

# SOUTHGATE INDEPENDENT SCHOOL

## COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

### SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2011-2012

The Southgate Independent school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2004) prior to approval of our plan.

Kim Simpson , Principal  
Chairperson, School Council

July 2011  
Date

Kim Simpson. Principal  
Chairperson, School Planning Committee

July 2011  
Date

#### Plan Approved by the School Board:

\_\_\_\_\_  
Date

#### School Council Members:

<b>Kim Simpson, Principal</b>	<b>Veronica Dixon, Parent</b>
<b>Melissa Herald, Teacher</b>	<b>Bruce Mullins, Parent</b>
<b>Kendra Abner, Teacher</b>	
<b>Kacie Browning, Teacher</b>	
<b>Ellen Lyon, Teacher</b>	
<b>Ken Schutte, Parent</b>	

**Note:** Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2004-2005 are in the Comprehensive School Improvement Planning Framework (2004) and can be downloaded from the KDE Web Page at:  
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

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# **COMPREHENSIVE DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY:**

SCHOOL NAME: Southgate Independent School

## **MISSION STATEMENT:**

The mission of the Southgate Independent School District, along with our community and families, is to provide a challenging environment in which all children will become independent learners and successful citizens.

## **PROCESS USED TO DEVELOP THE PLAN:**

### **A.) How the needs of the school were determined:**

Southgate School's priority needs were determined by analysis of the following data and summative reports:

- 1.) KCCT 2009-2010 scores in all content areas;
- 2.) KCCT disaggregated data;
- 3.) MAP Assessment Data;
- 4.) Parent survey results;
- 5.) District Report Card;
- 6.) Kentucky Standards and Indicators for School Improvement;
- 7.) ESS and Title 1 Reports and Documentation

### **B.) How goals and strategies were determined:**

The planning committee determined the goals by narrowing our priority needs from these four previously focused upon areas: Student Achievement, Student Support, Climate and Culture, Professional Development. It was then decided upon that the four areas would then be combined to focus on Professional Development to close the gap in Student Achievement.

- C.) What implementation of the plan is expected to achieve:  
 Implementation of the plan is expected to improve student learning on the MAP Assessment, continue to meet and exceed NCLB AYP, and provide a quality professional development plan to enhance instruction through the core content to close the learning gap of students.
- D.) How public comment was secured and how we responded to it:  
 Public comment was secured through a school parent survey (2010-2011) and parents were invited to participate as representatives on the committee.
- E.) How will the public be ensured the consolidated plan will be implemented:  
 We will follow board policy and state regulations.
1. When and how did your school develop its mission statement? When and how did your school community last review it?  
  
 It was developed during the months of October through March of the 2004-2005 school year and is reviewed each year on the opening day of school.
  2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.  
  
 Yes
  3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.  
  
 The Needs Assessment work was completed by May 2011.
  4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?  
  
 This was a work in progress from October 2010 through May 2011.

5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?

This began in 2003 & 2010 with the inclusion of SB 168 & 1. It continues each year with Fall analysis of the Spring assessment results.

6. When did the council review drafts of the components?

The team reviewed drafts in June of 2011.

7. When did the council review estimates for costs and drafts of Section 7 requests?

The team reviewed drafts in June 2011.

8. When is the public meeting held to present the Plan to the community, and who attended?

The meeting will be held in June 2011

9. When did the council officially adopt your revised Plan?

July 2011

10. When did the council officially adopt any Section 7 requests?

To date there were no Section 7 requests.

11. When and why has the Plan been revised since that data?

This step is still in the future.

12. How will you evaluate your Plan, and when?

Each year the plan will be evaluated and reviewed.

12. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

Teachers:

Kendra Abner, Chelsea Boggs, Molly Bowen, Angie Boyers, Stacey Bradhold, Kacie Browning, Donna Calhoun, Nicole Davis, Pam Dufresne, Shelley Hamberg, Melissa Herald, Kristy Jones, Christa Knox, Ellen Lyon, Rebecca Phirman, Rebecca Rossiter, Donna Stinson, Michele Tagher, Valerie Keating, Kelly Widener

Parents: Missy Bieting, Michelle Carter, Ken Schutte

# Southgate Independent School Comprehensive District Improvement Plan 2011-2012

## Student Achievement

### **I. Priority Needs**

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Continue to increase positively to reach national goals (AYP) with focus on math and social studies.

Implementation of a common planning time, across all grades, will allow for the review of consistent formative assessment, as well as diagnostic assessment through MAP data.

Continue implementation of school-wide and classroom behavior expectations that will facilitate more focused instruction with less disruptions and a decline in out-of-class time for students sent to the office with a discipline referral

Implementation of process by which to measure progress in areas of writing, A & H & PL/Career Studies

Development of clearly identified Social Studies, Science, Math, and English Language Arts curricula across all grades

Develop better Home/School Communication

### **II. Causes/ Contributing Factors**

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Increased instructional time through master schedule planning and Title I interventions has led to increased scores overall on KCCT and other assessments.

Frequent data analysis has provided opportunity to analyze and adjust instruction, provide Title I and classroom interventions, and allow students to achieve mastery of skills.

Secured instructional time has shown to improve student focus, teachers' ability to manage classroom instruction & discipline.

Secured program reviews will align state and national standards and improve teaching and learning for all students in all programs.

Deconstruction of Social Studies Core Content 4.1, partnered with development of curriculum maps and pacing guides for all content areas, across all grades, will provide content scaffolding and eliminate curriculum gaps.

Increase parent involvement through better home/school communication

### **III. Goals (Addressing Priority Needs)**

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1. In 2011, the elementary grades Transition Index will increase by 2 pts and the middle grades Transition Index will improve by 3 pts. as measured on the state assessment.
2. Schedule common planning time, at least once a week, to allow teachers to review formative assessment, RtI team to review data after each MAP testing cycle, and the principal to review classroom data and develop interventions on a monthly basis.
3. There will be a 75% decline in office referrals for student discipline incidents during the 2011-2012 school year, as compared to the 2010-2011 school year.
4. By Spring 2012, there will be a Program Review process to measure progress in Writing, A & H, and PL/Career Studies.
5. Beginning 2012-2013 school year, formative and summative assessments, across all content areas, will show an increase in student prior knowledge and background knowledge.
6. There will be a 25% increase in parent awareness of school-wide events as indicated on End-of-Year Parent Survey

### **IV. Objectives**

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- 1 a. Develop a school-wide writing process
  - b. Continue implementation of school-wide reading comprehension and decoding strategies
  - c. Develop common vocabulary across math curriculum
2. Teachers, intervention team, and principal will meet at regularly scheduled intervals to analyze assessment data.
3. Provide teachers with professional development opportunities and resources to enforce school-wide behavior expectations.
4. Schedule monthly meetings with Program Review committee and allow for opportunities for committee members to network with surrounding schools to compare Program Review plans.
5. Implement weekly monitoring and alignment of content area curriculum maps, pacing guides, lesson plans and instruction.
6. Increase school-parent communication.

## Strategic Plans

Objective Label	Strategy/ Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
1a	Develop School-wide writing Process	-Improved writing ability across all grades -Common process used by all teachers to improve student writing	-Writing Committee	9-11	Ongoing	None
1b	Continued implementation of school-wide reading comprehension and decoding strategies	-Common language used by all teachers to support learning -Improved reading achievement	All teachers	8-11	Ongoing	None
1c	Develop common SpringBoard & Singapore Math vocabulary across all grades	-Common language used by all teachers to support learning -Improvement in math achievement	All Teachers	9-11	Ongoing	None
2	Weekly team meetings	Continuous monitoring of formative and summative assessment, interventions, skill mastery, and curriculum alignment	All Teachers Principal	9-11	Ongoing	None
2	Trimester RtI Monitoring	Continuous monitoring of progress and interventions for Tier 2 & 3 students	Homeroom Teachers RtI Team Principal	09-11	Ongoing	None

<b>Objective Label</b>	<b>Strategy/ Activity</b>	<b>Expected Impact in Terms of Progress and Success</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>End Date</b>	<b>Estimated Resources and Costs</b>
2	Monthly Meetings with Principal	Continuous academic and behavior monitoring, review of formative and summative binders	All Teachers Principal	9-11	Ongoing	None
3	Teacher Behavior Plan	Clear consequences related to expectations (Positive Behavior Support)	All teachers	08-11	Ongoing	None
4	Develop and Implement Program Review Process	Align Writing, A&H and PL/Career Studies to state & national standards to improve teaching and learning across all programs.	Program Review Committee Administration	09-11	Ongoing	\$100
5	Develop and utilize curriculum maps and pacing guides for all grades across all content areas	Improve instruction, provide vertical alignment, and eliminate curriculum gaps	Teachers Administration	08-11	Ongoing	None
6	Include Parent-Teacher Conferences in School Calendar	Improve lines of communication between school and home	All Teachers Administration	08-11	Ongoing	None
6	Utilize All-Call System for special school events	Improve lines of communication between school and home	Administration	08-11	Ongoing	None
6	Utilize IC and school website as a tool to communicate with parents	Improve lines of communication between school and home by posting homework on IC and bulletin on school website.	Teachers Administration	08-11	Ongoing	None

