



# **KDE Comprehensive School Improvement Plan**

**Southgate Public School  
Southgate Independent**

Edward Franke, Principal  
6 William F. Blatt Ave.  
Southgate, KY 41071

# TABLE OF CONTENTS

Introduction .....	1
<b>Executive Summary</b>	
Introduction .....	3
Description of the School .....	4
School's Purpose .....	5
Notable Achievements and Areas of Improvement .....	6
Additional Information .....	7
<b>CSIP 2014-15</b>	
Overview .....	9
Goals Summary .....	10
Goal 1: Increase the averaged combined reading and math proficiency in all grades at Southgate Public School . . .	11
Goal 2: Increase the number of students college and career ready at Southgate Public School .....	15
Goal 3: Increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate School .....	15
Goal 4: Next Generation Professionals .....	17
Goal 5: Program Reviews .....	18
Activity Summary by Funding Source .....	19
<b>KDE Needs Assessment</b>	
Introduction .....	23
Data Analysis .....	24
Areas of Strengths .....	25

Opportunities for Improvement..... 26

Conclusion..... 27

**The Missing Piece**

Introduction..... 29

Stakeholders..... 30

Relationship Building..... 31

Communications..... 32

Decision Making..... 34

Advocacy..... 36

Learning Opportunities..... 37

Community Partnerships..... 39

Reflection..... 40

Report Summary..... 41

**Improvement Plan Stakeholder Involvement**

Introduction..... 43

Improvement Planning Process..... 44

**KDE Assurances - School**

Introduction..... 46

Assurances..... 47

**Compliance and Accountability - Middle Schools**

Introduction..... 53

Planning and Accountability Requirements..... 54

DRAFT

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

DRAFT

## Executive Summary

DRAFT

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

DRAFT

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

The Southgate Independent School District is located in Northern Kentucky and is part of Campbell County. We are a small community based district that serves our community and provides education to 190 students in grades Preschool through Eight. Over the last five years our district has seen a fluctuation in our enrollment and diversity. We have a relatively large transient population and that has presented both unique challenges as well as opportunities for continued growth.

DRAFT

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission of the Southgate Independent School District is to serve our community by fostering positive relationships with stakeholders and providing a secure environment in which all students will become academically proficient and successful citizens. We obtain this by adhering to our Vision of: "Pursuing Academic Excellence and Developing Strong Character for Every Student...Every Day." Students at Southgate are known to every staff member and are held to high standards and expectations for academic achievement and character development. Programs are in place that allow students the opportunity to engage in sports, music, art, physical fitness and other extracurricular activities. The community of Southgate is very supportive of the district and provides excellent opportunities for students to participate in community events and utilize community resources.

DRAFT

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Southgate has excelled in providing a well-rounded education and opportunities to all of our students. Due to our small size all students that want to participate in sports and extra-curricular activities are able to do so. In recent years Southgate has overseen the construction of a state of the art middle grades wing to the existing building complete with science labs, green energy ideas and technology. Our district achieved proficiency on the 2013 K-PREP State Assessment and was labeled as a high progress district. Our 2014 results regressed a bit and we are listed as Needs Improvement. However, our elementary math, science and language mechanics scores are rank from the top 1% to the top 18th% in the state. We continue to strive for improvement in preparing all of our students for career and college readiness and providing a state of the art academic experience.

DRAFT

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The Southgate Independent School District is unique in the age of larger and larger school districts. Southgate is able to not only provide an adequate education to our students, but also ensure each student is advancing socially and emotionally as well. This is in large part due to the individual relationships our staff is able to build with much of the community and student body. Every student also gains access to extracurricular activities and sports that may not be available but to a select few in other districts.

DRAFT

**CSIP 2014-15**

DRAFT

## Overview

### Plan Name

CSIP 2014-15

### Plan Description

School Improvement Plan for 2014-15

DRAFT

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math proficiency in all grades at Southgate Public School	Objectives: 2 Strategies: 5 Activities: 11	Organizational	\$0
2	Increase the number of students college and career ready at Southgate Public School	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$200
3	Increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate School.	Objectives: 2 Strategies: 3 Activities: 4	Organizational	\$90000
4	Next Generation Professionals	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
5	Program Reviews	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$100

# Goal 1: Increase the averaged combined reading and math proficiency in all grades at Southgate Public School

**Measurable Objective 1:**

collaborate to increase the combined reading and math proficiency for SG Elementary from 54.5% to 57% by 06/05/2015 as measured by as measured by the K-PREP State Assessment.

**(shared) Strategy 1:**

Standards Based Instruction (teach required content) - <enter information on how the strategy will work>

Category: Integrated Methods for Learning

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Aligning content vertically and horizontally and ensuring that content that is being taught is required	Direct Instruction	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Student Friendly Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KCAS are broken down into student friendly learning targets. Students are clear on what they have to learn each class period and what P/D work in each target looks like.	Direct Instruction	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summative assessments are created based on teaching with the end in mind to drive instruction. Assessments are K-PREP like in rigor and format. Professional development is available in developing higher level thinking and questioning along with additional PD identified as a need.	Direct Instruction	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction includes: direct vocabulary from the KCAS, on-going formative assessments of learning, Marzano best practices, etc...	Direct Instruction	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

**(shared) Strategy 2:**

Literacy and Writing - Literacy and Writing will be emphasized across all content areas.

Category: Integrated Methods for Learning

Activity - Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## KDE Comprehensive School Improvement Plan

Southgate Public School

The district writing policy will be reviewed with all staff.	Policy and Process	01/15/2015	01/30/2015	\$0	No Funding Required	Administration
Activity - Literacy and Writing Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Literacy and Writing across all contents will be monitored via lesson plans, observations, reflections, conferences, etc...	Policy and Process	08/14/2014	06/01/2015	\$0	No Funding Required	Administration

### (shared) Strategy 3:

Student Goal Setting - Each student will engage in setting specific goals for achievement. Teachers will assist in establishing the goals and monitoring progress toward achievement of each goal.

Category: Stakeholder Engagement

Activity - Goal Tracking Chart	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School goal sheets will be created to track student goals and progress and determine more targeted assistance in Rtl and ESS programs.	Direct Instruction	12/11/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers
Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will communicate with administration to inform of progress via reflections, conferences, PLCs, etc...	Other	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

### (shared) Strategy 4:

Positive Reinforcement - School personnel will utilize a variety of methods to recognize student success and good behavior (positive referrals, student of the month, class and individual incentives, etc...)

Category: Stakeholder Engagement

Activity - Multiple Methods of Positive Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of positive reinforcement will be emphasized to celebrate student success.	Other	08/14/2014	06/01/2015	\$0	No Funding Required	All school personnel

### (shared) Strategy 5:

Expectations - Stakeholders will be familiar with the goals, strategies and expectations of the Southgate Independent School District.

Category: Stakeholder Engagement

Activity - Mission and Vision Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school mission and vision statements will be reviewed along with school goals.	Other	08/14/2014	06/01/2015	\$0	No Funding Required	Administration

## KDE Comprehensive School Improvement Plan

Southgate Public School

Activity - Key Philosophies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will review the Southgate School key philosophies: Steps to Success, Right is Right, Work to Proficiency	Other	08/14/2014	06/01/2015	\$0	No Funding Required	Administration

### Measurable Objective 2:

collaborate to increase combined reading and math proficiency from 37.5% to 55.9% at Southgate Middle School by 06/05/2015 as measured by the K-Prep State Assessment.

### (shared) Strategy 1:

Standards Based Instruction (teach required content) - <enter information on how the strategy will work>

Category: Integrated Methods for Learning

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Aligning content vertically and horizontally and ensuring that content that is being taught is required	Direct Instruction	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Student Friendly Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KCAS are broken down into student friendly learning targets. Students are clear on what they have to learn each class period and what P/D work in each target looks like.	Direct Instruction	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summative assessments are created based on teaching with the end in mind to drive instruction. Assessments are K-PREP like in rigor and format. Professional development is available in developing higher level thinking and questioning along with additional PD identified as a need.	Direct Instruction	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction includes: direct vocabulary from the KCAS, on-going formative assessments of learning, Marzano best practices, etc...	Direct Instruction	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

### (shared) Strategy 2:

Literacy and Writing - Literacy and Writing will be emphasized across all content areas.

Category: Integrated Methods for Learning

Activity - Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district writing policy will be reviewed with all staff.	Policy and Process	01/15/2015	01/30/2015	\$0	No Funding Required	Administration

## KDE Comprehensive School Improvement Plan

Southgate Public School

Activity - Literacy and Writing Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Literacy and Writing across all contents will be monitored via lesson plans, observations, reflections, conferences, etc...	Policy and Process	08/14/2014	06/01/2015	\$0	No Funding Required	Administration

### (shared) Strategy 3:

Student Goal Setting - Each student will engage in setting specific goals for achievement. Teachers will assist in establishing the goals and monitoring progress toward achievement of each goal.

Category: Stakeholder Engagement

Activity - Goal Tracking Chart	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School goal sheets will be created to track student goals and progress and determine more targeted assistance in Rtl and ESS programs.	Direct Instruction	12/11/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will communicate with administration to inform of progress via reflections, conferences, PLCs, etc...	Other	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

### (shared) Strategy 4:

Positive Reinforcement - School personnel will utilize a variety of methods to recognize student success and good behavior (positive referrals, student of the month, class and individual incentives, etc...)

Category: Stakeholder Engagement

Activity - Multiple Methods of Positive Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of positive reinforcement will be emphasized to celebrate student success.	Other	08/14/2014	06/01/2015	\$0	No Funding Required	All school personnel

### (shared) Strategy 5:

Expectations - Stakeholders will be familiar with the goals, strategies and expectations of the Southgate Independent School District.

Category: Stakeholder Engagement

Activity - Mission and Vision Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school mission and vision statements will be reviewed along with school goals.	Other	08/14/2014	06/01/2015	\$0	No Funding Required	Administration

Activity - Key Philosophies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Instructional Staff will review the Southgate School key philosophies: Steps to Success, Right is Right, Work to Proficiency	Other	08/14/2014	06/01/2015	\$0	No Funding Required	Administration
--	-------	------------	------------	-----	---------------------	----------------

## Goal 2: Increase the number of students college and career ready at Southgate Public School

**Measurable Objective 1:**

collaborate to increase the number of students college and career ready by 10/29/2015 as measured by 8th Grade Explore.

**Strategy 1:**

Explore Assessment - 7th grade students will take the Explore Assessment to establish a baseline and in preparation for 8th grade.

Category: Integrated Methods for Learning

Activity - 7th Grade Explore	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th grade students will take the Explore Assessment	Academic Support Program	05/22/2015	06/01/2015	\$200	School Council Funds	Administration and Teachers

Activity - Explore Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with students regarding Explore Assessment results and develop goals and strategies for improvement and addressing deficiencies.	Academic Support Program	10/20/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

## Goal 3: Increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate School.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate Elementary from 43.9 to 48.3 by 06/01/2015 as measured by the K-PREP state assessment.

**(shared) Strategy 1:**

ESS/Rtl - Students needing additional support will receive it via the ESS and Rtl programs.

Category: Integrated Methods for Learning

Activity - ESS/Rtl Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## KDE Comprehensive School Improvement Plan

Southgate Public School

Using data from multiple sources (K-PREP, MAP, AimsWeb, Teacher input, etc...) students will be identified for participation	Academic Support Program	08/28/2014	06/01/2015	\$90000	Title I Part A	Administration and Teachers
--	--------------------------	------------	------------	---------	----------------	-----------------------------

### (shared) Strategy 2:

Professional Learning Communities - Teachers will meet in monthly PLCs to discuss progress and strategies

Category: Professional Learning & Support

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will meet in professional learning communities to share strategies and monitor student progress	Professional Learning	08/14/2014	05/14/2015	\$0	No Funding Required	Administrators and Teachers

### (shared) Strategy 3:

Parental Involvement - Parents will be engaged in the education process of their children

Category: Stakeholder Engagement

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be engaged and informed of the academic progress of their child and the school via conferences, newsletters, phone calls, emails, etc...	Parent Involvement	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Parental Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon enrollment to Southgate School parents will meet with an administrator to discuss the school goals and steps to success.	Parent Involvement	08/14/2014	06/01/2015	\$0	No Funding Required	Administration

### Measurable Objective 2:

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group at Southgate Middle School from 26.7 to 51.6 by 06/01/2015 as measured by the K-PREP state assessment.

### (shared) Strategy 1:

ESS/Rtl - Students needing additional support will receive it via the ESS and Rtl programs.

Category: Integrated Methods for Learning

Activity - ESS/Rtl Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from multiple sources (K-PREP, MAP, AimsWeb, Teacher input, etc...) students will be identified for participation	Academic Support Program	08/28/2014	06/01/2015	\$90000	Title I Part A	Administration and Teachers

## KDE Comprehensive School Improvement Plan

Southgate Public School

### (shared) Strategy 2:

Professional Learning Communities - Teachers will meet in monthly PLCs to discuss progress and strategies

Category: Professional Learning & Support

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will meet in professional learning communities to share strategies and monitor student progress	Professional Learning	08/14/2014	05/14/2015	\$0	No Funding Required	Administrators and Teachers

### (shared) Strategy 3:

Parental Involvement - Parents will be engaged in the education process of their children

Category: Stakeholder Engagement

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be engaged and informed of the academic progress of their child and the school via conferences, newsletters, phone calls, emails, etc...	Parent Involvement	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Parental Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon enrollment to Southgate School parents will meet with an administrator to discuss the school goals and steps to success.	Parent Involvement	08/14/2014	06/01/2015	\$0	No Funding Required	Administration

## Goal 4: Next Generation Professionals

### Measurable Objective 1:

collaborate to increase the percentage of certified staff receiving professional development on next generational professionals by 06/01/2015 as measured by participation in staff training.

### Strategy 1:

Professional Development - School will provide professional development opportunities in PGES

Category: Professional Learning & Support

Activity - Staff Professional Development Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design part of professional development plan to include next generational professionals training	Professional Learning	08/11/2014	06/01/2015	\$1000	School Council Funds	Administration

## KDE Comprehensive School Improvement Plan

Southgate Public School

Activity - Regional Networks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will participate in regional networks such as ISLN and KLA	Professional Learning	08/14/2014	06/01/2015	\$500	Title II Part A	Administration
Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District CEP will be revised to reflect next generation professionals	Policy and Process	08/14/2014	06/01/2015	\$500	Title II Part A	Administration

## Goal 5: Program Reviews

### Measurable Objective 1:

collaborate to increase the number of Program Reviews scoring proficient from one to three by 06/01/2015 as measured by performance on the program review rubrics.

### Strategy 1:

Program Review PLCs - A PLC will be created to implement a plan for improving program reviews

Category: Professional Learning & Support

Activity - Program Review PLC Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a time and schedule for the Program Review PLC to meet	Policy and Process	08/14/2014	06/01/2015	\$0	No Funding Required	Administration and Program Review PLC
Activity - Pinterest Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of a Program Review Pinterest Board in the faculty workroom	Other	08/14/2014	06/01/2015	\$0	No Funding Required	Program Review PLC
Activity - Drama Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a drama unit	Direct Instruction	08/14/2014	06/01/2015	\$100	School Council Funds	Administration and Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
7th Grade Explore	7th grade students will take the Explore Assessment	Academic Support Program	05/22/2015	06/01/2015	\$200	Administration and Teachers
Drama Unit	Create a drama unit	Direct Instruction	08/14/2014	06/01/2015	\$100	Administration and Teachers
Staff Professional Development Plan	Design part of professional development plan to include next generational professionals training	Professional Learning	08/11/2014	06/01/2015	\$1000	Administration
<b>Total</b>					\$1300	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Regional Networks	Administration will participate in regional networks such as ISLN and KLA	Professional Learning	08/14/2014	06/01/2015	\$500	Administration
Certified Evaluation Plan	District CEP will be revised to reflect next generation professionals	Policy and Process	08/14/2014	06/01/2015	\$500	Administration
<b>Total</b>					\$1000	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS/RtI Programs	Using data from multiple sources (K-PREP, MAP, AimsWeb, Teacher input, etc...) students will be identified for participation	Academic Support Program	08/28/2014	06/01/2015	\$90000	Administration and Teachers
<b>Total</b>					\$90000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

# KDE Comprehensive School Improvement Plan

Southgate Public School

Parental Outreach	Upon enrollment to Southgate School parents will meet with an administrator to discuss the school goals and steps to success.	Parent Involvement	08/14/2014	06/01/2015	\$0	Administration
Key Philosophies	Instructional Staff will review the Southgate School key philosophies: Steps to Success, Right is Right, Work to Proficiency	Other	08/14/2014	06/01/2015	\$0	Administration
Program Review PLC Schedule	Create a time and schedule for the Program Review PLC to meet	Policy and Process	08/14/2014	06/01/2015	\$0	Administration and Program Review PLC
Multiple Methods of Positive Reinforcement	A variety of positive reinforcement will be emphasized to celebrate student success.	Other	08/14/2014	06/01/2015	\$0	All school personnel
Communication	Instructional Staff will communicate with administration to inform of progress via reflections, conferences, PLCs, etc...	Other	08/14/2014	06/01/2015	\$0	Administration and Teachers
PLC Meetings	Instructional Staff will meet in professional learning communities to share strategies and monitor student progress	Professional Learning	08/14/2014	05/14/2015	\$0	Administrators and Teachers
Literacy and Writing Implementation	Implementation of Literacy and Writing across all contents will be monitored via lesson plans, observations, reflections, conferences, etc...	Policy and Process	08/14/2014	06/01/2015	\$0	Administration
Mission and Vision Statements	The school mission and vision statements will be reviewed along with school goals.	Other	08/14/2014	06/01/2015	\$0	Administration
Parental Communication	Parents will be engaged and informed of the academic progress of their child and the school via conferences, newsletters, phone calls, emails, etc...	Parent Involvement	08/14/2014	06/01/2015	\$0	Administration and Teachers
Pinterest Board	Creation of a Program Review Pinterest Board in the faculty workroom	Other	08/14/2014	06/01/2015	\$0	Program Review PLC
Goal Tracking Chart	School goal sheets will be created to track student goals and progress and determine more targeted assistance in Rtl and ESS programs.	Direct Instruction	12/11/2014	06/01/2015	\$0	Administration and Teachers
Student Friendly Learning Targets	KCAS are broken down into student friendly learning targets. Students are clear on what they have to learn each class period and what P/D work in each target looks like.	Direct Instruction	08/14/2014	06/01/2015	\$0	Administration and Teachers
Writing Policy	The district writing policy will be reviewed with all staff.	Policy and Process	01/15/2015	01/30/2015	\$0	Administration
Curriculum Mapping	Aligning content vertically and horizontally and ensuring that content that is being taught is required	Direct Instruction	08/14/2014	06/01/2015	\$0	Administration and Teachers
Explore Data Review	Staff will meet with students regarding Explore Assessment results and develop goals and strategies for improvement and addressing deficiencies.	Academic Support Program	10/20/2014	06/01/2015	\$0	Administration and Teachers
Summative Assessments	Summative assessments are created based on teaching with the end in mind to drive instruction. Assessments are K-PREP like in rigor and format. Professional development is available in developing higher level thinking and questioning along with additional PD identified as a need.	Direct Instruction	08/14/2014	06/01/2015	\$0	Administration and Teachers

**KDE Comprehensive School Improvement Plan**

Southgate Public School

Instructional Practices	Instruction includes: direct vocabulary from the KCAS, on-going formative assessments of learning, Marzano best practices, etc...	Direct Instruction	08/14/2014	06/01/2015	\$0	Administration and Teachers
<b>Total</b>					\$0	

DRAFT

## **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

DRAFT

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

We are attempting to identify areas of strength and areas where growth is needed. The data informs us about our overall achievement. We have scored very well in certain years and in certain content areas, but are looking to maintain consistent improvement from year to year in all content areas.

The data does not inform us as to specific content standards that need to be improved upon.

DRAFT

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

At the elementary level math, science and language mechanics have been strong for the last two years. We have had more mixed results in reading. At the middle grades science has maintained scores above the state average, but other content areas have remained inconsistent. While scoring in the need improvement category in most program reviews, significant progress has been made from one year to the next.

We continue to focus on utilizing best practices in instruction and assessment aligned to the Kentucky Core Academic Standards. We are also taking steps to address our transient population, gap population and students at risk.

We are celebrating on-going improvement in math at the elementary level, currently in the top 20% of all elementary schools in Kentucky as well as the top 1% in Science and Language Mechanics.

DRAFT

## Opportunities for Improvement

### What were areas in need of improvement? What plans are you making to improve the areas of need?

Overall we need to show improvement in reducing the numbers of students scoring novice in all content areas as well as move more of our apprentice and proficient scores to the next level. Our Gap and Growth scores also need to show continued progress. Additionally, we are looking at ways to improve upon our overall Program Review scores. In college and career readiness our Explore scores continue a slight increase in the composite score, but we need more students to meet the benchmark scores for each content area.

As a district we are taking steps to tighten up instruction and assure fidelity to the teaching and assessment of the standards. We are looking to implement goal-setting and continuous monitoring of achievement for each of our students. To address our transient student population we are conducting meetings with parents upon new students enrolling in the district to encourage them to be active participants in the school and hopefully establish some long-term commitments to the school. We are also using our FRYSC administrator to address any needs that may impact learning. To address all students that are at risk or not meeting benchmarks we are adjusting our ESS programs as well as Rtl. Finally, the school and district is reviewing overall expectations and seeking to assure a unified vision from all stakeholders.

DRAFT

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

A combination of professional development, staff meetings and PLCs are being utilized to inform school personnel and implement our school improvement plan so we are focused on our vision of: Academic Excellence and Strong Character for every student every day.

DRAFT

# The Missing Piece

DRAFT

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

DRAFT

## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

District administrators and SBDM Council members as well as members of the Parent/Teacher organization provided input.

DRAFT

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Most communication from administrators is regarding safety and discipline issues.	Novice

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.14

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	Parents are not encouraged to give feedback on school or student performance.	Novice

**KDE Comprehensive School Improvement Plan**

Southgate Public School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

DRAFT

## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.71

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

**KDE Comprehensive School Improvement Plan**

Southgate Public School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

DRAFT

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> <li>• Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process.</li> <li>• Community resources to support learning.</li> </ul>	Apprentice

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers some information to parents to learn how to support their child's learning.</p>	Novice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

**KDE Comprehensive School Improvement Plan**

Southgate Public School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

DRAFT

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## Reflection

Reflect upon your responses to each of the Missing Piece objectives.

### **Reflect upon your responses to each of the Missing Piece objectives.**

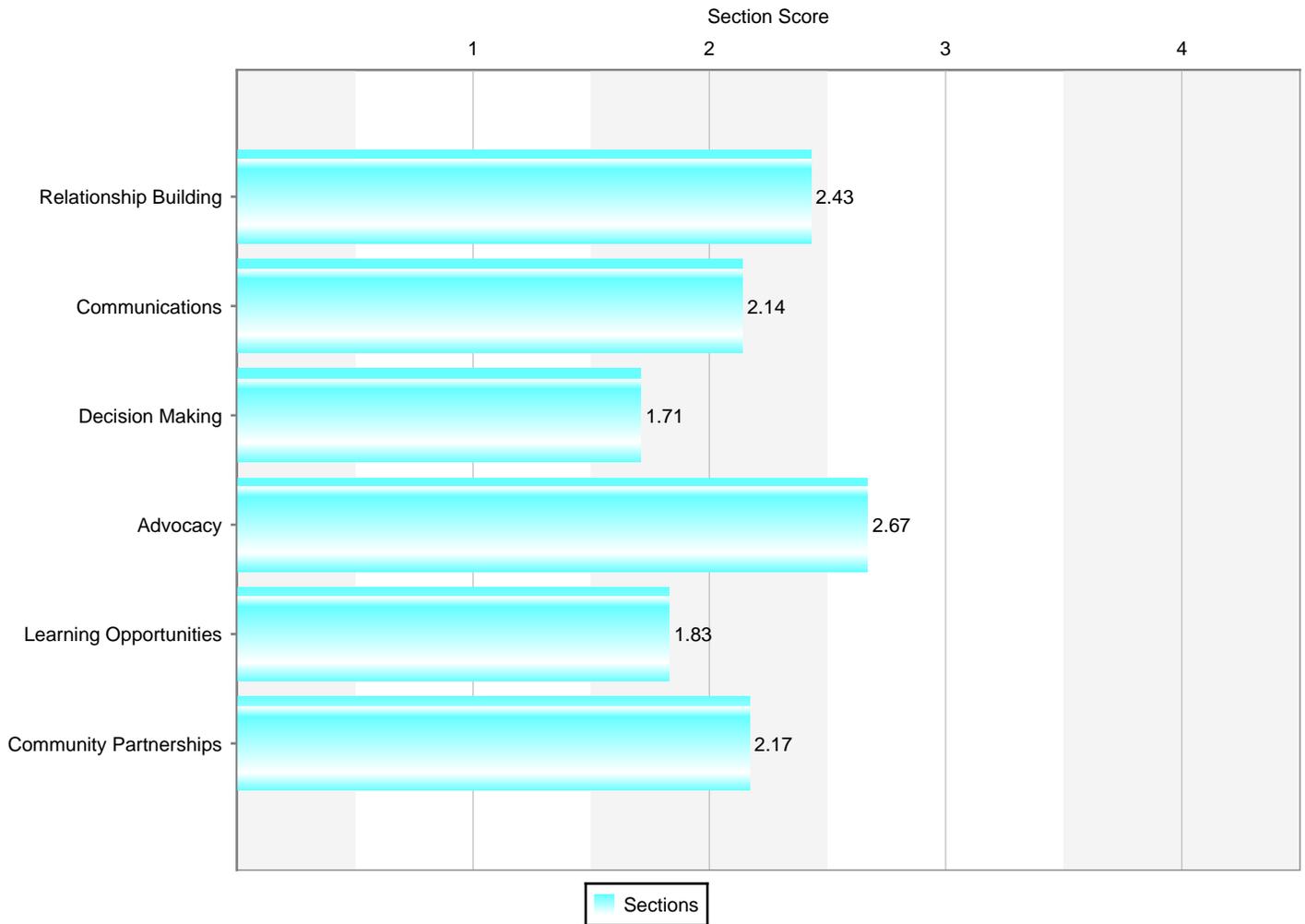
Being a small community based district we have likely taken some of the parental and community interactions for granted. In our school it is common to informally speak with parents every day as they are picking up and dropping off their child. So strength would be overall awareness of our students, their parents and the community. Weaknesses would be lack of overall focus in bringing the components together to form a cohesive group.

We will continue with our informal dialogue on a regular basis with stakeholders, but work to become more strategic and focused on areas identified in the objective.

DRAFT

## Report Summary

### Scores By Section



# Improvement Plan Stakeholder Involvement

DRAFT

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

DRAFT

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The improvement plan process began with a school-wide meeting to review achievement results, analyze data and determine next steps. The process to place over multiple meetings. Smaller teams then addressed individual components based on content area, program review, etc... The school SBDM council reviewed the overall plan and steps to be taken.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Stakeholders included all staff, parents, community input and outside organizations such as professional development trainers.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final plan was reviewed by the SBDM council and will be presented to all staff and stakeholders via, staff meetings, the website and other communication avenues such as newsletters and email. Council will receive progress updates at its regular monthly meetings. All staff will implement and monitor the improvement plan and discuss during PLCs, etc...

## **KDE Assurances - School**

DRAFT

## Introduction

KDE Assurances - School

DRAFT

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	Paraprofessionals are not used as independent classroom teachers at this time, but do work with small groups of students. They all engage in regular professional development.	

**KDE Comprehensive School Improvement Plan**

Southgate Public School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Programs include P/T conferences, Literacy Nights, and communication via newsletters, website, social media, etc...We follow the board policy on Community Relations.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	This is on-going and dependent on school initiatives and the needs of staff.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	SBDM Council and the Board of Education typically review implementation monthly.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

# KDE Comprehensive School Improvement Plan

Southgate Public School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We follow the Board Community Relations Policy.	

# KDE Comprehensive School Improvement Plan

Southgate Public School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes	While we are not a targeted assistance school, we do utilize the best practices into our planning.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://www.southgate.kyschools.us">www.southgate.kyschools.us</a>	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

**KDE Comprehensive School Improvement Plan**

Southgate Public School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

## Compliance and Accountability - Middle Schools

DRAFT

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

DRAFT

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**

Increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate School.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate Elementary from 43.9 to 48.3 by 06/01/2015 as measured by the K-PREP state assessment.

**Strategy1:**

ESS/Rtl - Students needing additional support will receive it via the ESS and Rtl programs.

Category: Integrated Methods for Learning

Research Cited:

Activity - ESS/Rtl Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from multiple sources (K-PREP, MAP, AimsWeb, Teacher input, etc...) students will be identified for participation	Academic Support Program			08/28/2014	06/01/2015	\$90000 - Title I Part A	Administration and Teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

**Goal 1:**

Increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate School.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate Elementary from 43.9 to 48.3 by 06/01/2015 as measured by the K-PREP state assessment.

**Strategy1:**

Professional Learning Communities - Teachers will meet in monthly PLCs to discuss progress and strategies

Category: Professional Learning & Support

Research Cited:

# KDE Comprehensive School Improvement Plan

Southgate Public School

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Staff will meet in professional learning communities to share strategies and monitor student progress	Professional Learning			08/14/2014	05/14/2015	\$0 - No Funding Required	Administrators and Teachers

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate School.

**Measurable Objective 1:**

collaborate to increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group at Southgate Middle School from 26.7 to 51.6 by 06/01/2015 as measured by the K-PREP state assessment.

**Strategy1:**

Professional Learning Communities - Teachers will meet in monthly PLCs to discuss progress and strategies

Category: Professional Learning & Support

Research Cited:

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Staff will meet in professional learning communities to share strategies and monitor student progress	Professional Learning			08/14/2014	05/14/2015	\$0 - No Funding Required	Administrators and Teachers

**Strategy2:**

Parental Involvement - Parents will be engaged in the education process of their children

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon enrollment to Southgate School parents will meet with an administrator to discuss the school goals and steps to success.	Parent Involvement			08/14/2014	06/01/2015	\$0 - No Funding Required	Administration

# KDE Comprehensive School Improvement Plan

Southgate Public School

Activity - Parental Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be engaged and informed of the academic progress of their child and the school via conferences, newsletters, phone calls, emails, etc...	Parent Involvement			08/14/2014	06/01/2015	\$0 - No Funding Required	Administration and Teachers

### Strategy3:

ESS/Rtl - Students needing additional support will receive it via the ESS and Rtl programs.

Category: Integrated Methods for Learning

Research Cited:

Activity - ESS/Rtl Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from multiple sources (K-PREP, MAP, AimsWeb, Teacher input, etc...) students will be identified for participation	Academic Support Program			08/28/2014	06/01/2015	\$90000 - Title I Part A	Administration and Teachers

### Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency for all students in the non-duplicated gap group at Southgate Elementary from 43.9 to 48.3 by 06/01/2015 as measured by the K-PREP state assessment.

### Strategy1:

Professional Learning Communities - Teachers will meet in monthly PLCs to discuss progress and strategies

Category: Professional Learning & Support

Research Cited:

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Staff will meet in professional learning communities to share strategies and monitor student progress	Professional Learning			08/14/2014	05/14/2015	\$0 - No Funding Required	Administrators and Teachers

### Strategy2:

ESS/Rtl - Students needing additional support will receive it via the ESS and Rtl programs.

Category: Integrated Methods for Learning

Research Cited:

Activity - ESS/Rtl Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from multiple sources (K-PREP, MAP, AimsWeb, Teacher input, etc...) students will be identified for participation	Academic Support Program			08/28/2014	06/01/2015	\$90000 - Title I Part A	Administration and Teachers

**KDE Comprehensive School Improvement Plan**

Southgate Public School

**Strategy3:**

Parental Involvement - Parents will be engaged in the education process of their children

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be engaged and informed of the academic progress of their child and the school via conferences, newsletters, phone calls, emails, etc...	Parent Involvement			08/14/2014	06/01/2015	\$0 - No Funding Required	Administration and Teachers

Activity - Parental Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon enrollment to Southgate School parents will meet with an administrator to discuss the school goals and steps to success.	Parent Involvement			08/14/2014	06/01/2015	\$0 - No Funding Required	Administration

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

**Goal 1:**

Program Reviews

**Measurable Objective 1:**

collaborate to increase the number of Program Reviews scoring proficient from one to three by 06/01/2015 as measured by performance on the program review rubrics.

**Strategy1:**

Program Review PLCs - A PLC will be created to implement a plan for improving program reviews

Category: Professional Learning &amp; Support

Research Cited:

Activity - Pinterest Board	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of a Program Review Pinterest Board in the faculty workroom	Other			08/14/2014	06/01/2015	\$0 - No Funding Required	Program Review PLC

**KDE Comprehensive School Improvement Plan**

Southgate Public School

<b>Activity - Drama Unit</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Create a drama unit	Direct Instruction			08/14/2014	06/01/2015	\$100 - School Council Funds	Administration and Teachers

<b>Activity - Program Review PLC Schedule</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Create a time and schedule for the Program Review PLC to meet	Policy and Process			08/14/2014	06/01/2015	\$0 - No Funding Required	Administration and Program Review PLC

DRAFT