

GLASGOW INDEPENDENT SCHOOLS

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

ASSURANCE CERTIFICATION

January 2012-January 2013

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive Improvement Planning Guidebook*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Superintendent Sean Howard Board Chairperson Elaine Richardson

A complete copy of the "Assurances" is available for download from the Kentucky Department of Education's Comprehensive improvement Planning Web Page at <http://www.kde.state.ky.us/olsi/comp/default.asp>.

Note: For instructions regarding electronic submission, contact the Kentucky Department of Education or visit the Comprehensive School and District Improvement planning website at: www.kde.state.ky.us/olsi/comp/default.asp

Executive Summary

1/12 – 1/13 Final

District: Glasgow Independent

Plan Year: 1/12 – 1/13

Plan Status Date: 1/2012

MISSION STATEMENT:

By providing superior educational opportunities, Glasgow Independent Schools, in service to and in partnership with families and the community of Glasgow, will produce graduates who are responsible citizens, prepared to excel in a dynamic global society.

COMPREHENSIVE PLANNING PROCESS:

The Comprehensive Planning Process consists of parents, administrators and district staff assessing the needs of our schools and district and articulating their vision of our district's future needs and goals.

NEEDS ASSESSMENT:

The Comprehensive Plan Team analyzed state assessment data, school gap reports, and school comprehensive plans to develop 2 components. Individual action plan teams developed action plans and activities for each specific component. Action Plans were then analyzed and an initiation date determined.

CDIP Committee Members

Name	Stakeholder Group
Sean Howard	Superintendent
Sharon Ritter	Instructional Supervisor
Alisha Richardson	Special Ed. Director
Stacy Jessie	Parent

COMMUNICATION PLAN:

Internal Review Process:

- *District leaders reviewed the plan.
- *Submitted to planning committee members for their review
- *Changes and editing as appropriate.
- *Opportunity for public input provided annually.

Public Notice and Review Process:

- *Media notification of plan with procedures for comment.
- *News article highlighting plan.
- *Follow-up twice yearly Board of Education meetings and at school administrative meetings.

This information will be shared with stakeholders by means of media notification of plan availability, news article summary and the annual district report card that is presented to the Board of Education including the Comprehensive Plan.

This review process will consist of information being gathered from stakeholders by ongoing discussion, open comments, and annual review.

ATTACHMENTS:

This item has not been entered on the database.

CATEGORICAL PROGRAMS

<u>FEDERAL GRANT PROGRAMS 2010-2011</u>	LOCAL CONTACT EMAIL	LOCAL TELEPHONE
NCLB, Title I: Part A (Improving Basic Programs)	Kelly.oliver@glasgow.kyschools.us	(270) 651-6757
NCLB, Title I: Part C (Education of Migratory Children)	Tommy.elliott@glasgow.kyschools.us	(270) 651-6757
NCLB, Title I: Part D (Neglected and Delinquent)	Alisha.richardson@glasgow.kyschools.us	(270) 651-6757
NCLB, Title II: Part A (High Quality Teachers and Principals)	Kelly.olivier@glasgow.kyschools.us	(270) 651-6757
NCLB, Title II: Part D (Education Technology)	Kelly.oliver@glasgow.kyschools.us	(270) 651-6757
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	Tommy.elliott@glasgow.kyschools.us	(270) 651-6757
NCLB, Title V: Part A (Innovative Programs)	Kelly.oliver@glasgow.kyschools.us	(270) 651-6757
NCLB, Title VI Part B, Subpart 2 (Rural and Low-Income Schools)	Alisha.richardson@glasgow.kyschools.us	(270) 651-6757
Individuals with Disabilities Education Act (IDEA) Basic	Alisha.richardson@glasgow.kyschools.us	(270) 651-6757
Individuals with Disabilities Education Act (IDEA) Preschool	Alisha.richardson@glasgow.kyschools.us	(270) 651-6757
Title IX-Civil Rights/Methods of Administration	Kelly.oliver@glasgow.kyschools.us	(270) 651-6757
Carl D. Perkins Vocational and Technical Education Act- Basic	Kelly.oliver@glasgow.kyschools.us	(270) 651-6757

Extended School Services	Randy.wilkinson@glasgow.kyschools.us	(270) 651-6757
Gifted and Talented Education	Tina.steen@glasgow.kyschools.us	(270) 651-6757
State Preschool Program	Alisha.richardson@glasgow.kyschools.us	(270) 651-6757
Kentucky Education Technology System	Randy.Wilkinson@glasgow.kyschools.us	(270) 651-6757
Textbooks	Sharon.ritter@glasgow.kyschools.us	(270) 651-6757
Professional Development	Sharon.ritter@glasgow.kyschools.us	(270) 651-6757

ACTION COMPONENT Teaching & Learning

School District
 Preliminary Revised

District Name Glasgow Independent

Component Manager Sharon Ritter

School Name _____

Current Date 1/1/12

Public Private, Non-Profit

I.

PRIORITY NEED:

The Glasgow Independent School District is dedicated to the improvement of student achievement in all areas. The district focus includes: Constructed Response, On Demand Writing, Reading, Math, Science, Social Studies, Program Reviews, College Readiness, Gifted and Talented, Technology and Career, Balanced Assessment practices, the New Common Core Content for Language Arts & Math, increasing critical thinking skills through rigor and relevance and training teachers to write and use clear learning targets..

GOAL: (A Goal address a Priority Need)

- A. All teachers will attend district led meetings with teacher leaders and curriculum coaches to familiarize themselves with the New Common Core Content in Language Arts & Math.
- B. All teachers will attend their individual school's Professional Learning Community meetings led by curriculum coordinators to increase an understanding of using a Balanced Assessment, increasing critical thinking through more rigorous instruction and writing clear learning targets..
- C. All schools will use progress monitoring (Discovery Education Assessment/Think Link) to identify struggling learners and use intentional research based interventions.
- D. All middle school and high school teachers will increase the integration of college readiness standards into their curriculum.
- E. All schools will continue to strive to offer appropriate services for the students who are identified to be in the Gifted and Talented Program.

II.

CAUSE(S)/CONTRIBUTING FACTORS: *(based on needs analysis)*

In the 2012-2013 school year, all teachers will use the New Common Core Standards in Language Arts and Math

At the high school, the state goal for all students in math was 69.91 for the 2010-11 school year. The students at GHS made 38.71.

At Highland Elementary, the state goal for all students and all subgroups in reading was 80.23. The free & reduced subgroup made 75.64.

At the district level, one subgroup did not make Adequate Yearly Progress: The free & reduced subgroup in reading.

In many cases, our teachers are using recall level questions in instruction and assessments rather than upper level critical thinking questions.

Although our EPAS results have improved, only 40% of our 2011 high school graduates were college ready. By 2014, the state's goal is 68%.

The increased emphasis on technology has precipitated our district's analysis of its present technology.

Students in the Career and Technical Education Programs do not perform commensurate with non Career and Technical Education students.

MEASURABLE OBJECTIVE(S): *(Objectives address Causes or Contributing Factors)*

A1. Teacher Leaders and Instructional Supervisor will continue to be in close contact throughout the 2011-2012 school year to conduct conversations about how comfortable teachers feel about the new core content through the training conducted by Teacher Leaders. Because of the new state assessment system beginning in 2011-2012, we will be unable to compare our present KCCT scores with the new assessment scores in Language Arts and Math.

A2. In order for the district to keep track of the training and the teachers being trained, the Teacher Leaders are sending their agendas and sign-in sheets to the Instructional Supervisor. Our teachers' knowledge of the new Language Arts and Math Common Core Standards will be measured through a district survey before the beginning of the 2012-2013 school year.

B1. Curriculum Coaches at each school are keeping in close contact with the Teacher Leaders and the Instructional Supervisor as they train teachers in rigor and relevance, best practices, writing and using clear learning targets and balanced assessment. Curriculum Coaches submit their PLC agendas to the Instructional Supervisor. Our teachers' increased knowledge and use in the classroom will be measured through District Learning Walks.

C1. Our successful use of progress monitoring and intentional interventions will be measured by comparing struggling students' Discovery Education/Think Link scores at the beginning of the year to those students' scores at the end of the year.

D1. Teachers will improve and increase teaching college readiness standards and using EPAS like assessments to increase our students' bench mark scores on the EXPLORE, PLAN & ACT. Our success will be measured by an increase in the bench mark scores and an increase of 5% on the 2012 graduating seniors who are college ready.

E1. Upon receiving the Advanced Kentucky Grant in June 2011, our high school teachers will become better trained in the rigor of Advanced Placement Courses, students will have more incentive to schedule Advanced Placement Courses and a higher percentage of students will take AP courses and a higher percentage will receive college credit. For the 10-11 school year, 199 AP tests were given. Out of the 199 AP tests given, 73 of those received college credit. The percentage rate of college credit was 36%. Our success will be measured by increasing college credit to 46%.

ACTION COMPONENT Teaching & Learning

Cont.

School

District

Preliminary

Revised

District Name Glasgow Independent

Component Manager Sharon Ritter

School Name _____

Current Date 1/1/12

Public Private, Non-Profit

III. STRATEGY/ACTIVITY *[activity or sequence of activities to achieve objective(s)]*

Strategy/Activity	Expected Impacts	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
A1. Teachers will attend Core Content training conducted by Teacher Leaders	An increased understanding by teachers of the New Core Content in Language Arts & Math	Instructional Supervisor & Teacher Leaders	1/12	12/12	\$1,500 stipend for each teacher leader	Board Funds
B1. All teachers will attend weekly professional learning meetings conducted by Curriculum Coaches And/or Teacher Leaders.	Teachers, including Technology & Career teachers, will increase their knowledge of balanced assessment, increasing critical thinking through more rigorous instruction and writing clear learning targets which should improve student learning.	Instructional Supervisor & Curriculum Coaches	1/12	12/12	2,000	Individual Schools & Board Funds
C1. The use of Discovery Education/Think Link, for progress monitoring of students.	Struggling students will be identified early and research based interventions will be implemented earlier which should result in the progress of struggling students.	Special Education coordinator & Curriculum Coaches	1/12	12/12	\$16,000	Board Funds

<p>D1. GMS has implemented a required College Readiness Course for all students in grades 6-8.</p>	<p>An increase in the number of students who reach benchmark in all areas on the EXPLORE.</p>	<p>Instructional Supervisor, Principal, Curriculum Coach & teachers</p>	<p>1/12</p>	<p>12/12</p>	<p>0</p>	<p>NA</p>
<p>D2. GMS staff has been provided with the college readiness standards to be implemented in the College Readiness Courses.</p>	<p>A concisely written College Readiness Curriculum should assist teachers in the instruction of college readiness standards & increase the number of students who reach benchmark on the EXPLORE.</p>	<p>Curriculum Coach & Principal</p>	<p>1/12</p>	<p>12/12</p>	<p>0</p>	<p>NA</p>
<p>D3. GHS teachers are being trained on a better understanding of the College Readiness standards & the Quality Core Standards.</p>	<p>Teachers will be more knowledgeable about the College Readiness and the new Quality Core standards which should improve student scores</p>	<p>Curriculum Coach & Principal</p>	<p>1/12</p>	<p>12/12</p>	<p>0</p>	<p>NA</p>
<p>E1. A district GT coordinator has been hired to assist teachers with the implementation of a GT curriculum for GT students.</p>	<p>A more hands on resource teacher will improve teacher implementation of a GT curriculum and improve services for GT students.</p>	<p>GT Coordinator</p>	<p>1/12</p>	<p>12/12</p>	<p>\$50,000.</p>	<p>Board Funds</p>
<p>E2. Upon being awarded the Advance Kentucky Grant, more teachers will be trained to teach the more rigorous AP curriculum.</p>	<p>Teachers' knowledge of the AP curriculum will improve the number of students who score a 3 or better on the AP exams.</p>	<p>Principal, Curriculum Coach & teachers</p>	<p>1/12</p>	<p>12/12</p>	<p>0</p>	<p>Advance Kentucky Grant</p>
<p>E3. The CELTIC Academy was implemented in the 2011-12 school year to serve gifted students in grades 3-7 in math & science.</p>	<p>Teachers' knowledge of the AP curriculum will improve the number of students who score a 3 or better on the AP exams.</p> <p>Critical thinking and hands on activities in the areas of math and science will increase student interest and aptitude .</p>	<p>GT Coordinator</p>	<p>1/12</p>	<p>12/12</p>	<p>\$100,000.</p>	<p>Board Funds</p>

ACTION COMPONENT Non-Academic Data

School District
 Preliminary Revised

District Name Glasgow Independent

Component Manager Sharon Ritter

School Name _____

Current Date 1/1/12

Public Private, Non-Profit

I.

<p>PRIORITY NEED:</p> <p>The Glasgow Independent School District is dedicated to improving our district’s Graduation rate and Successful Transition rate.</p>	<p>GOAL: (A Goal address a Priority Need)</p> <p>A. Increase the Successful Transition to Life rate of our graduates.</p> <p>B. Decrease the number of students who choose to drop out of school.</p> <p>C. Increase the graduation rate.</p>
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II.

<p>CAUSE(S)/CONTRIBUTING FACTORS: (based on needs analysis)</p> <p>Some students are not experiencing a high level of success in school due to various reasons including, but not limited to: lack of family support system, lack of school support, learning disabilities, dysfunctional families, economic hardship, circumstances beyond the student’s control that may force him/her to drop-out and get a job to support family, etc., any of which can result in the student’s decision to drop-out of school.</p>	<p>MEASURABLE OBJECTIVE(S): (Objectives address Causes or Contributing Factors)</p> <p>A1. The Successful Transition to Life rate for the 2009-2010 school year which was reported in the 2010-2011 state report release was 93.60. We will work to increase this rate to 96.0 in the 2011-2012 state report release.</p> <p>B1. The number of students who were reported as dropouts for the 2009-2010 school year which was reported in the 2010-2011 state report release was 12 which computed to a 2.12 percent dropout rate. We will work to decrease the number of students who dropout to 10 and decrease our dropout rate to 1.90</p> <p>C1.The Graduation Rate reported by the state release for the 2009-2010</p>
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school year was 73.38 for the 2010-2011 accountability period. The state goal was 82.32 for the 2010-2011 accountability period. We will work to increase the graduation rate by 2% for the 2011-12 state accountability period.

ACTION COMPONENT

Non-Academic Data

Cont.

School

District

Preliminary

Revised

District Name Glasgow Independent

Component Manager Sharon Ritter

School Name _____

Current Date 1/1/12

Public

Private, Non-Profit

III. STRATEGY/ACTIVITY [*activity or sequence of activities to achieve objective(s)*]

Strategy/Activity	Expected Impacts	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
A1. Increase student information concerning career opportunities starting in kindergarten and continuing through 12th grade.	If students explore the many different career options available to them throughout their education experience, successful transition to life should improve.	All teachers and Administrators	1/12	12/12	0	0
A2. Improve and increase the use of the Individual Learning Plan resource in middle school & high school.	Although the Individual Learning Plan resource is used at the middle school and high school to some extent, increased use of this program will help students understand the careers they are interested in and understand the course training necessary to be successful in that career.	All middle & high school teachers, counselors, & administrators	1/12	12/12	0	0

<p>B1. GHS is implementing “A Career College” which will allow more students to attend the Barren County Technical School and the technical courses at GHS at an earlier age and work toward a career certificate.</p>	<p>Students will determine career interest and work toward certification in that area. When students are truly interested in a particular career, they will be more apt to set goals and pursue those goals.</p>	<p>All GHS staff members</p>	<p>1/12</p>	<p>12/12</p>	<p>0</p>	<p>District Funds</p>
<p>B2. The new GHS schedule for 2012-13 will help identify students struggling in the first semester of their math classes.</p>	<p>Students will be allowed to switch to a block class that will allow them to repeat material that they performed poorly on and to complete their credit in the same year.</p>	<p>All GHS staff members</p>	<p>8/12</p>	<p>5/13</p>	<p>100,000.</p>	<p>District Funds</p>
<p>B3. A long term strategy is the expansion of the full day pre-school.</p>	<p>Full day preschool will allow early academic interventions which will prevent students from dropping out of school.</p>	<p>All staff members</p>	<p>1/12</p>	<p>12/12</p>	<p>0</p>	
<p>C1. Administrators, teachers and support staff will continue to build relationships with individual</p>	<p>Research has shown that a personal relationship with a struggling student can prevent the student from dropping out.</p>	<p>All staff members</p>	<p>1/12</p>	<p>12/12</p>	<p>30,000.</p>	<p>District Funds</p>

<p>struggling students.</p> <p>C2. All schools will use Think Link/Discovery Education to identify struggling students.</p>	<p>Research shows that early interventions can improve struggling students' academic proficiency and build confidence.</p>	<p>All staff members</p>				
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