**SOUTHGATE INDEPENDENT SCHOOL**

**COMPREHENSIVE DISTRICT IMPROVEMENT PLAN**

**SCHOOL ASSURANCE REVIEW**

**SCHOOL YEAR 2012-2013**

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.

Eddie Franke, Principal Date August 2012

Chairperson, School Council

Eddie Franke, Principal Date August 2012

Chairperson, School Planning Committee

**Plan Approved by the School Board:**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Council Members:**

|  |  |
| --- | --- |
| Eddie Franke, Principal | Bruce Mullins, Parent |
| Kendra Abner, Teacher | Leha Schutte, Parent |
| Kacie Browning, Teacher |  |
| Melissa Herald, Teacher |  |

**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+Planni

ng/default.htm

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Comprehensive District Improvement Plan 2011-2012 2

**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 2010-11 scores in all content areas;

2.) KCCT disaggregated data;

3.) EXPLORE Data;

3.) MAP Assessment Data;

4.) Parent Input from ReadyFest

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 to Student Achievement and Learning Environment.

C.) What implementation of the plan is expected to achieve:

Implementation of the plan is expected to improve student learning as evident on the K-PREP, EXPLORE and MAP assessments along with preparing our students for Career and College Readiness.

D.) How public comment was secured and how we responded to it:

Parents were invited to review and provide input during open-house meetings.

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 in August of 2012.

4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?

This was a work in progress from October 2011-August 2012.

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 most recent review was August of 2012.

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 August of 2012.

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

August 2012

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?

The most recent revision has been in August of 2012.

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

On-going evaluation through Impact and Implementation checks and at SBDM meetings.

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 and Instructional Support Staff:

Virginia Rabe, Kelly Gates, Donna Hoffman, Lynn Beck, Christa Malton, Donna Calhoun, Mary Andersen, Melissa Herald, Antonio Browning, Lynda Myers, Kacie Browning, Shelley Hamberg, Michele Ciolino, Emily Kitch, Kendra Abner, Sherri Marshall, Kim Zeek, Loretta Simmons, Pam Dufresne, Angelic Boyers, Marinell Kephart, Eileen Whaley

Parents: Leha Schutte, Bruce Mullins SBDM Members…Parent Input Requested at ReadyFest

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| **PRIORITY NEEDS** | **Expected Outcomes** |
| **One:** There is a need to improve extended response questions (open-response, short answer, etc…) | Through the establishment of school-wide graphic organizers, along with a greater emphasis and frequency of all content areas engaging students in writing and communication regular feedback (teacher, peer, self-reflection) will improve assessment results based on K-PREP test. |
| **Two:** There is a need to evaluate deconstrucion and implementation of the common core standards (along with core content 4.1) and to create or adjust (depending on current implementation) units, pacing guides and assessments to ensure each standard is being taught and checked for mastery for each student. | By deconstructing the standards into student friendly learning targets (which are written in student language for clarity and ease of understanding expectations of what is to be learned, demonstrated, explained, etc…) the curriculum will become very focused for staff and students.  Instruction will be based upon teaching only what is to be learned (each standard(s)/learning target(s) and all instructional activities and assessments (formative and summative) will be congruent to teaching and checking for understanding of the target.  By creating units of connected standards and pacing guides…each content area will ensure required curriculum is taught and assessed throughout the year. |
| **Three:** There is a need to include more differentiation based upon individual student needs to ensure each student is being challenged and engaged at the appropriate level. | By using pre-assessments and frequent/on-going formative assessments instruction can be more tailored to meeting individual student needs.  By tailoring instruction to individual needs and current levels of understanding and mastery each student will have the opportunity to grow and improve throughout the year and engagement will increase due to instruction designed at the appropriate level.  Frequent formative assessment and tailoring instruction (interventions) to student needs will assist in refining RTI and ensure students who are not responding to differentiation in the classroom will receive more intensive interventions through the next level of RTI. |
| **Four:** There is a need to establish uniformity in instructional resources across all grade levels. | The consistency created by purchasing and implementing uniformed resources across all grade levels for social studies, math and reading will increase student familiararity of these resources from year to year along will increasing student’s depth of understanding. |
| **Five:** There is a need to establish expectations for student behavior and conduct, along with consistency in teaching and enforcing the expectations. | The creation of school-wide expectations for behavior (common language), common areas and voice levels along with prioritizing instruction and consistent enforcement designed to teach students these expectations understanding will increase and behavior will improve. |

**Academic Learning Goals**

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| **Goal 1** | **Strategies** | **Responsibility** | **Timeline** | **Evidence** |
| All students will increase success on extended response questions. | * Review and Develop Graphic Organizer that can be used school wide. * Students will receive multiple opportunities to engage in extended response across the content areas. * Extended responses will contain feedback via teacher/peer/ and self-reflection. | All Teachers | On-going through May of 2013. | * Lesson Plans * Work Samples |

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| **Goal 2** | **Strategies** | **Responsibility** | **Timeline** | **Evidence** |
| Southgate School will ensure the standards are deconstructed and taught. | * Review Common Core and CC 4.1 documents * Create learning targets for standards * Create Units and Pacing Guides to implement instruction of the standards * Instructional Activities will be aligned for congruency with learning targets * Secure Professional Development to assist in deconstructing the standards into learning targets, developing units and pacing guides | All teachers and Administration | On-Going | * Lesson Plans * Unit Development and Pacing Guides |

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| **Goal 3** | **Strategies** | **Responsibility** | **Timeline** | **Evidence** |
| Southgate School will design instruction based upon the individual needs of each student whether Gifted or Remedial. | * Use of Formative Assessments to determine student areas of need * Secure Professional Development that models and demonstrates how to implement differentiated instruction based on formative assessment, etc… * Refine the RTI process | All Teachers and Administration | On-Going | * Bench Marking and Progress Monitoring * Teacher Observation |
| **Goal 4** | **Strategies** | **Responsibility** | **Timeline** | **Evidence** |
| A standardized/uniformed textbook resource series will be purchased for grades K-8 in Math, Reading and Social Studies | * By standardizing the textbook series students and teachers will increase understanding through continuity and familiarity of research based products. | Content Teachers and Administration | August 2012 | New Materials evident in class instruction |

**Learning Environment Goal**

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| --- | --- | --- | --- | --- |
| **Goal 5** | **Strategies** | **Responsibility** | **Timeline** | **Evidence** |
| Implement school wide expectations for behavior with consistent follow-through and enforcement by all staff members | * A behavior curriculum will focus on teaching students the expectations and re-teaching as necessary. * Expectations will be reinforced and modeled for compliance * School Wide Posters will be designed to promote Common Area Expectations, Three Steps to Success and Voice Levels | * All Staff at SPS | August 2012-May 2013 | * Staff observation * Student discipline referrals will decrease as the year progresses |