to KAS.</li> <li>● Instruction is aligned with task.</li> <li>● Target is referred to during the lesson.</li> </ul> </li> <li>○ Evidence-based Instructional Strategies <ul style="list-style-type: none"> <li>■ Continue trainings with KDE</li> <li>■ Monitor and support teachers in use of strategies</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>● Professional Learning Communities <ul style="list-style-type: none"> <li>○ PLCs are meeting on Tuesday and Wednesdays which are led by Morris or Smith</li> <li>○ PLC protocol is being used</li> <li>○ At the end of each unit there is a data team meeting</li> </ul> </li> </ul>	Smith, Morris	Ongoing	May 2022
	Smith, Morris	End of each unit	
<ul style="list-style-type: none"> <li>● Social and Emotional Learning <ul style="list-style-type: none"> <li>○ Mrs Bledsoe is leading lessons in classrooms</li> <li>○ Mrs. Bledsoe has started small group counseling groups.</li> <li>○ Mrs Bledsoe and Mrs Morris met with Chris Sweigart and Melissa Wainwright to discuss check in and check out systems</li> <li>○ Meeting scheduled for team to work on a plan to implement check in check out system</li> </ul> </li> </ul>	Bledsoe	Ongoing	May 2022
	Bledsoe, OVEC, Morris	November 15, 2021	May 2022

<b>120 Days (Jan. 21)</b> Evidence of Success: <ul style="list-style-type: none"> <li>●</li> </ul>			
Actions:	Who is on point?	By when?	Date Completed


150 Days (Mar. 4)

Evidence of Success:

150 days actions:	Who is on point?	By when?	Date Completed

180 Days (Apr. 22)

Evidence of Success:



- All instructional administrators will have used the 30-60-90 day plan to guide the Curriculum, Instruction and Assessment work in their building.
- The district will have a district-wide pacing guide for all content areas.
- Every instructional administrator will participate in 5 school visits to collect ELEOT data.
- The PL plan for 2022-23 will be designed to meet specific curricular needs based on student assessment data.

180 days actions:	Who is on point?	By when?	Date Completed

## Gallatin County Lower Elementary School 2020-2021

### Comprehensive Improvement Plan

School 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, schools 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 (State your proficiency goal): By Spring of 2025, 85% of all students will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.			
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.)	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.)	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.	
<ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By Spring of 2021, 45% of all students will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.	KCWP 3: Create a system for designing and delivering a variety of quality assessments in order to ensure congruency to standards and improve levels of achievement for all students.	<p>Grade level teams will meet in PLCs (weekly) and data teams (as needed) in order to review, analyze, and modify formative and summative assessments, in an effort to improve the quality of assessment schoolwide. Principal will monitor the work by attending meetings and giving feedback based on CASL and other supporting research.</p> <p>Grade level teams will meet monthly with school administration to review progress monitoring data (running records- reading; SNAP data-math) in order to more accurately track student progress and diagnose skill deficits.</p>	<ul style="list-style-type: none"> <li>Team Level PLCs</li> <li>Formative and Summative Assessments</li> <li>Walkthroughs by Instructional Coach and Principal</li> </ul>	PLC agendas and minutes, Assessments, Data Team Minutes, 30-60-90 day plan, SBDM meetings,	TITLE I (Shared Reading Program, Fountas and Pinnell, Writing Program)

4406 Reading      85-44 = 41 ÷ 3 years = 13      44+13=57      7 new goals  
 4006 Math      85-40 = 45 ÷ 3 years = 15      40+15=55

2. Separate Academic Indicator Goal

Goal 1 (State your proficiency goal): By Spring of 2025, 85% of all students will demonstrate proficiency in writing as measured by schoolwide established grade level benchmarks.			
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.)	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.)	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.	
<ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By Spring of 2021, 45% of all students will demonstrate proficiency in writing as measured by schoolwide established grade level benchmarks.	KCWP 2: Improve upon current system for delivering writing instruction in order to ensure that all students are developing toward proficiency as writers.	Establish a writing team composed of school administration and teachers. The purpose of the team will be to follow up on initial writing training that all teachers received over the summer. Duties of the team will include establishment of grade level expectations for benchmarking (non-negotiables) and determining timeline for review of writing samples. Throughout the year, the team will also decide appropriate adjustments and/or next steps needed in order to continuously improve. This work will be supported by KDE Continuous Improvement Coaches.	Non Negotiable Writing Behaviors Meeting Agenda and Minutes	30/60/90 Day Plan	TITLE I (Writing Program)

kept goal the same

### 3: Gap

Goal 3 (State your Gap goal):

By Spring of 2025, 85% of students in a "reported" gap group will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.

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.)	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.)	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.
<ul style="list-style-type: none"> <li>KCWP 1: <u>Design and Deploy Standards</u></li> <li>KCWP 2: <u>Design and Deliver Instruction</u></li> <li>KCWP 3: <u>Design and Deliver Assessment Literacy</u></li> <li>KCWP 4: <u>Review, Analyze and Apply Data</u></li> <li>KCWP 5: <u>Design, Align and Deliver Support</u></li> <li>KCWP 6: <u>Establishing Learning Culture and Environment</u></li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: <u>Design and Deploy Standards Classroom Activities</u></li> <li>KCWP2: <u>Design and Deliver Instruction Classroom Activities</u></li> <li>KCWP3: <u>Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>KCWP4: <u>Review, Analyze and Apply Data Classroom Activities</u></li> <li>KCWP5: <u>Design, Align and Deliver Support Classroom Activities</u></li> <li>KCWP6: <u>Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
By Spring of 2021, 45% of students in a "reported" gap group will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.	KCWP 5: Design, align, and deliver support processes to build a high quality system for RTI, in order to ensure continuous improvement and success for all students.	The Leadership Team, in collaboration with KY-ABRI, will meet at least monthly to review multiple sources of data. The team will work together to improve the quality of Tier 1 instruction, establish timelines for delivery of RTI services, and determine movement of students through tiers of intervention.	RTI plan Data Analysis RTI data Data Teams	30/60/90 Day Plan	RTA grant MAF grant TITLE I

*kept goal the same*

## 5: Growth

Goal 5 (State your Growth goal): By Spring 2025, 85% of all students will meet "typical" growth goals in reading and math as measured by iReady.

<p>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.)</p> <ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<p>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.)</p> <ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	<p>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.</p>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By Spring 2021, 45% of all students will meet "typical" growth goals in reading and math as measured by iReady.</p>	<p>KCWP 2: Improve upon current system for delivering instruction in order to ensure that teachers and students have a shared understanding of learning expectations and success criteria.</p>	<p>School leadership will collaborate with teachers throughout the year to carry out a cyclical PDSA process in order to continuously improve in the areas of effective deployment of learning intentions and success criteria. Work will be supported by KDE Continuous Improvement Coaches and timeline for deployment will be determined by 30-60-90 Day planning cycles.</p>	<p>Team Level PLCs Formative and Summative Assessments Walkthroughs by Instructional Coach and Principal</p>	<p>30/60/90 Day Plan</p>	

kept the same

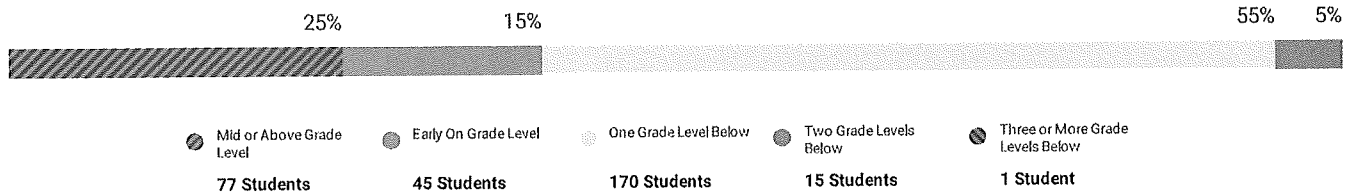
# Diagnostic Results



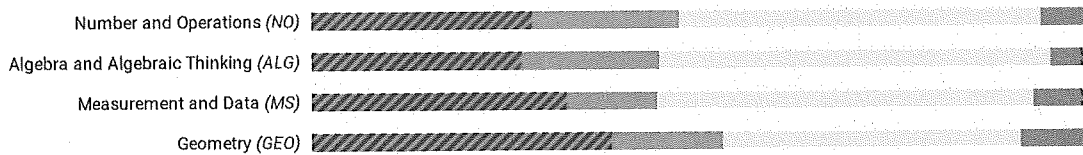
School: GALLATIN CO ELEMENTARY SCHOOL  
 Subject: Math  
 Academic Year: 2020 - 2021  
 Diagnostic: Final Diagnostic  
 Prior Diagnostic: None

## Overall Placement

Students Assessed/Total: 308/309



## Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		43%	17%	40%	0%	0%	98/98
Grade 1		21%	10%	65%	4%	0%	99/100
Grade 2		13%	16%	60%	10%	1%	111/111

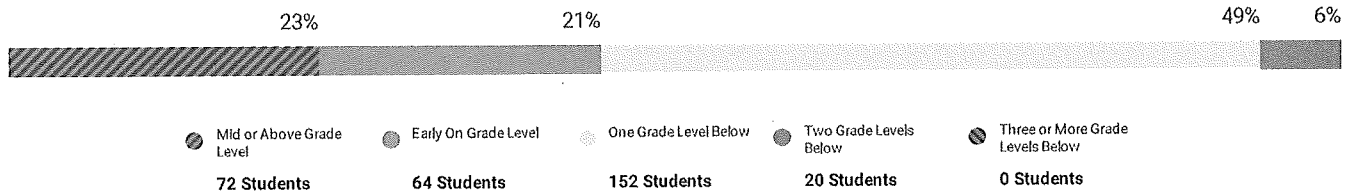
# Diagnostic Results



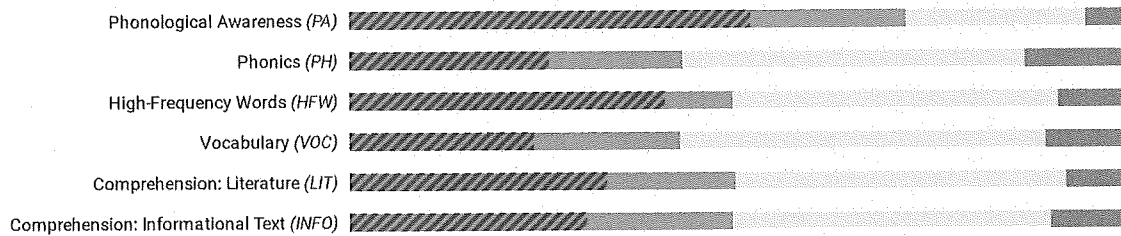
School: GALLATIN CO ELEMENTARY SCHOOL  
 Subject: Reading  
 Academic Year: 2020 - 2021  
 Diagnostic: Final Diagnostic  
 Prior Diagnostic: None

## Overall Placement

Students Assessed/Total: 308/309



## Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		30%	40%	31%	0%	0%	98/98
Grade 1		17%	10%	69%	4%	0%	99/100
Grade 2		23%	14%	49%	14%	0%	111/111



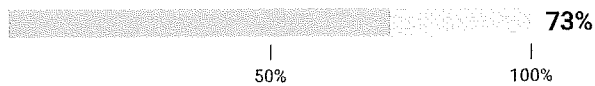
# Diagnostic Growth



School: GALLATIN CO ELEMENTARY SCHOOL  
 Subject: Reading  
 Academic Year: 2020 - 2021  
 Comparison Diagnostic: Final Diagnostic

Students Assessed/Total: 306/309

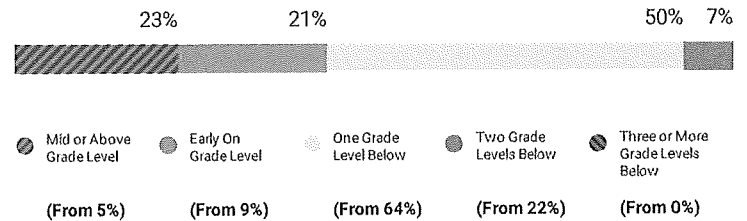
## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 73%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

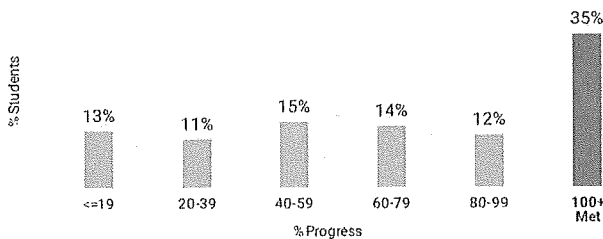
[Learn More About Growth](#)

## Current Placement Distribution

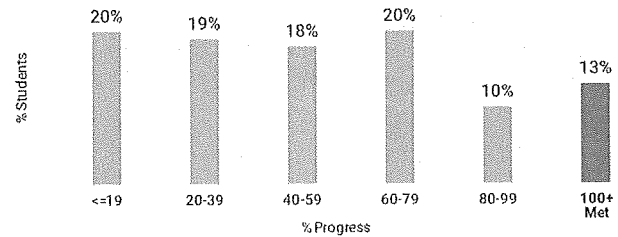


[Learn More About 5-Level Placements](#)

## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	73%	32%	52%	5%	61%	97/98
Grade 1	68%	27%	49%	10%	39%	98/100
Grade 2	86%	45%	52%	23%	64%	111/111

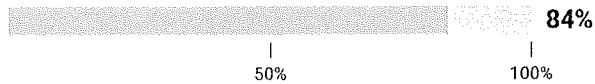
# Diagnostic Growth



School: GALLATIN CO ELEMENTARY SCHOOL  
 Subject: Math  
 Academic Year: 2020 - 2021  
 Comparison Diagnostic: Final Diagnostic

Students Assessed/Total: 306/309

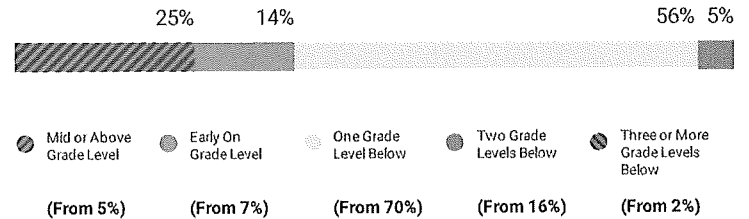
## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 84%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

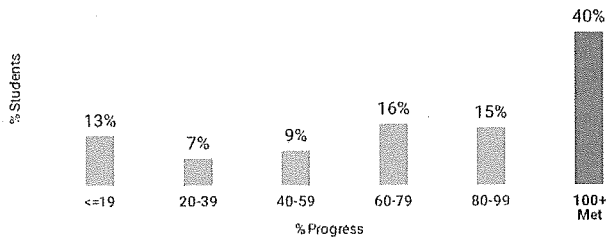
[Learn More About Growth](#)

## Current Placement Distribution

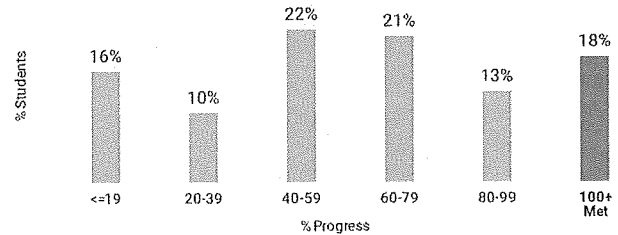


[Learn More About 5-Level Placements](#)

## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	88%	44%	69%	25%	55%	97/98
Grade 1	95%	48%	70%	29%	46%	98/100
Grade 2	76%	28%	50%	4%	46%	111/111

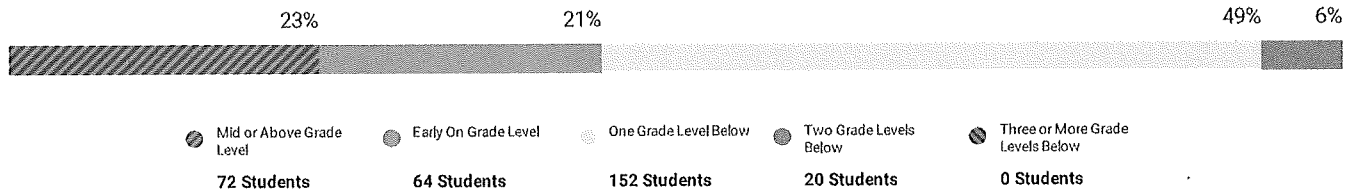
# Diagnostic Results



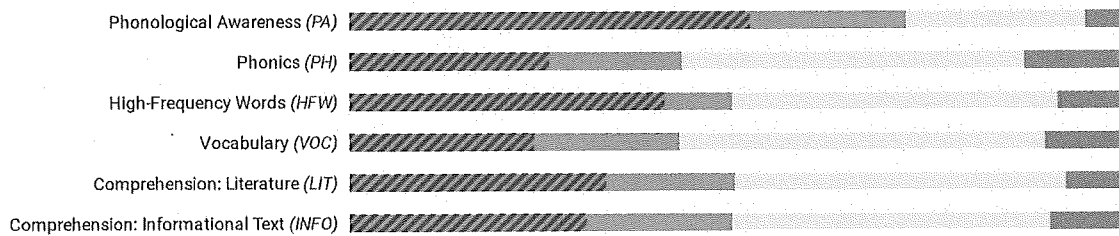
School: GALLATIN CO ELEMENTARY SCHOOL  
 Subject: Reading  
 Academic Year: 2020 - 2021  
 Diagnostic: Final Diagnostic  
 Prior Diagnostic: None

## Overall Placement

Students Assessed/Total: 308/309



## Placement by Domain



Switch Table View

Show Results By

Placement Summary

Gender

Showing 2 of 2

Gender	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Female		26%	19%	51%	4%	0%	155/155
Male		21%	22%	48%	9%	0%	153/154

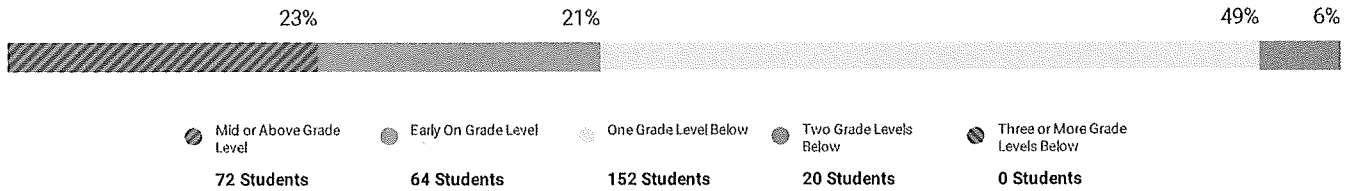
# Diagnostic Results



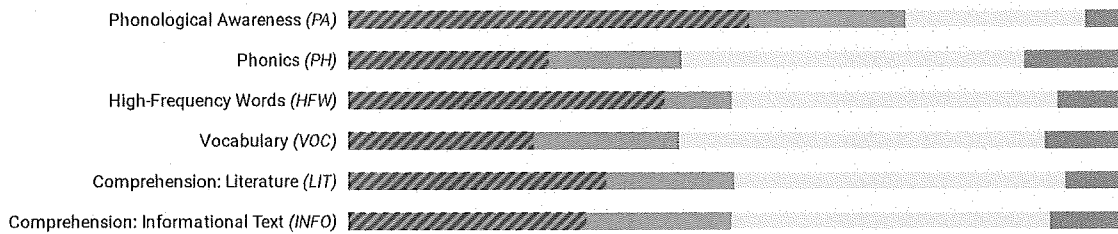
School: GALLATIN CO ELEMENTARY SCHOOL  
 Subject: Reading  
 Academic Year: 2020 - 2021  
 Diagnostic: Final Diagnostic  
 Prior Diagnostic: None

## Overall Placement

Students Assessed/Total: 308/309



## Placement by Domain



Switch Table View

Show Results By

Placement Summary

Hispanic or Latino

Showing 2 of 2

Hispanic or Latino	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Hispanic or Latino		11%	14%	63%	11%	0%	35/35
No - Hispanic or Latino		25%	22%	48%	6%	0%	273/274

## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- 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.

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

## 1: Proficiency

Goal 1 (State your proficiency goal.): By Spring of 2025, 85% of all students will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring of 2022, 57% of all students will achieve Tier 1 ("at or above grade level") in reading and 55% in math as measured by iReady.	KCWP 1- Refine our current system for designing and deploying standards in order to ensure that all students are mastering grade level content.	All teachers collaborate to identify priority standards, vertically align curriculum, and adjust assessments and instruction. Initial meetings will occur both after school and during staff work days, and will be accomplished according to the District's Learning Equity & Acceleration Plan (see attached).	District LEAP Plan  Curriculum documents  Meeting agendas	30-60-90 Day Plan	

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

By Spring of 2025, 85% of all students will demonstrate proficiency in writing as measured by schoolwide established grade level benchmarks.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring of 2021, 45% of all students will demonstrate proficiency in writing as measured by schoolwide established grade level benchmarks.	KCWP 2: Refine our system for delivering writing instruction in order to ensure that all students are developing toward proficiency as writers.	The school writing team (composed of school administration and teachers) will meet monthly. The purpose of the team will be to follow up on initial writing training that all teachers received over the summer and serve as teacher leaders in the area of writing. Duties of the team will include establishment of grade level expectations for benchmarking (non-negotiables) and determining timeline for review of writing samples. Throughout the year, the team will also decide appropriate adjustments and/or next steps needed in order to continuously improve. This work will be supported by KDE Continuous Improvement Coaches.	Non-Negotiable Writing Behaviors  Student Writing Samples  Meeting Agenda and Minutes	30-60-90 Day Plan	



### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3 (State your achievement gap goal.): By Spring of 2025, 85% of students in the reported gap groups of "Hispanic" and "Student with Disabilities" will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2022, 45% of students in the reported gap groups of "Hispanic" and "Student with Disabilities" will achieve Tier 1 ("at or above grade level") in reading and math as measured by iReady.	KCWP 2: Implement a system for delivering more focused personalized instruction in order to meet the specific needs of students in reported gap groups.	Grade level teams will meet in PLCs (weekly) and data teams (as needed) in order to more accurately track student progress and diagnose skill deficits. Teachers will plan adjustments to instruction and communicate needed support to ESL and Special Education staff.	PLC meeting agendas and minutes  Classroom formative and summative assessment results	30-60-90 Day Plan	

## 4: Growth

Goal 4 (State your growth goal.): By Spring 2025, 85% of all students will meet "typical" growth goals in reading and math as measured by iReady.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2022, 51% of all students will meet "typical" growth goals in reading and 55% in math as measured by iReady.	KCWP 5: Design, align, and deliver support processes to build a high quality system for MTSS, in order to ensure continuous improvement and success for all students.	The Leadership Team, in collaboration with OVEC, will meet at least monthly to review multiple sources of data. The team will work together to improve the quality of Tier 1 instruction, establish timelines for delivery of MTSS services (RTI, behavior data, attendance, etc.), and determine appropriate supports based on the data.	Data Analysis  MTSS agenda and minutes  RTI Plan	30-60-90 Day Plan	

12/01/2021 15:47  
9191kgam

GALLATIN COUNTY SCHOOLS  
PROFESSIONAL DEVELOPMENT

NOVEMBER 21

FOR 2022 05

JOURNAL DETAIL 2021 1 TO 2021 13

1  
P  
glytdbud

	ORIGINAL APPROP	TRANSFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101053 PROFESSIONAL DEVELOPMENT							
0338 REGISTRATION FEES	4,500	0	4,500	1,271.20	.00	3,228.80	28.2%
TOTAL PROFESSIONAL DEVELOPMENT	4,500	0	4,500	1,271.20	.00	3,228.80	28.2%
GRAND TOTAL	4,500	0	4,500	1,271.20	.00	3,228.80	28.2%

\*\* END OF REPORT - Generated by Kelley Gamble \*\*



City of Cary, NC

12/01/2021 15:39  
9191kgam

GALLATIN COUNTY SCHOOLS  
| SBDM

1  
| P  
| glytdbud

NOVEMBER 21

FOR 2022 05

JOURNAL DETAIL 2021 1 TO 2021 13

	ORIGINAL APPROP	TRANSFERS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101031 GCES GUIDANCE CNSL GF							
0610 GENERAL SUPPLIES	700	0	700	.00	54.05	645.95	7.7%
TOTAL GCES GUIDANCE CNSL GF	700	0	700	.00	54.05	645.95	7.7%
0101059 GCES LIBRARY GF							
0339 OTH PROF TRAINING & DEV SVCS	755	0	755	.00	.00	755.00	.0%
0610 GENERAL SUPPLIES	300	0	300	92.62	.00	207.38	30.9%
0641 LIBRARY BOOKS	3,990	0	3,990	1,224.18	1,198.20	1,567.62	60.7%
0642 PERIODICALS & NEWSPAPERS	150	0	150	.00	.00	150.00	.0%
TOTAL GCES LIBRARY GF	5,195	0	5,195	1,316.80	1,198.20	2,680.00	48.4%
0101077 GCES PRINCIPAL'S OFFICE GF							
0338 REGISTRATION FEES	0	0	0	395.00	.00	-395.00	100.0%
0349 OTHER PROFESSIONAL SERVICES	438	-38	400	.00	.00	400.00	.0%
TOTAL GCES PRINCIPAL'S OFFICE GF	438	-38	400	395.00	.00	5.00	98.8%
0101118 GCES REGULAR INST GF							
0338 REGISTRATION FEES	800	-800	0	.00	420.00	-420.00	100.0%
0339 OTH PROF TRAINING & DEV SVCS	500	0	500	78.00	.00	422.00	15.6%
0444 COPIER RENTAL	10,000	-4,065	5,935	2,146.85	2,555.04	1,233.11	79.2%
0580 TRAVEL	1,500	0	1,500	.00	.00	1,500.00	.0%
0610 GENERAL SUPPLIES	26,692	12,946	39,638	8,269.71	6,983.65	24,384.64	38.5%
0645 AUDIOVISUAL MATERIALS	1,570	-650	920	.00	.00	920.00	.0%
0679 OTHER STUDENT ACTIVITIES	2,000	-2,000	0	.00	.00	.00	.0%
0697 OTHER SUPPLIES & MATERIALS	9,100	0	9,100	3,337.30	1,703.52	4,059.18	55.4%
TOTAL GCES REGULAR INST GF	52,162	5,431	57,593	13,831.86	11,662.21	32,098.93	44.3%
GRAND TOTAL	58,495	5,393	63,888	15,543.66	12,914.46	35,429.88	44.5%

\*\* END OF REPORT - Generated by Kelley Gamble \*\*

12/01/2021 15:45  
9191kgam

GALLATIN COUNTY SCHOOLS  
INSTRUCTIONAL RESOURCES\TEXTBOOKS  
NOVEMBER 21

1  
glytdbud

FOR 2022 05

JOURNAL DETAIL 2021 1 TO 2021 13

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0101118 GCES REGULAR INST GF							
0610 GENERAL SUPPLIES	0	0	0	0	272.99	-272.99	100.0%
0644 TEXTBOOKS	12,000	0	12,000	2,456.36	879.15	8,664.49	27.8%
TOTAL GCES REGULAR INST GF	12,000	0	12,000	2,456.36	1,152.14	8,391.50	30.1%
GRAND TOTAL	12,000	0	12,000	2,456.36	1,152.14	8,391.50	30.1%

\*\* END OF REPORT - Generated by Kelley Gamble \*\*