



KDE Comprehensive Improvement Plan for Districts

Southgate Independent

6 William F. Blatt Avenue
Southgate, KY 41071

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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 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.

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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.

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 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 that has presented both unique challenges as well as opportunities for continued growth. We participate in the federal CEP lunch program in which all students receive free breakfast and lunch each day. Approximately 78% of our students are identified in a GAP group.

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 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.

The Spring KPREP results showed our District continues to improve. Our District met AMO goals and is rated as a high progress district. Our Middle School met AMO goals and is rated as a High Progress School. Our Elementary School also met AMO and is rate as progressing. Are focus is to continue to implement plans to meet the challenges of our transient population and high number of GAP group students.

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 an 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.

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?

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 also informs us about the performance of individual GAP groups of students.

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

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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 in 2013 and 2014. Science is not currently part of the assessment and math needs improvement based on the 2015 KPREP results. We have had more mixed results in reading. It continues to be an area to focus on as well as overall literacy and writing.

At the middle grades science has maintained scores above the state average in 2013 and 2014, but is not currently part of the KPREP accountability system. Social Studies results were a definite strength for 2015. Other content areas have remained inconsistent.

While scoring in the needs improvement category in most program reviews, significant progress has been made from one year to the next. All program reviews are within a point of proficiency.

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 through are Title I, ESS and Rtl programs. We continue to celebrate success at the elementary level from 2013-14 that had our math at the elementary level in the top 20% of all elementary schools in Kentucky as well as the top 1% in Science and Language Mechanics. We are looking for ways to sustain that achievement year in and out. At our Middle School we are celebrating the overall progress to be classified as a High Progress School and the large increase in the Social Studies Content.

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.

This year we are increasing the focus on writing across the curriculum and content areas. With the belief that strong literacy skills with a renewed emphasis on writing will impact student achievement in a positive way.

Additionally, we are looking at ways to continue the growth demonstrated in 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. We will be making adjustments since Explore is no longer given to eighth grade students.

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 RtI.

Finally, the school and district is reviewing overall expectations and seeking to assure a unified vision from all stakeholders.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The CSIP and CDIP are reviewed on an on-going basis at meetings of the SBDM Council and Board of Education. MAPs assessments are used three times per year. PLCs and individual meetings with administration for feedback on classroom observations occur on a regular schedule. Student goal-setting and progress monitoring also occur within each classroom. ESS and RtI reports are completed and monitored on an on-going basis throughout the year.

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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.

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Compliance and Accountability - Districts

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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 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.

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Planning and Accountability Requirements

The district ensures 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.

Narrative:

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

Narrative:

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		

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	Current are available. Newly approved will be available by January 2016.	

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		

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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 ensures 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 ensures 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 ensures 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		

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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		

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		

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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		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

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		

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		

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	Our district does not receive more than \$500,000.	

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

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.	Yes		

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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		

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		

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		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

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Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

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Equitable Access Diagnostic

Introduction

Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes		

What are the barriers?

- 1) Teacher turnover with few applicants in some content areas. Some candidates have little to no experience.
- 2) Working Conditions related to funding available for resources to support staff.

List the data sources used to identify the barriers.

TELL Survey results and formal and informal feedback from staff. PGES data, student test scores and MAP scores.

What are the root causes of those identified barriers?

Teacher turnover has been greater than 40% for two consecutive years. This is attributed to non-renewals, those leaving for a promotion outside of the district and state, and personal preference. There was a lack of candidates for multiple content areas and many areas had only inexperienced applicants apply. Factors include salary and lack of candidates going in to certain fields of education such as math, art and science. 18 school districts compete for the same pool of candidates in this area.

Contributing to the working conditions is the lack of funding to provide essential resources for current mandates to develop teachers and those with limited field experience.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?

Our data indicates 20 percent of teachers were below accomplished. This indicates work is needed to reach our goal of 100 percent teacher effectiveness.

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

Each classroom is taught by a highly qualified teacher. Southgate Independent typically has one class per grade so all students have access to the same highly qualified teacher each year.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Each classroom is taught by a highly qualified teacher. Southgate Independent typically has one class per grade so all students have access to the same highly qualified teacher each year.

Recruitment and Retention: How does the district analyze student level data to design targeted recruitment of effective and diverse teachers and leaders?

Teachers are recruited via posting on the state website, local school website, newspaper advertisement, social media, word of mouth and referrals. These methods do not always lead to a high number of applicants.

Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?

Teachers are recruited via posting on the state website, local school website, newspaper advertisement, social media, word of mouth and referrals. These methods do not always lead to a high number of applicants. Applicants are screened and complete a survey prior to consideration.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

Teachers are recruited via posting on the state website, local school website, newspaper advertisement, social media, word of mouth and referrals. These methods do not always lead to a high number of applicants. Applicants are screened and complete a survey prior to consideration.

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

Current retention strategies include soliciting direct feedback from staff via surveys including TELL, ValEd and Staff Feedback Reports. The school also has a SBDM Council that was formed for teacher input and decision-making, but is not mandated to have one by law. Southgate strives to create a positive working environment where staff is valued and concerns are listened to.

Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

Strategies are being put into place to utilize additional resources such as the regional cooperative and including PLCs. Experienced staff are teamed with new teachers and can use them as a resource in order to foster teacher leadership.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?

Teachers that receive lower than accomplished have received additional support in and out of the classroom by district administrators and peers. Regional consultants have also worked with teachers needing additional support. They have also attended PD and workshops and utilized training resources such as webinars, books and DVDs. Our CEP indicates additional requirements for the staff member and school to implement.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Results were reviewed with staff, SBDM Council and the Southgate Board of Education. Lower areas are being addressed as part of the CSIP and CDIP.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal 1: Improve hiring, placement and recruitment practices.

- A) post open positions and anticipated open positions as soon as possible
- B) identify ways to recognize employee contributions
- C) attend university job fairs
- D) investigate options for increasing employee benefits

Goal 2: Improve Working Conditions

- A) provide mentoring support for new teachers
- B) collaborate with regional consultants to provide guidance in PLC content areas
- C) provide on-going follow up for professional development through implementation phase