

Gallatin County Lower Elementary  
SPECIAL SBDM Meeting Agenda

Library 4:30 pm  
January 19, 2022

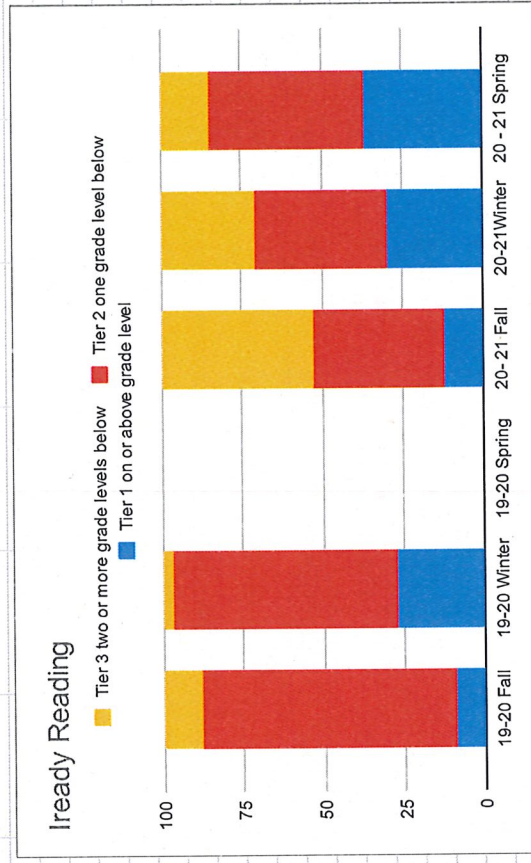
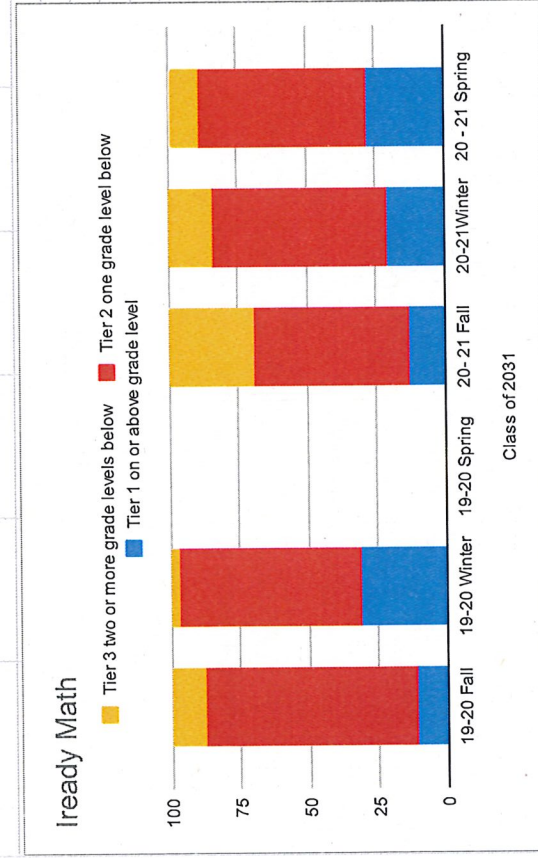
1. Opening Business
  - a. Welcome
  - b. Approval of the Agenda
  - c. Approval of the Minutes of the previous meeting
  - d. Good News Report
  - e. Public Comment
2. Student Achievement
  - a. Accelerating Learning
  - b. Assessing Student Achievement
3. School Improvement Planning
  - a. Monthly Review
  - b. Social and Emotional Leadership and Learning
4. Budget Report
  - a. Budget Review
5. Committee Report
6. Bylaw or Policy Review/Readings/Adoption
  - a. Instructional Practices
  - b. Wellness
  - c. Curriculum
7. Old Business
8. New Business
9. Ongoing Learning
  - a. The Kentucky Family and School Partnership Guide
  - b. Guidance on adding non-voting members and alternative council models
  - c. 2022 Legislative Session
10. Upcoming Deadlines
11. Adjournment

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

1. Opening Business - called to order at 4:47
  - a. Welcome
  - b. Approval of the Agenda - motion to approve made by Angie Jones, seconded by Amber Perkins, consensus achieved
  - c. Approval of the Minutes of the previous meeting - Motion made by ANgie Jones, Seconded by Megan Skidmore, consensus achieved
  - d. Good News Report - snow day was enjoyed, assessments have been keeping us busy
  - e. Public Comment - na
2. Student Achievement
  - a. Accelerating Learning
  - b. Assessing Student Achievement
3. School Improvement Planning
  - a. Monthly Review
  - b. Comprehensive School Improvement Plan - Motion to approve made by Megan Skidmore, seconded by ANgie Jones, consensus achieved
  - 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 - Motion to adjourn made by Sara Hansen, seconded by Amber Perkins, consensus achieved

Iready trend Data

| Class of 2031 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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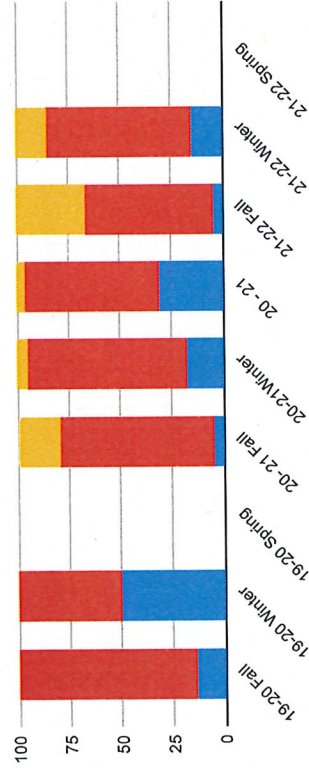


Iready trend Data

| Current Second Graders Class of 2032 |    |                                |    |                | Reading                               |    |    |
|--------------------------------------|----|--------------------------------|----|----------------|---------------------------------------|----|----|
| Math                                 |    | Tier 1 on or above grade level |    |                | Tier 2 one grade level below          |    |    |
| Tier 1 on or above grade level       |    | Tier 2 one grade level below   |    |                | Tier 3 two or more grade levels below |    |    |
| 19-20 Fall                           | 14 | 86                             | 0  | 19-20 Fall     | 14                                    | 86 | 0  |
| 19-20 Winter                         | 50 | 50                             | 0  | 19-20 Winter   | 48                                    | 52 | 0  |
| 19-20 Spring                         |    |                                |    | 19-20 Spring   |                                       |    |    |
| 20- 21 Fall                          | 5  | 74                             | 20 | 20- 21 Fall    | 7                                     | 76 | 17 |
| 20-21Winter                          | 18 | 77                             | 5  | 20-21Winter    | 14                                    | 78 | 7  |
| 20 - 21 Spring                       | 31 | 65                             | 4  | 20 - 21 Spring | 27                                    | 70 | 3  |
| 21-22 Fall                           | 5  | 62                             | 33 | 21-22 Fall     | 11                                    | 31 | 58 |
| 21-22 Winter                         | 15 | 70                             | 15 | 21-22 Winter   | 16                                    | 45 | 39 |
| 21-22 Spring                         |    |                                |    | 21-22 Spring   |                                       |    |    |

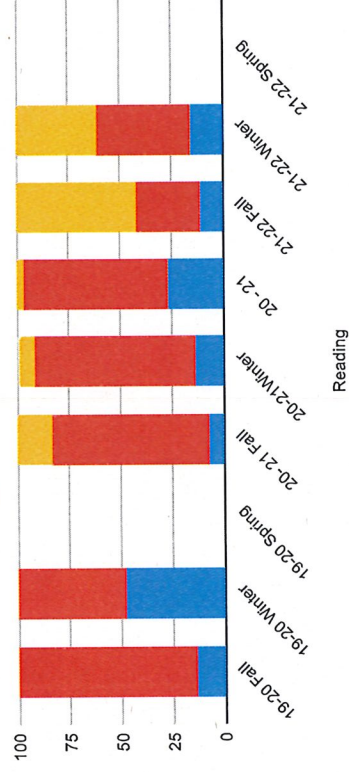
Iready Math

■ Tier 3 two or more grade levels below ■ Tier 2 one grade level below  
■ Tier 1 on or above grade level



Iready Reading

■ Tier 3 two or more grade levels below ■ Tier 2 one grade level below  
■ Tier 1 on or above grade level



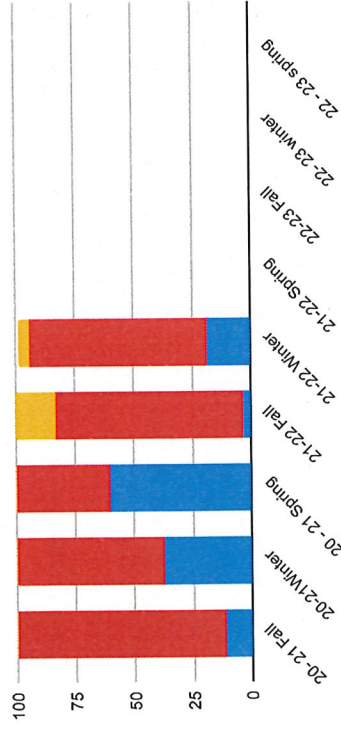
Current Second Graders Class of 2032

Iready trend Data

| Current 1st graders Class of 2033 |                                |                              |                                       |                |
|-----------------------------------|--------------------------------|------------------------------|---------------------------------------|----------------|
|                                   | Tier 1 on or above grade level | Tier 2 one grade level below | Tier 3 two or more grade levels below |                |
| 20- 21 Fall                       | 11                             | 89                           | 0                                     | 20- 21 Fall    |
| 20-21Winter                       | 37                             | 63                           | 0                                     | 20-21Winter    |
| 20 - 21 Spring                    | 60                             | 40                           | 0                                     | 20 - 21 Spring |
| 21-22 Fall                        | 3                              | 80                           | 18                                    | 21-22 Fall     |
| 21-22 Winter                      | 19                             | 75                           | 5                                     | 21-22 Winter   |
| 21-22 Spring                      |                                |                              |                                       | 21-22 Spring   |
| 22-23 Fall                        |                                |                              |                                       | 22-23 Fall     |
| 22- 23 winter                     |                                |                              |                                       | 22- 23 winter  |
| 22 - 23 spring                    |                                |                              |                                       | 22 - 23 spring |

Iready Math

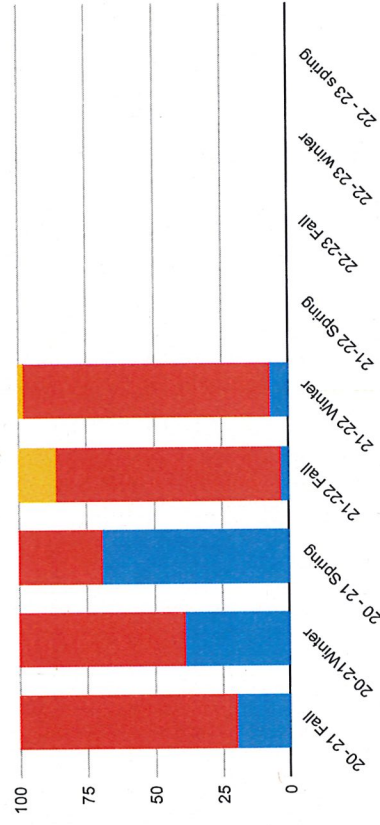
■ Tier 1 on or above grade level
 ■ Tier 2 one grade level below
 ■ Tier 3 two or more grade levels below



Current First graders

Iready Reading

■ Tier 1 on or above grade level
 ■ Tier 2 one grade level below
 ■ Tier 3 two or more grade levels below

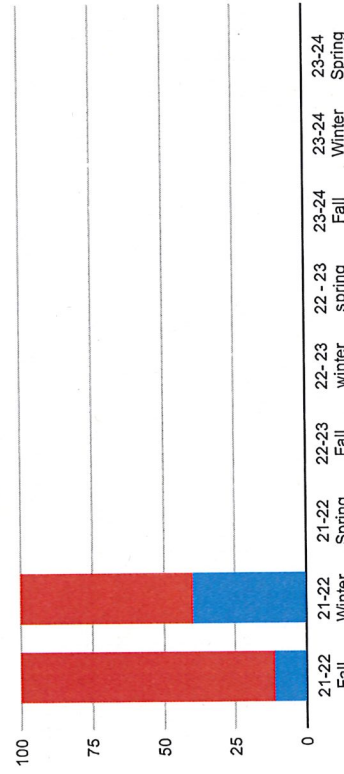


Iready trend Data

| Current Kindergartners Class of 2033 |                              |                                       |   |                                |                              |                                       |   |  |  |
|--------------------------------------|------------------------------|---------------------------------------|---|--------------------------------|------------------------------|---------------------------------------|---|--|--|
| Math                                 |                              | Reading                               |   |                                |                              |                                       |   |  |  |
| Tier 1 on or above grade level       | Tier 2 one grade level below | Tier 3 two or more grade levels below |   | Tier 1 on or above grade level | Tier 2 one grade level below | Tier 3 two or more grade levels below |   |  |  |
| 21-22 Fall                           | 11                           | 89                                    | 0 | 21-22 Fall                     | 14                           | 89                                    | 0 |  |  |
| 21-22 Winter                         | 40                           | 60                                    | 0 | 21-22 Winter                   | 44                           | 56                                    | 0 |  |  |
| 21-22 Spring                         |                              |                                       |   | 21-22 Spring                   |                              |                                       |   |  |  |
| 22-23 Fall                           |                              |                                       |   | 22-23 Fall                     |                              |                                       |   |  |  |
| 22- 23 winter                        |                              |                                       |   | 22- 23 winter                  |                              |                                       |   |  |  |
| 22 - 23 spring                       |                              |                                       |   | 22 - 23 spring                 |                              |                                       |   |  |  |
| 23-24 Fall                           |                              |                                       |   | 23-24 Fall                     |                              |                                       |   |  |  |
| 23-24 Winter                         |                              |                                       |   | 23-24 Winter                   |                              |                                       |   |  |  |
| 23-24 Spring                         |                              |                                       |   | 23-24 Spring                   |                              |                                       |   |  |  |

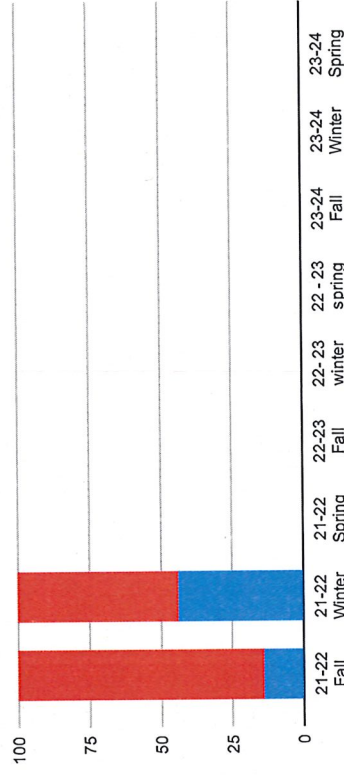
Iready Math

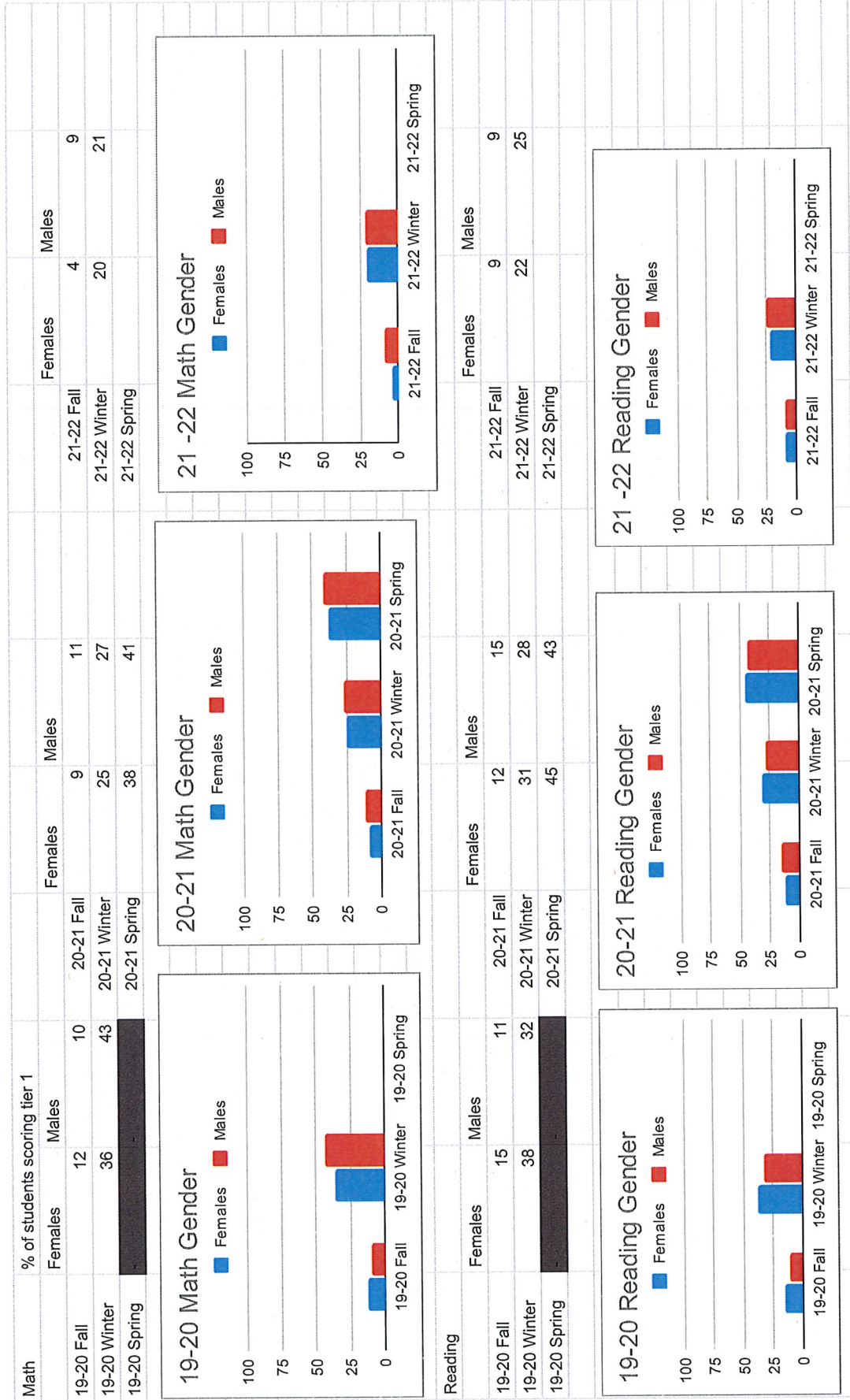
■ Tier 1 on or above grade level
 ■ Tier 2 one grade level below
 ■ Tier 3 two or more grade levels below

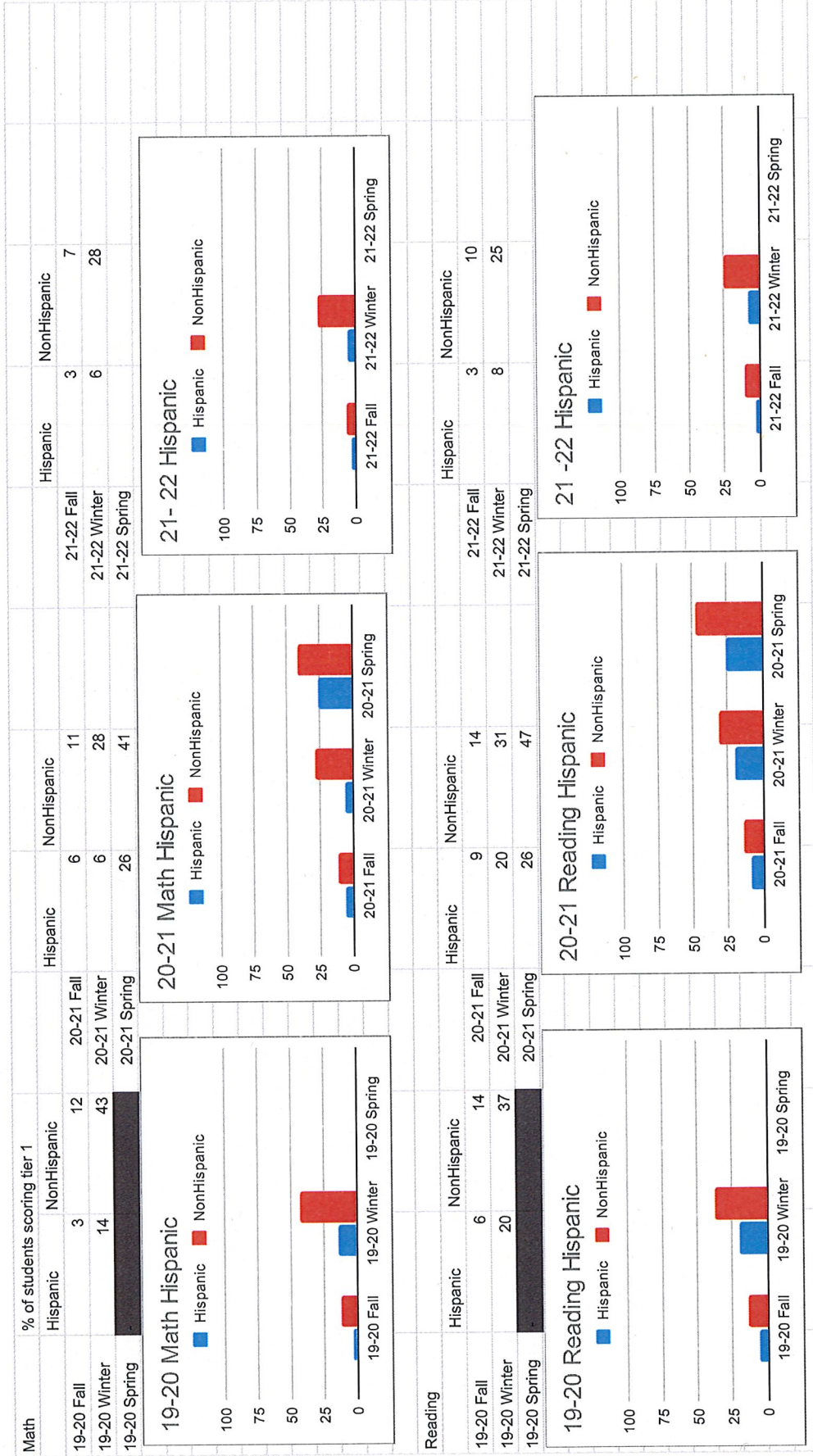


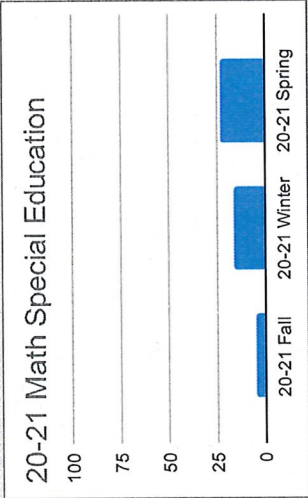
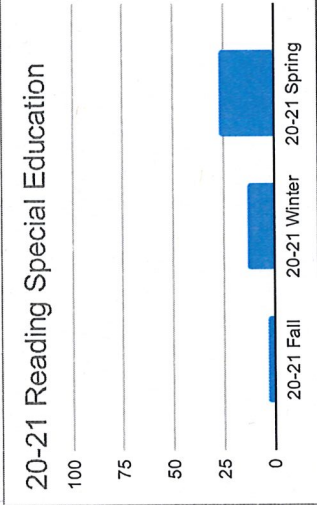
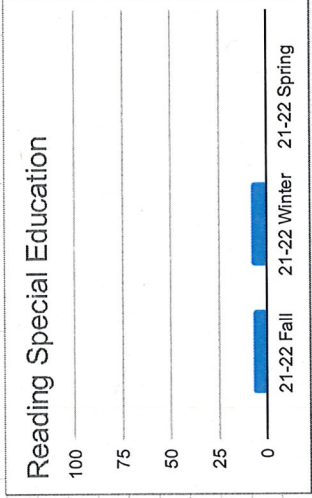
Iready reading

■ Tier 1 on or above grade level
 ■ Tier 2 one grade level below
 ■ Tier 3 two or more grade levels below







| Math         | % of students scoring tier 1 | Special Education                                                                   | Special Education |
|--------------|------------------------------|-------------------------------------------------------------------------------------|-------------------|
| 19-20 Fall   |                              | 20-21 Fall                                                                          | 5                 |
| 19-20 Winter |                              | 20-21 Winter                                                                        | 16                |
| 19-20 Spring |                              | 20-21 Spring                                                                        | 23                |
| No data      |                              |                                                                                     |                   |
|              |                              | 20-21 Math Special Education                                                        |                   |
|              |                              |   |                   |
|              |                              | Math Special Education                                                              |                   |
|              |                              |    |                   |
| Reading      | Special Education            | Special Education                                                                   | Special Education |
| 19-20 Fall   |                              | 20-21 Fall                                                                          | 3                 |
| 19-20 Winter |                              | 20-21 Winter                                                                        | 13                |
| 19-20 Spring |                              | 20-21 Spring                                                                        | 27                |
| No data      |                              |                                                                                     |                   |
|              |                              | 20-21 Reading Special Education                                                     |                   |
|              |                              |  |                   |
|              |                              | Reading Special Education                                                           |                   |
|              |                              |   |                   |



## 21-22 School SNAP DATA

| FNWS Fall<br>2021-22   | No 1-10 | 1-10   | 1-30   | 1-100  | By 10s on and<br>off | 1-200  | Percentages | Total Number<br>of Students | Percentage at Benchmark |
|------------------------|---------|--------|--------|--------|----------------------|--------|-------------|-----------------------------|-------------------------|
| Kindergarten           | 14.75%  | 61.48% | 19.67% | 4.10%  | 0.00%                | 0.00%  | 100.00%     | 122                         | 4.10%                   |
| 1st grade              | 0.00%   | 22.86% | 29.52% | 45.71% | 0.00%                | 1.90%  | 99.99%      | 105                         | 1.90%                   |
| 2nd grade              | 0%      | 4.30%  | 12.90% | 44%    | 7.50%                | 33.30% | 102%        | 93                          | 33.30%                  |
| FNWS Winter<br>2021-22 | No 1-10 | 1-10   | 1-30   | 1-100  | By 10s on and<br>off | 1-200  |             | Total Number<br>of Students | Percentage at Benchmark |
| Kindergarten           | 3.23%   | 32.26% | 26.61% | 37.10% | 0%                   | 0%     | 99.20%      | 30                          | 37.10%                  |
| 1st grade              | 0%      | 7.62%  | 13.33% | 50.48% | 7.62%                | 20.95% | 100%        | 105                         | 28.57%                  |
| 2nd grade              | 0%      | 0%     | 5%     | 13%    | 9%                   | 73%    | 100%        | 92                          | 73%                     |
| FNWS Spring<br>2021-22 | No 1-10 | 1-10   | 1-30   | 1-100  | By 10s on and<br>off | 1-200  |             | Total Number<br>of Students | Percentage at Benchmark |
| Kindergarten           |         |        |        |        |                      |        | 0.00%       |                             |                         |
| 1st grade              |         |        |        |        |                      |        | 0.00%       |                             |                         |
| 2nd grade              |         |        |        |        |                      |        | 0%          |                             |                         |

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 must be added prior to Actions**

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 must be added prior to Actions**

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 must be added prior to Actions**

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     |

- Administrative Coaching for Principals

- Continue monthly support with Cindy French
- Continue monthly OVOP meeting

June 2022

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                     |                                                                        |                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------|-----------------------------------|
| <ul style="list-style-type: none"> <li>o Assist with development of 30-60-90 plan for each principal/school</li> <li>o Support school actions in KAS Aligned Curriculum</li> <li>o Support school actions in Planning for Effective Instruction</li> <li>o 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>o Continue monthly support protocol for group and individuals</li> <li>o Support teachers' work in KAS Aligned Curriculum</li> <li>o Support teachers' work in Planning for Effective Instruction</li> <li>o Support teachers' work in Professional Learning Communities</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Shields, Smith                                      | Bimonthly                                                              | Continuing<br>June 2022           |
| <ul style="list-style-type: none"> <li>• <b>KAS Aligned Curriculum</b> <ul style="list-style-type: none"> <li>o 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>• <b>Convert Pacing Guides to district template</b></li> </ul> </li> </ul> </li> <li>• <b>Rigorous Curriculum Design Work, prioritizing standards and vertical alignment.</b> <ul style="list-style-type: none"> <li>o Vertical alignment between schools <ul style="list-style-type: none"> <li>o 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</li> </ul> </li> <li>• <b>Instructional Coach will plan and adjust curriculum with PLC team on Tuesdays and Wednesdays</b></li> </ul> </li> </ul> </li> </ul> </li></ul> | Morris<br><br>Smith/Jury<br><br>Smith/Jury<br>Smith | November 2021<br>November 29, 2021<br>Dec. 8<br>Weekly<br><br>May 2022 | November 2021<br><br><br><br><br> |
| <ul style="list-style-type: none"> <li>• <b>Planning for Effective Instruction</b> <ul style="list-style-type: none"> <li>o 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</li> <li>■ Director and principals will establish specific look-fors: learning targets, evidenced based instructional strategies, student discourse</li> <li>■ <b>Principal will conduct walk throughs on google form and feedback will be sent directly to teachers</b></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<br>Smith, Morris   | Ongoing<br>End of each unit  | May 2022             |
| <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<br>Bledsoe, OVEC, Morris | Ongoing<br>November 15, 2021 | May 2022<br>May 2022 |

| <b>120 Days (Jan. 21) * Evidence of success must be added prior to Actions</b><br>Evidence of Success: <ul style="list-style-type: none"> <li>●</li> </ul>                                                                                      |                  |          |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|----------------|
| Actions:                                                                                                                                                                                                                                        | Who is on point? | By when? | Date Completed |
| <ul style="list-style-type: none"> <li>● Administrative Coaching for Principals             <ul style="list-style-type: none"> <li>○ Continue monthly support with Cindy French</li> <li>○ Continue monthly OVOP meeting</li> </ul> </li> </ul> | French, Morris   | Ongoing  | May 2022       |
| <ul style="list-style-type: none"> <li>● Coaching for Instructional Coaches             <ul style="list-style-type: none"> <li>○ Ongoing meetings</li> </ul> </li> </ul>                                                                        | Smith            | Ongoing  | May 2022       |



**180 Days (Apr. 22) \*Evidence of success must be added prior to Actions**

**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 |
|--|------------------|----------|----------------|
|  |                  |          |                |
|  |                  |          |                |
|  |                  |          |                |
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 GALLATIN COUNTY SCHOOLS  
 SBDM

DECEMBER 21

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FOR 2022 06

JOURNAL DETAIL 2021 1 TO 2021 13

|                                    | ORIGINAL<br>APPROP | TRANFRS/<br>ADJSTMTS | REVISED<br>BUDGET | YTD EXPENDED | ENCUMBRANCES | AVAILABLE<br>BUDGET | PCT<br>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             | 1,684.10     | 738.28       | 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             | 1,776.72     | 738.28       | 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             | 2,457.98     | 2,235.66     | 1,241.36            | 79.1%       |
| 0580 TRAVEL                        | 1,500              | 0                    | 1,500             | .00          | .00          | 1,500.00            | .0%         |
| 0610 GENERAL SUPPLIES              | 26,692             | 12,946               | 39,638            | 8,965.74     | 6,379.58     | 24,292.68           | 38.7%       |
| 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            | 14,839.02    | 10,738.76    | 32,015.22           | 44.4%       |
| GRAND TOTAL                        | 58,495             | 5,393                | 63,888            | 17,010.74    | 11,531.09    | 35,346.17           | 44.7%       |

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

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 GALLATIN COUNTY SCHOOLS  
 INSTRUCTIONAL RESOURCES/TEXTBOOKS  
 DECEMBER 21

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FOR 2022 06

JOURNAL DETAIL 2021 1 TO 2021 13

|                              | ORIGINAL<br>APPROP | TRANFRS/<br>ADJSTMTS | REVISED<br>BUDGET | YTD EXPENDED | ENCUMBRANCES | AVAILABLE<br>BUDGET | PCT<br>USED |
|------------------------------|--------------------|----------------------|-------------------|--------------|--------------|---------------------|-------------|
| 0101118 GCES REGULAR INST GF |                    |                      |                   |              |              |                     |             |
| 0610 GENERAL SUPPLIES        | 0                  | 0                    | 0                 | .00          | 272.99       | -272.99             | 100.0%      |
| 0644 TEXTBOOKS               | 12,000             | 0                    | 12,000            | 2,674.16     | 1,059.14     | 8,266.70            | 31.1%       |
| TOTAL GCES REGULAR INST GF   | 12,000             | 0                    | 12,000            | 2,674.16     | 1,332.13     | 7,993.71            | 33.4%       |
| GRAND TOTAL                  | 12,000             | 0                    | 12,000            | 2,674.16     | 1,332.13     | 7,993.71            | 33.4%       |

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GALLATIN COUNTY SCHOOLS  
PROFESSIONAL DEVELOPMENT

DECEMBER 21

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FOR 2022 06

JOURNAL DETAIL 2021 1 TO 2021 13

|                                     | ORIGINAL<br>APPROP | TRANFRS/<br>ADJSTMTS | REVISED<br>BUDGET | YTD EXPENDED | ENCUMBRANCES | AVAILABLE<br>BUDGET | PCT<br>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%       |
| 0102053 GCES PROF DEVELOPMENT SRF   |                    |                      |                   |              |              |                     |             |
| 0120 CERTIFIED SUBSTITUTE SALARY    | 70                 | 0                    | 70                | .00          | .00          | 70.26               | .0%         |
| 0222 EMPLOYER MEDICARE CONTRIBUTION | -15                | 0                    | -15               | .00          | .00          | -15.47              | .0%         |
| 0231 KTRS EMPLOYER CONTRIBUTION     | -32                | 0                    | -32               | .00          | .00          | -32.10              | .0%         |
| 0251 STATE UNEMPLOYMENT INSURANCE   | -6                 | 0                    | -6                | .00          | .00          | -5.70               | .0%         |
| 0260 WORKMENS COMPENSATION          | -17                | 0                    | -17               | .00          | .00          | -16.99              | .0%         |
| TOTAL GCES PROF DEVELOPMENT SRF     | 0                  | 0                    | 0                 | .00          | .00          | .00                 | .0%         |
| GRAND TOTAL                         | 4,500              | 0                    | 4,500             | 1,271.20     | .00          | 3,228.80            | 28.2%       |

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# GALLATIN COUNTY LOWER ELEMENTARY INSTRUCTIONAL PRACTICES POLICY



KRS 160.345(2)(i)6

## **CRITERIA/BEST PRACTICE PRINCIPLES**

---

In order to provide an environment where students perform to their potential and are transition-ready, we will make sure all students:

- Are actively involved in their own learning.
- Use writing as a way to learn.
- Have some ownership over what is being learned.
- Communicate with peers and others about what they are learning.
- Use technology in meaningful/real life ways.
- Study subjects in a way that allows for applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help them demonstrate the attainment of the Kentucky Academic Standards.

## **INSTRUCTIONAL PRACTICE GUIDELINES**

---

To help ensure our criteria and instructional best practice principles listed in the first section of this policy are implemented:

**Each grading period, students will have multiple opportunities to:**

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Engage in authentic models of learning.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.

- Discuss different ways to solve problems.
- Read and write in all content areas.
- Do assessments and/or activities involving short answer, constructed response, on-demand, and multiple choice which are appropriate for the target.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas including but not limited to discussing or reading about current events/issues/topics.

**Each grading period, students will have at least one opportunity to:**

- Lead or participate in a one-on-one reading or writing conference with a teacher.
- Participate in a peer reading or writing conference.
- Read novels, short stories, poems, newspapers, and magazines.
- Do real-life activities or projects.
- Perform or create, including in an area of the visual and performing arts.
- Speak in front of a group.

**Each year, students will have at least one opportunity to:**

- Do projects/investigations, including but not limited to, designing or investigating projects based on their interests.
- Use technology for research.

## **TEACHER ROLE**

To ensure that the criteria/principles in the first section of this policy are implemented, every teacher will:

1. Make every effort to convey to students his/her high regard for student abilities as well as the importance of learning, hard work, high levels of effort, and the characteristics of high-quality work and that high-quality work is the expectation.

2. Ensure that learning/instructional outcomes:

- Indicate what students will learn and represent high expectations, rigor, important learning in the discipline, and the varying needs of the different student groups.
- Lend to various forms of assessment including those used for state assessments.
- Represent a range of factual/procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies.

3. Design learning/instructional activities that:

- Match intended outcomes, are appropriately challenging, involve problem-solving skills, give students some choice, and provide opportunities for higher-level thinking and/or have multiple correct responses/approaches.
- Use varied and flexible approaches making use of instructional student groups and building on student strengths.
- Engage families in student learning as appropriate.
- Are well-structured, student-centered and culturally responsive, address various learning styles, and have reasonable time allocations.
- Provide opportunities to connect learning with other topics/subjects and with real life experiences.
- Provide opportunities for students to evaluate their own performance and to use the feedback to reflect and improve.
- Intentionally schedule time during the day for writing instruction or experiences.

4. State clearly what students will be learning, at some point during the lesson.

5. Model processes, engage students, invite student participation, and give clear, specific, and timely feedback as well as inviting them to assess their own work and make improvements.

6. Use open-ended questions and wait time to actively engage students in discussion.

7. Enable students to talk to one another, pose questions, and build on student responses.

8. Use age-appropriate, inviting, and content/lesson suited vocabulary.

9. Develop a safe classroom space/environment that is arranged to support instructional goals/activities for all students including access to and appropriate use of available technology for learning activities and to extend the classroom into the community and world.

10. Make skillful use of a variety of developmentally appropriate and culturally diverse resources including not only those available in the school/district and beyond the classroom walls, but also incorporating non-instructional assistance both for student use and for his/her own expansion of this knowledge.

11. Make adjustments to lessons when necessary to enhance learning and also to try other approaches when students experience difficulty.

## **PRINCIPAL ROLE**

---

To ensure that the criteria/principles in the first section of this policy are implemented and teachers are able to fulfill their role, the principal will:

1. Demonstrate knowledge of and encourage the use by all teachers of research-based instructional practices.
2. Make sure that these instructional practice criteria and best practice principles are taken into account in both the interview process and in the final selection of all teachers.
3. Ensure access to high-quality learning experiences throughout the curriculum and in all programs, on a regular and consistent basis.
4. Encourage and support teachers in their role including access to resources, including but not limited to, time, fiscal, and human resources for the successful implementation of effective instructional strategies.

## **POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our school improvement planning process.

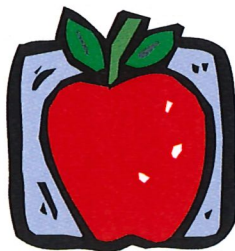
Date Adopted: November 14, 2018

Signature: Megan Morris

Date(s) Reviewed or Revised: September 11, 2019  
September 9, 2020

Council Chairperson

## GALLATIN COUNTY LOWER ELEMENTARY WELLNESS POLICY



KRS 160.345(11)

### PHYSICAL ACTIVITY PLAN

---

***All students will participate in moderate to vigorous physical activity each day, as follows:***

1. Each student will participate in physical education class once a week.
2. **(ELEMENTARY)** Each student will have at least 20 minutes a day of Cats Pause. Weather permitting, Cats Pause will occur outdoors as often as possible and teachers will encourage the students verbally to engage in moderate to vigorous physical activity. The school will provide space and equipment to make that activity possible and appealing to students.
3. Teachers will make all reasonable efforts to avoid periods of more than 30 minutes when students are physically inactive. When possible, physical activity will be integrated into learning activities. When that is not possible, students will be given periodic breaks during which they are encouraged to stand and move in some form.
4. Students will not be deprived of Cats Pause or other physical activity as a consequence for behavior or academic performance.
5. Appropriate accommodations will be made for students with special needs, as required by law and sound professional judgment.

### HEALTHY CHOICE PLAN

---

We will ***encourage healthy choices among students using the following methods:***

1. Implementing the nutritional standards required by federal and state laws and regulations that apply to our food program and to other food and beverages available during the school day.
2. Implementing a practical living curriculum, which addresses the standards for health education, physical education, and consumerism.
3. Integrating all content areas by making connections to health and wellness and by incorporating movement-based activities when possible.

### ASSESSMENT TOOL

---

We will ***assess students' level of physical activity and physical fitness at least once a year*** using the following procedures:

1. The principal (or designee), with collaboration from teachers and parents with wellness expertise, will select an assessment tool. Once the council has adopted a tool, it will remain in use unless the principal (or designee) recommends a change.
2. The principal (or designee) will develop a schedule for completing the assessment during the last month of school.
3. The principal will report the results of the wellness assessment data to the council annually.
4. The council will discuss the results of the report and decide if appropriate wellness goals are included in the school improvement plan or if they need to be added or revised.

#### **POLICY IMPLEMENTATION**

---

The provisions of this policy will be implemented to comply with provisions required by federal law, state law, and local board policy. If any specific requirement above does not fit with those rules, the principal will notify the council so that the policy can be amended to fit.

The principal will share this policy with the Kentucky Department of Education upon request.

#### **POLICY/PROGRAM EVALUATION**

---

The council will evaluate the effectiveness of this policy as part of our annual school improvement planning process.

Date Adopted:

Council Chairperson: Megan Morris

Date(s) Reviewed or Revised: November 14, 2018, September 11, 2019, August 12, 2020

# GALLATIN COUNTY LOWER ELEMENTARY

## CURRICULUM POLICY



KRS 160.345(2)(i)1

### CURRICULUM GUIDELINES

Our current curriculum, as well as any future changes, will:

- Be fully aligned vertically and horizontally with and designed to help students master the content of the local and state standards of all subjects.
- Provide equitable access to all the state standards' areas for all students.
- Provide support for all students to be able to complete some college-level work while in high school.
- Provide links to continuing education, life and career options.
- Reflect the strategies adopted in our school improvement plan.
- Include all legally required content beyond the state standards.
- Developmentally appropriate
- Reflect skills and concepts, instructional strategies, assessments and resources.
- Integrate problem solving

### Teacher Role

All teachers will

1. Disseminate the curriculum expectations for their class to students in an age appropriate way and to all parents.
2. Be responsible for implementing the curriculum with fidelity in all classroom assignments documenting the curricular topic as part of lesson planning.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

### Principal Role

1. Ensure that copies of the curriculum, standards and expectations for the school are available for parent review.
2. With team leaders provide, introduce, and explain the implementation of the curriculum.

The curriculum committee will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

1. State laws, regulations, or the Kentucky Academic Standards are revised.

2. District leaders or working groups modify district curriculum documents.
3. Our school improvement planning process identifies need for adjustment.
4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other shareholder input or data demonstrate a need to do so.

The curriculum shall be communicated to all stakeholders on an annual basis. All staff members shall receive appropriate professional development annually on any curricular revisions.

### **Policy Evaluation**

Each grade level will provide a curriculum checklist. As teams plan, the checklist must be completed to ensure student learning is addressing curriculum areas. Team leaders will be responsible for the checklists. The principal will be required to monitor the checklist on a monthly basis.

Date Adopted:

Dates Reviewed/Revised: August 8, 2018, August 14, 2019  
September 9, 2020

Signature: Megan Morris

Council Chairperson