



Comprehensive District Improvement Plan

Southgate Independent School District

Mr. Jim Palm, Superintendent
William Blatt and Evergreen
Southgate, KY 41071

TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
Description of the School System.....	4
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Southgate 2013-14 CDIP

Overview.....	9
Goals Summary.....	10
Goal 1: Increase the averaged combined reading and math K-Prep scores in elementary and middle students from 46% to 72% in 2017.....	11
Goal 2: Increase the number of students who are college and career ready from 54% to 68% by 2015.....	12
Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 66.5% in 2017.....	12
Goal 4: Implementation of PGES.....	13
Activity Summary by Funding Source.....	15
Activity Summary by School.....	17

KDE Needs Assessment

Introduction.....	20
Data Analysis.....	21

Areas of Strengths..... 22

Opportunities for Improvement..... 23

Oversight and Monitoring..... 24

Conclusion..... 25

Compliance and Accountability - Districts

Introduction..... 27

Planning and Accountability Requirements..... 28

KDE Assurances - District

Introduction..... 33

District Assurances..... 34

Superintendent Evaluation Assurance

Introduction..... 40

Superintendent Evaluation Assurance..... 41

School Safety Assurance

Introduction..... 43

School Safety Assurance..... 44

Compulsory Attendance Age (Senate Bill 97) Assurance

Introduction..... 46

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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 2014. 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.

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

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Description of the School System

Describe the school system'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 system 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 200 students in grades Preschool through Eight. Over the last four years our district has seen a fluctuation in our enrollment and diversity. This has presented both unique challenges as well as opportunities for continued growth.

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System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system 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.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system 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 school 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. 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.

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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 education to our students, but also assure 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 the community and student body. Every student also gains access to extracurricular activities and sports that may not be available to them in a larger district.

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Southgate 2013-14 CDIP

Overview

Plan Name

Southgate 2013-14 CDIP

Plan Description

Southgate 2013-14 CDIP

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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 K-Prep scores in elementary and middle students from 46% to 72% in 2017	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$1350
2	Increase the number of students who are college and career ready from 54% to 68% by 2015	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 66.5% in 2017	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$12150
4	Implementation of PGES	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$150

Goal 1: Increase the averaged combined reading and math K-Prep scores in elementary and middle students from 46% to 72% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math for Southgate Elementary from 51.0 to 57.0 and Southgate Middle from 43.0 to 50.0 by 05/30/2014 as measured by on the K-PREP State Assessment.

Strategy 1:

Unit Revisions - All grade level and content areas will work on unit revisions to ensure curriculum coverage and vertical alignment.

Research Cited: Best Practices and Curriculum Alignment

Activity - Unit Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise units to align standards to instruction and align standards vertically by grade levels. Revised units will focus on Summative Assessments with standards identified and assessed based on the rigor, format, stamina, etc...of K-PREP. Units will include on-going formative assessments, direct vocabulary instruction, literacy, and engagement strategies. Reteaching will take place based off of formative assessments to assure students are mastering the standards required	Direct Instruction	08/06/2013	08/15/2014	\$400	Title II Part A	Teachers and Principal
Schools: All Schools						
Activity - Literacy Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school wide literacy initiative in which all contents engage in regular reading activities and class discussion requiring students to (read, discuss, respond, analyze, defend and write about what they are reading	Direct Instruction	05/19/2014	05/19/2014	\$0	No Funding Required	Teachers and Principal
Schools: All Schools						
Activity - Math Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will continue working with NKCES and their consultants for professional development and standard based instruction	Professional Learning	08/07/2013	08/15/2014	\$200	Title II Part A	Math Teachers
Schools: All Schools						
Activity - Higher Level Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive District Improvement Plan

Southgate Independent School District

Staff will complete professional development and learning on higher level thinking skills and questioning to incorporate into the unit revisions. Schools: All Schools	Professional Learning	08/05/2013	08/15/2014	\$600	Title II Part A	Principal and all teachers
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Activity - CIITS and PD360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More teachers will become familiar with CIITS and PD360 resources in order to learn about strategies to increase overall proficiency of our students Schools: All Schools	Professional Learning	08/05/2013	08/15/2014	\$150	Title II Part A	Principal and Teachers

Goal 2: Increase the number of students who are college and career ready from 54% to 68% by 2015

Measurable Objective 1:

collaborate to increase the percentage of students at Southgate Middle School from 54.4 to 60.0 by 10/01/2014 as measured by meeting Explore Benchmarks.

Strategy 1:

Explore Practice Assessment - Increase the number of students in grades taking the Explore Assessment prior to eighth grade

Research Cited: Prior Knowledge and Practice

Activity - Explore Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grade 7 will be given the opportunity to take the Explore assessment prior to their eighth grade year. Schools: All Schools	Academic Support Program	09/23/2013	09/22/2014	\$200	School Council Funds	Principal and Middle Grades Teachers

Activity - Explore and ILP Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 7 and 8 will meet with teachers and staff members to go over Explore results (strengths, careers, weaknesses, etc...). Students will set goals and instruction will be designed to address areas of weakness for our students identified by the assessment as well as "real-world" activities. The results will be considered when students complete their ILP's. Schools: All Schools	Academic Support Program	10/16/2013	04/30/2014	\$300	General Fund	Principal and Middle Grades Teachers

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 36.4 to 43.4 at Southgate Elementary and from 44.6 to 50.0 at Southgate Middle for our nonduplicated gap group by 05/30/2014 as measured by the K-Prep combined math and reading proficiency for all students in the nonduplicated gap group.

Strategy 1:

ESS/RTI/PLC's - ESS will be revised to include a Daytime Waiver. The daytime waiver will combine with RTI to provide our students with the individualized and small group interventions they need to reach proficiency. PLC's will be established to identify and discuss students as well as analyzing the result of K-PREP, MAP and other sources of assessment and data.

Research Cited: Research based interventions based on data review

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing an ESS daytime waiver will allow more individualized and small group instruction base on student needs. Schools: All Schools	Direct Instruction	08/26/2013	05/19/2014	\$12000	Other	Principal, ESS and RTI teachers
Activity - CIITS and PD360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More of our teachers will utilize the resources and professional learning available via CIITS and PD360 in order to learn about strategies to increase the proficiency of our GAP students. Schools: All Schools	Professional Learning	08/05/2013	08/15/2014	\$150	Title II Part A	Principal and Teachers

Goal 4: Implementation of PGES

Measurable Objective 1:

collaborate to pilot the PGES and prepare for full implementation by 04/30/2014 as measured by 100% of pilot participants successfully meeting each component (self-reflection, SGG, PGP goal, peer observation, conferencing, etc...).

Strategy 1:

Establish a Pilot Team - Pilot teachers will establish a PLC to collaborate on the completion of PGES objectives.

Research Cited: Research promotes the PLC concept

Comprehensive District Improvement Plan

Southgate Independent School District

Activity - PGES Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documents will be established along with CIITS to implement PGES. These documents include (Self-Reflection and Survey on the TPGES and PPGES standards, Professional Growth Plan Goals, Student Growth Goals, Working Conditions Goal. Schools: All Schools	Policy and Process	08/08/2013	04/30/2014	\$50	Title II Part A	Principal

Activity - Web Based Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize KDE website, PD360, CIITS and other training resources to become more familiar with the effectiveness system and components. Schools: All Schools	Professional Learning	08/08/2013	04/30/2014	\$100	Title II Part A	Principal and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Focus	A school wide literacy initiative in which all contents engage in regular reading activities and class discussion requiring students to (read, discuss, respond, analyze, defend and write about what they are reading	Direct Instruction	05/19/2014	05/19/2014	\$0	Teachers and Principal
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explore Assessment	Students in grade 7 will be given the opportunity to take the Explore assessment prior to their eighth grade year.	Academic Support Program	09/23/2013	09/22/2014	\$200	Principal and Middle Grades Teachers
Total					\$200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explore and ILP Counseling	Students in grades 7 and 8 will meet with teachers and staff members to go over Explore results (strengths, careers, weaknesses, etc...). Students will set goals and instruction will be designed to address areas of weakness for our students identified by the assessment as well as "real-world" activities. The results will be considered when students complete their ILP's.	Academic Support Program	10/16/2013	04/30/2014	\$300	Principal and Middle Grades Teachers
Total					\$300	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Southgate Independent School District

Web Based Training	Teachers will utilize KDE website, PD360, CIITS and other training resources to become more familiar with the effectiveness system and components.	Professional Learning	08/08/2013	04/30/2014	\$100	Principal and Teachers
Math Focus	Math teachers will continue working with NKCES and their consultants for professional development and standard based instruction	Professional Learning	08/07/2013	08/15/2014	\$200	Math Teachers
Higher Level Skills	Staff will complete professional development and learning on higher level thinking skills and questioning to incorporate into the unit revisions.	Professional Learning	08/05/2013	08/15/2014	\$600	Principal and all teachers
CIITS and PD360	More teachers will become familiar with CIITS and PD360 resources in order to learn about strategies to increase overall proficiency of our students	Professional Learning	08/05/2013	08/15/2014	\$150	Principal and Teachers
Unit Work	Teachers will revise units to align standards to instruction and align standards vertically by grade levels. Revised units will focus on Summative Assessments with standards identified and assessed based on the rigor, format, stamina, etc...of K-PREP. Units will include on-going formative assessments, direct vocabulary instruction, literacy, and engagement strategies. Reteaching will take place based off of formative assessments to assure students are mastering the standards required	Direct Instruction	08/06/2013	08/15/2014	\$400	Teachers and Principal
PGES Documents	Documents will be established along with CIITS to implement PGES. These documents include (Self-Reflection and Survey on the TPGES and PPGES standards, Professional Growth Plan Goals, Student Growth Goals, Working Conditions Goal.	Policy and Process	08/08/2013	04/30/2014	\$50	Principal
CIITS and PD360	More of our teachers will utilize the resources and professional learning available via CIITS and PD360 in order to learn about strategies to increase the proficiency of our GAP students.	Professional Learning	08/05/2013	08/15/2014	\$150	Principal and Teachers
Total					\$1650	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Daytime Waiver	Implementing an ESS daytime waiver wil allow more individualized and small group instruction base on student needs.	Direct Instruction	08/26/2013	05/19/2014	\$12000	Principal, ESS and RTI teachers
Total					\$12000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explore Assessment	Students in grade 7 will be given the opportunity to take the Explore assessment prior to their eighth grade year.	Academic Support Program	09/23/2013	09/22/2014	\$200	Principal and Middle Grades Teachers
PGES Documents	Documents will be established along with CIITS to implement PGES. These documents include (Self-Reflection and Survey on the TPGES and PPGES standards, Professional Growth Plan Goals, Student Growth Goals, Working Conditions Goal.	Policy and Process	08/08/2013	04/30/2014	\$50	Principal
Web Based Training	Teachers will utilize KDE website, PD360, CIITS and other training resources to become more familiar with the effectiveness system and components.	Professional Learning	08/08/2013	04/30/2014	\$100	Principal and Teachers
Unit Work	Teachers will revise units to align standards to instruction and align standards vertically by grade levels. Revised units will focus on Summative Assessments with standards identified and assessed based on the rigor, format, stamina, etc...of K-PREP. Units will include on-going formative assessments, direct vocabulary instruction, literacy, and engagement strategies. Reteaching will take place based off of formative assessments to assure students are mastering the standards required	Direct Instruction	08/06/2013	08/15/2014	\$400	Teachers and Principal
Literacy Focus	A school wide literacy initiative in which all contents engage in regular reading activities and class discussion requiring students to (read, discuss, respond, analyze, defend and write about what they are reading	Direct Instruction	05/19/2014	05/19/2014	\$0	Teachers and Principal
Math Focus	Math teachers will continue working with NKCES and their consultants for professional development and standard based instruction	Professional Learning	08/07/2013	08/15/2014	\$200	Math Teachers
Higher Level Skills	Staff will complete professional development and learning on higher level thinking skills and questioning to incorporate into the unit revisions.	Professional Learning	08/05/2013	08/15/2014	\$600	Principal and all teachers

Comprehensive District Improvement Plan

Southgate Independent School District

Explore and ILP Counseling	Students in grades 7 and 8 will meet with teachers and staff members to go over Explore results (strengths, careers, weaknesses, etc...). Students will set goals and instruction will be designed to address areas of weakness for our students identified by the assessment as well as "real-world" activities. The results will be considered when students complete their ILP's.	Academic Support Program	10/16/2013	04/30/2014	\$300	Principal and Middle Grades Teachers
ESS Daytime Waiver	Implementing an ESS daytime waiver will allow more individualized and small group instruction based on student needs.	Direct Instruction	08/26/2013	05/19/2014	\$12000	Principal, ESS and RTI teachers
CIITS and PD360	More teachers will become familiar with CIITS and PD360 resources in order to learn about strategies to increase overall proficiency of our students	Professional Learning	08/05/2013	08/15/2014	\$150	Principal and Teachers
CIITS and PD360	More of our teachers will utilize the resources and professional learning available via CIITS and PD360 in order to learn about strategies to increase the proficiency of our GAP students.	Professional Learning	08/05/2013	08/15/2014	\$150	Principal and Teachers
Total					\$14150	

KDE Needs Assessment

Introduction

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

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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?

The data shows that we have had tremendous growth and improvement in our Elementary Math scores, Middle School Writing, Elementary and Middle grades Language usage. The data also shows that we are above state averages in science at the middle and elementary level. Social Studies dropped slightly, but continues to be improving from data two years ago. The data show pockets of improvement in math and reading, but a continued emphasis needs to be placed in these areas.

Bonus points were received in Science at the Middle and Elementary level, but work continues to need to be done across all contents to decrease novice and increase P/D.

Data shows we are making progress on our Delivery Targets, but fell just short of our target in combined P/D at the middle grades and very slightly above at both the elementary and middle grades for GAP group Proficiency.

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?

Areas of strength continue to be elementary and middle grades Science. We also scored above state averages for P/D except for middle grades Math and Social Studies. We are revising and refining units of study and continuing to focus on better understanding and mastery of the standards based on assessments. There is cause to celebrate based on substantial growth in the majority of K-PREP assessments.

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Opportunities for Improvement

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

School-wide we have taken steps to raise expectations of our students and staff.

Middle grades Math continues to be an area we need to improve in. We have taken steps to further deconstruct and align the curriculum to the standards. Additionally, professional development and regularly meeting with our NKCES content specialists have been implemented.

Work is continuing to be done in all content areas to focus on instruction and assessment. We are revising units to better align to the standards and creating summative assessments with the "teach with the end in mind" concept.

Additional professional development has been implemented to address reading and writing with a focus on teaching and emphasizing literacy in all content areas and grade levels as well as higher level thinking and questioning.

We have also taken steps to adjust our RTI and ESS Program to meet the needs of our learners. Implementing a Daytime Waiver to serve more students individual needs during the school day.

We will continue to monitor our GAP groups and Delivery Targets and adjust our strategies and actions to target overall growth as well as students in our GAP groups that show the most discrepancy. For Southgate this is currently our special needs population.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Work done in professional development and included in our CDIP will be regularly monitored by administration and SBDM Council. Students not learning are assessed and progress monitored on a regular basis by using MAP and Aimsweb.

Additionally, teachers have stepped up the use of formative instruction and differentiated strategies.

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Conclusion

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

Prioritize the following steps:

- 1) Incorporate the regular use of PLC's to address instruction, curriculum, assessment, Program Reviews, PGES, etc...
- 2) Professional Development and meetings with NKCES consultants and KASC to make sure we are implementing our curriculum and standards with fidelity
- 3) Revise and update units based on assessments, engagement, vocabulary, rigor and stamina of K-PREP
- 4) Promote Literacy in all content areas and grade levels...with an emphasis on Reading and Writing in the early Primary grades.
- 5) Adjust RTI and ESS to better meet the individual needs of our student population. Implement a Daytime Waiver for ESS
- 6) Adjust School Schedule to provide non-compromising focus on instruction.
- 7) Evaluate School Climate and promote a positive environment where success is celebrated along with goal-setting and student self-monitoring.

Compliance and Accountability - Districts

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 2014. 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.

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Planning and Accountability Requirements

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable Distribution:** poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Increase the number of students who are college and career ready from 54% to 68% by 2015

Measurable Objective 1:

collaborate to increase the percentage of students at Southgate Middle School from 54.4 to 60.0 by 10/01/2014 as measured by meeting Explore Benchmarks.

Strategy1:

Explore Practice Assessment - Increase the number of students in grades taking the Explore Assessment prior to eighth grade

Research Cited: Prior Knowledge and Practice

Activity - Explore and ILP Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 and 8 will meet with teachers and staff members to go over Explore results (strengths, careers, weaknesses, etc...). Students will set goals and instruction will be designed to address areas of weakness for our students identified by the assessment as well as "real-world" activities. The results will be considered when students complete their ILP's.	Academic Support Program	10/16/2013	04/30/2014	\$300 - General Fund	Prinipal and Middle Grades Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 36.4 to 43.4 at Southgate Elementary and from 44.6 to 50.0 at Southgate Middle for our nonduplicated gap group by 05/30/2014 as measured by the K-Prep combined math and reading proficiency for all students in the nonduplicated gap group.

Strategy1:

ESS/RTI/PLC's - ESS will be revised to include a Daytime Waiver. The daytime waiver will combine with RTI to provide our students with the individualized and small group interventions they need to reach proficiency. PLC's will be established to identify and discuss students as well

Comprehensive District Improvement Plan

Southgate Independent School District

as analyzing the result of K-PREP, MAP and other sources of assessment and data.

Research Cited: Research based interventions based on data review

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementing an ESS daytime waiver will allow more individualized and small group instruction based on student needs.	Direct Instruction	08/26/2013	05/19/2014	\$12000 - Other	Principal, ESS and RTI teachers

Narrative:

All teachers in the Southgate Independent School District are highly qualified in the content area they teach. Being a small district we have one teacher per grade level on average in the elementary school, and one teacher per content area in the middle school. This ensures equal access to highly qualified and experienced teachers for all students.

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores in elementary and middle students from 46% to 72% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math for Southgate Elementary from 51.0 to 57.0 and Southgate Middle from 43.0 to 50.0 by 05/30/2014 as measured by on the K-PREP State Assessment.

Strategy1:

Unit Revisions - All grade level and content areas will work on unit revisions to ensure curriculum coverage and vertical alignment.

Research Cited: Best Practices and Curriculum Alignment

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Activity - Math Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue working with NKCES and their consultants for professional development and standard based instruction	Professional Learning	08/07/2013	08/15/2014	\$200 - Title II Part A	Math Teachers

Comprehensive District Improvement Plan

Southgate Independent School District

Activity - Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school wide literacy initiative in which all contents engage in regular reading activities and class discussion requiring students to (read, discuss, respons, analyze, defend and write about what they are reading	Direct Instruction	05/19/2014	05/19/2014	\$0 - No Funding Required	Teachers and Principal

Activity - CIITS and PD360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
More teachers will become familiar with CIITS and PD360 resources in order to learn about strategies to increase overall proficiency of our students	Professional Learning	08/05/2013	08/15/2014	\$150 - Title II Part A	Principal and Teachers

Activity - Higher Level Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will complete professional development and learning on higher level thinking skills and questioning to incorporate into the unit revisions.	Professional Learning	08/05/2013	08/15/2014	\$600 - Title II Part A	Principal and all teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 36.4 to 43.4 at Southgate Elementary and from 44.6 to 50.0 at Southgate Middle for our nonduplicated gap group by 05/30/2014 as measured by the K-Prep combined math and reading proficiency for all students in the nonduplicated gap group.

Strategy1:

ESS/RTI/PLC's - ESS will be revised to include a Daytime Waiver. The daytime waiver will combine with RTI to provide our students with the individualized and small group interventions they need to reach proficiency. PLC's will be established to identify and discuss students as well as analyzing the result of K-PREP, MAP and other sources of assessment and data.

Research Cited: Research based interventions based on data review

Activity - CIITS and PD360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
More of our teachers will utilize the resources and professional learning available via CIITS and PD360 in order to learn about strategies to increase the proficiency of our GAP students.	Professional Learning	08/05/2013	08/15/2014	\$150 - Title II Part A	Principal and Teachers

Comprehensive District Improvement Plan

Southgate Independent School District

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementing an ESS daytime waiver will allow more individualized and small group instruction based on student needs.	Direct Instruction	08/26/2013	05/19/2014	\$12000 - Other	Principal, ESS and RTI teachers

Goal 3:

Implementation of PGES

Measurable Objective 1:

collaborate to pilot the PGES and prepare for full implementation by 04/30/2014 as measured by 100% of pilot participants successfully meeting each component (self-reflection, SGG, PGP goal, peer observation, conferencing, etc...).

Strategy1:

Establish a Pilot Team - Pilot teachers will establish a PLC to collaborate on the completion of PGES objectives.

Research Cited: Research promotes the PLC concept

Activity - PGES Documents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Documents will be established along with CIITS to implement PGES. These documents include (Self-Reflection and Survey on the TPGES and PPGES standards, Professional Growth Plan Goals, Student Growth Goals, Working Conditions Goal.	Policy and Process	08/08/2013	04/30/2014	\$50 - Title II Part A	Principal

Activity - Web Based Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize KDE website, PD360, CIITS and other training resources to become more familiar with the effectiveness system and components.	Professional Learning	08/08/2013	04/30/2014	\$100 - Title II Part A	Principal and Teachers

Narrative:

Our 2013 TELL Survey showed we are below state averages with teachers participation in PLC's and recognizing staff and school achievements. Being a small district without multiple teachers at grade levels and content areas we have implemented PLC's as part of the 2013-14 school year to focus on: unit revisions and curriculum alignment, assessment data, student achievement, instructional strategies, program reviews, PGES, etc...

We will also recognize achievement of staff and students as well as celebrate our successes. The School Climate Committee will assist in this implementation.

KDE Assurances - District

Introduction

KDE Assurances for Districts

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District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	Regular updates and release of data are given through monthly newsletters and periodically holding family nights.	

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Comprehensive District Improvement Plan

Southgate Independent School District

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Comprehensive District Improvement Plan

Southgate Independent School District

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes	We are school wide Title I and consolidate funds.	

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Comprehensive District Improvement Plan

Southgate Independent School District

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes	The city of Southgate does not have a local institute for neglected children	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes	The city of Southgate does not have an institute for neglect	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes	The city of Southgate does not have any neglected institutions	

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes	We are a one school district that is SWP	

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	No	We receive less than \$500,000	

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	No	We do not have district setasides	

Comprehensive District Improvement Plan

Southgate Independent School District

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes	All staff are highly qualified and this is noted in our CDIP	

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	We currently do not have any teachers that are not highly qualified	

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Superintendent Evaluation Assurance

Introduction

The purpose of the Kentucky Superintendent Evaluation Diagnostic is to ensure critical conversations between superintendents and local boards of education are regularly occurring for continuous improvement in each district in Kentucky. Appropriate evidence would include uploaded minutes of the board of education where financial management, facilities and, student performance have been discussed.

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Superintendent Evaluation Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the Superintendent Evaluation has been completed and submitted in ASSIST and that all supporting artifacts and evidence have been uploaded to support said responses to show alignment with the Kentucky Board of Education goals for student achievement, operational efficiency and the communication and collaboration of district leadership.			

School Safety Assurance

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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School Safety Assurance

Label	Assurance	Response	Comment	Attachment
	The district certifies that the it has submitted the required School Safety diagnostic in ASSIST to verify that it is in compliance with SB/HB354 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Compulsory Attendance Age (Senate Bill 97) Assurance

Introduction

Senate Bill 97 authorizes local school boards to pass a district-wide policy extending the compulsory school age requirement from age 16 to age 18 for all students residing in the district. When fifty-five percent of the school districts in the state adopt such a policy, all remaining school districts are required to do so, effective with the school year that occurs four (4) years after the 55% threshold is met. The 55% threshold of 96 districts was met in July of this year, activating the requirement for all remaining school districts to enact a policy within the statutory time frame.

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Compulsory Attendance Age (Senate Bill 97)

Label	Assurance	Response	Comment	Attachment
	The Board certifies that the Raising the Compulsory Attendance Age diagnostic has been completed and submitted in ASSIST and that all supporting artifacts have been uploaded to support said responses to show alignment with Senate Bill 97.	No	The Southgate Independent School District is a K-8 District. Without a high school we are unable to establish this policy.	

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