Comprehensive School Improvement Plan

Southgate Public School

Southgate Independent

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

TABLE OF CONTENTS

Phase I - Needs Assessment

201617 CSIP

Phase II - KDE Assurances - Schools

Phase II - KDE Compliance and Accountability - Schools

Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		201617 School Equity Data

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Students with disabilities has increased during the 2016-17 school year. We have seen more students move into the district already identified with disabilities and the severity level of the disabilities has been more significant.

Do to an increasing number of students on free lunch we now are part of the federal CEP lunch program.

The majority of teaching staff has more than 4 years of experience. While our teacher turn-over rate is relatively high, we have retained a significant number of experienced teachers and do not have any currently teaching out of their content area.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Teacher Turnover has been a challenge due to the size of the school. Teachers do not have content partners or grade level teams. Each grade level and content area are responsible for all parts of their specific content and assessment.

An increasing number of students in poverty and with learning disabilities has stretched the resources of the school and has required more professional development and learning challenges for the instructional staff. Trends such as poverty tend to be more common in urban areas like our school is located.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		201617 School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Next Generation Professionals Percent Accomplished

Measurable Objective 1:

collaborate to increase the percentage of accomplished Next Generation Professionals to 100% by 05/01/2020 as measured by evaluation from the Kentucky Framework for Teaching.

Strategy1:

Professional Development and Training - Teachers and Administrators will undergo appropriate training and professional development in the Kentucky Framework for Teaching and other professional practices as needed.

Category: Professional Learning & Support

Research Cited:

Activity - Framework for Teaching Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate school administrators will successfully complete on-going training and calibration of the Kentucky Framework for Teaching. Teachers will participate in training for peer observation. Other professional develop opportunities as needed to reach goal will be included.	Professional Learning	07/01/2016	08/31/2016	$1000 - Title II Part A	School Administration and Teachers.

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Teachers

SBDM Council

Parents

Relationship Building

Overall Rating: 2.71

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

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

Communications

Overall Rating: 2.43

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

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

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 1.86

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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

Advocacy

Overall Rating: 2.67

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

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

	Statement or Question	**Response**	**Rating**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

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

Community Partnerships

Overall Rating: 2.0

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

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

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

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

The school does a really good job at informally connecting with parents and the community. Due to our location (urban and community based), with all students within a one mile radius, we are able to meet and interact with many of our stakeholders on a daily basis.

We tend to score low overall on the survey due to having very few formal processes in place. Stakeholders are kept informed by weekly/or as needed communications via: newsletters, emails, all-calls, texts, website, Facebook, and phone calls.

Goals would be to formalize a needs assessment or survey base don the Missing Piece parental input components. We are working with our FRYSC to develop such a survey.

Report Summary

Scores By Section

Section Score
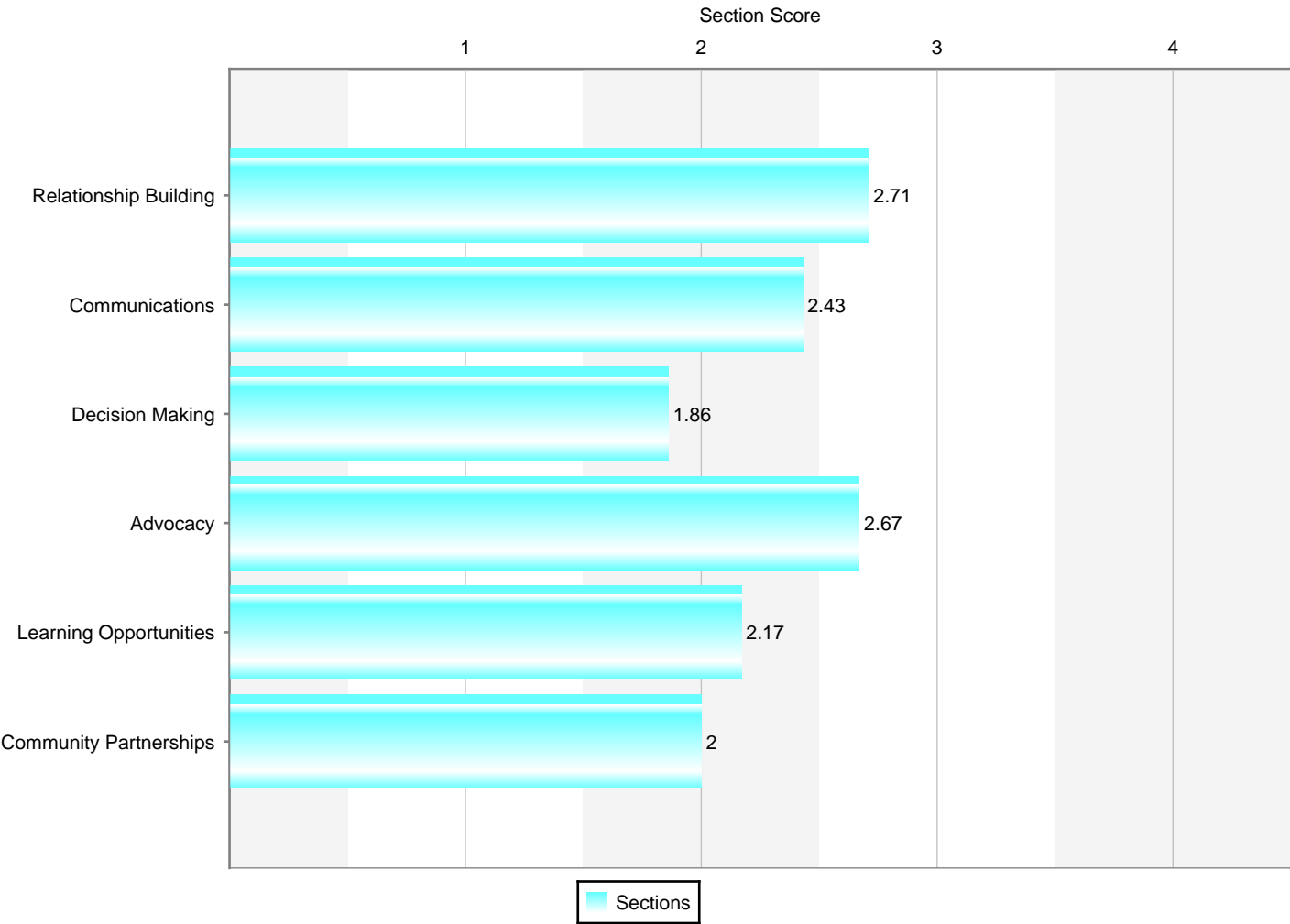
Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders complete a Needs Assessment in the spring of each year. The needs assessment takes into account assessment data, classroom observations by and of teachers, resources, and feedback to the school from a variety of sources (state assessment results, MAP assessment data, parent conferences and feedback, etc.).

The Needs Assessment is then analyzed and aligns to the CSIP/CDIP. Following the release of state assessment data in the fall, stakeholders meet to review data and provide input on revisions needed to the CSIP/CDIP. SBDM then approves the plan and is then presented to the Board of Education and then submitted to the state.

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

All instructional personnel in the school complete a Needs Assessment and participate in analysis of all testing data. The SBDM Council and Board of Education are presented with the data and suggested goals, strategies, and activities. Additional input comes in the form of feedback to the school from the parents and community members received formally and informally throughout the year.

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

Upon completion and approval of the improvement plan instructional staff receive a copy and the components are covered in faculty meetings or PLCs. The plan is also posted on the school website and parents/stakeholders are encouraged to review the plan.

Phase I - Needs Assessment

Introduction

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

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.

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 our highest areas. Science is not currently part of the assessment and math needs improvement based on the 2016 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. Social Studies scores were strong in 2015 and trailed off in 2016.

At the middle grades science has maintained scores above the state average historically, but is not currently part of the KPREP accountability system. Math was a definite strength based off of 2016 results. Social Studies results were a definite strength for 2015, but not as high in 2016. We continue to need to focus on reading and writing at the middle grades as well.

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 RtI programs.

Areas to celebrate include middle grades math and program review proficiency levels. Growth scores above state averages for all students, and elementary Language Mechanics scores in the top 1% of the state.

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 Literacy and Writing across the curriculum and content areas. We are working to expand our early learner program to reach students at a younger age. 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.

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.

Across all grades we are emphasizing a common language and utilizing the UNRAAVEL strategy. Professional development has also addressed school culture and at risk students.

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

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.

201617 CSIP

Overview

Plan Name

201617 CSIP

Plan Description

201617 CSIP

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	Combined Reading and Math Proficiency	Objectives: 1 Strategies: 6 Activities: 13	Organizational	$11000
2	Gap Group Proficiency	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$107000
3	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1000
4	Program Review Proficiency	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Next Generation Professionals Percent Accomplished	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000

Goal 1: Combined Reading and Math Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for Southgate Elementary from 45.1 to 62.1 and Southgate Middle from 57.7 to 58.0 by 10/30/2017 as measured by on the K-PREP state assessment.

Strategy 1:

Standards Based Instruction - Focus on teaching the required curriculum with fidelity.

Category: Continuous Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will meet across grade levels to align curriculum to standards.	Direct Instruction	08/18/2016	05/31/2017	$0	No Funding Required	Instructional Staff and Administration

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summative Assessments will be created based on "teaching with the end in mind" and will drive instruction. Assessments are aligned to intent and rigor of the standards and K-PREP like in format.	Direct Instruction	08/18/2016	08/11/2017	$2000	General Fund	Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development and the use of NKCES resources to provide needed training related to instructional practices including differentiation and curriculum alignment. (i.e. models of proficient and distinguished work, scrimmage testing, conferencing, reflection, etc.)	Professional Learning	08/08/2016	08/11/2017	$2000	General Fund	Teachers and Administrators.

Strategy 2:

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

Category: Continuous Improvement

Activity - NKCES Literacy Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A NKCES Literacy Consultant will meet across all content areas regarding teaching reading in each respective area.	Direct Instruction, Academic Support Program, Professional Learning	01/26/2017	04/28/2017	$0	No Funding Required	Content area teachers.

Activity - Writing Plan Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be formed to review and revise the school-wide writing plan including the development of a writing continuum.	Policy and Process	01/26/2017	08/11/2017	$0	No Funding Required	Committee of teachers and administrators.

Strategy 3:

Student Goal-Setting - Students will become aware of goal and how to achieve it by teacher led conferencing.

Category: Integrated Methods for Learning

Activity - Goal-Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will establish goals related to performance on MAPs, Math Facts in a Flash Program, and K-PREP assessments with input from their teachers.	Academic Support Program, Behavioral Support Program	09/06/2016	05/05/2017	$1000	No Funding Required	Classroom Teachers.

Strategy 4:

Positive Reinforcement - Students will be identified for reaching and/or exceeding specific goals related to academic and behavioral success.

Category: Human Capital Management

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will utilize a variety of methods to recognize student success and good behavior (i.e. school-wide recognition assemblies, classroom level incentives, field trip incentives, etc.).	Other - Motivation	01/16/2017	06/01/2017	$1000	Other	Teachers and Administrators.

Strategy 5:

Culture of Learning - Southgate School will strive to develop a culture for learning with high expectation for all.

Category: Continuous Improvement

Activity - District Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review district objectives and philosophy with all staff members on Opening Day. Reinforce throughout the year.	Policy and Process	08/11/2016	06/01/2017	$0	No Funding Required	Administration

Activity - Character Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administration and SBDMC will collaboratively work together on the future implementation of character development curriculums and committee; recommendations will be made to the superintendent.	Behavioral Support Program	01/26/2017	04/27/2017	$0	No Funding Required	SBDM Council

Activity - Mission and Vision Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and revise the current mission and vision statements receiving input from a variety of stakeholders and disseminate throughout the community.	Policy and Process	01/09/2017	04/27/2017	$0	No Funding Required	Administration and Stakeholders.

Strategy 6:

Community Involvement - A variety of tasks will be implemented to improve communication within the Southgate Community at large.

Category: Stakeholder Engagement

Activity - Preschool Collaboration Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the Preschool Collaboration Grant Tier I to identify community stakeholders and their perspective roles in Kindergarten Readiness.	Community Engagement	01/09/2017	08/11/2017	$2000	Grant Funds	Preschool Staff.

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will occur with key stakeholders in the community to continue open communication and participation in current school-wide and community events (i.e. Ready Fest, Veterans Day Assembly, Memorial Day Celebration, Optimist Club Events, Superintendent Talks, etc.).	Community Engagement	08/11/2016	06/01/2017	$0	No Funding Required	Administration and various school personnel depending on the event.

Activity - One to One Reading Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will recruit One to One Reading Coaches and implement a research-based program to target students in grades 1-3 performing below grade level.	Direct Instruction, Community Engagement, Academic Support Program	10/03/2016	08/11/2017	$3000	General Fund	Administration and Reading Teachers.

Goal 2: Gap Group Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Southgate Elementary from 39.8 to 54.9 and Southgate Middle School from 42.3 to 52.0 by 10/30/2017 as measured by the 2017 K-PREP State Assessment.

Strategy 1:

ESS and RtI - Students below benchmarks will be identified to work in small groups or one on one with a teacher or instructional assistant during and after the school day.

Category: Integrated Methods for Learning

Activity - Small Group Instruction and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups or one on one with a teacher or instructional assistant during and after the school day.	Direct Instruction, Academic Support Program, Behavioral Support Program	09/06/2016	05/05/2017	$100000	Title I Part A	RtI Teacher and ESS Instructors

Activity - 21st Century Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If received the grant will collaborate with Children's Inc. to address students who are not meeting grade level benchmarks (i.e. after school programming, summer learning programs, purchasing a research-based intervention program for K-3, etc.).	Direct Instruction, Academic Support Program, Extra Curricular, Tutoring, Behavioral Support Program	01/09/2017	08/03/2020	$0	No Funding Required	Staff will be hired for after school programming, summer programing, director, etc.

Activity - RtI Polices and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RtI policies and procedures will be reviewed and revised to assure we are best addressing the needs of our students.	Policy and Process	01/09/2017	04/28/2017	$0	No Funding Required	A committee will be formed to conduct the review.

Strategy 2:

Professional Learning Communities - Monthly PLC meetings to allow teaching teams to focus on instructional and professional learning needs to support our students.

Category: Professional Learning & Support

Activity - PLC Format	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A schedule has been developed for PLCs to occur. Additionally, a format or protocol will be put in place and additional collaboration with NKCES consultants and other regional colleagues will be emphasized. Meetings should emphasize discussions on student progress, sharing work samples, and instructional practices that have proven successful. | Policy and Process, Professional Learning | 01/26/2017 | 04/27/2017 | $0 | No Funding Required | Instructional Staff and Administrators. |

Strategy 3:

Parental Involvement - Southgate School will attempt to increase communication to all stakeholders through a variety of channels.

Category: Stakeholder Engagement

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be engaged as active members of the educational team. Collaboration and teamwork will be stressed and parents will be kept informed of progress via conferences, newsletters, phone calls, emails, class dojo, etc.	Parent Involvement	08/18/2016	06/01/2017	$0	No Funding Required	All Southgate staff (teachers, administrators, clerical)

Activity - Parental Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of new students enrolling in Southgate will meet with an administrator upon enrollment. Expectations will be covered along with addressing the challenges to transiency.	Parent Involvement	08/18/2016	06/01/2017	$0	No Funding Required	Administrators

Activity - FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC and other available personnel will work to remove barriers to learning by establishing relationships within the community.	Community Engagement, Academic Support Program, Behavioral Support Program	08/11/2016	06/01/2017	$5000	FRYSC	FRYSC staff and Administrators.

Activity - Book of the Week Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The preschool program has implemented a "Book of the Week" program in collaboration with Scholastic to engage families in participating in their child's learning.	Direct Instruction, Parent Involvement, Academic Support Program	10/24/2016	06/01/2017	$2000	Grant Funds	Preschool staff.

Goal 3: Novice Reduction

Measurable Objective 1:

collaborate to reduce the number of students scoring Novice on the K-PREP State Assessment by 2% per year by 10/29/2021 as measured by the K-PREP State Assessment.

Strategy 1:

Data Analysis - School staff will conduct a review of assessment data to analyze areas of need and develop a plan to meet the goal.

Category: Continuous Improvement

Activity - K-PREP Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will review and analyze assessment data to develop a plan to meet the goal.	Other - Data Review	10/06/2016	05/05/2017	$0	No Funding Required	All instructional staff and administrators.

Activity - Novice Reduction Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District team and SBDMC will participate in the KDE Novice Reduction Workshop.	Direct Instruction, Academic Support Program, Professional Learning	01/09/2017	04/28/2017	$500	District Funding	Appropriate instructional staff will be selected to attend.

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will participate in a book study that targets transiency and/or at risk student populations.	Direct Instruction, Academic Support Program, Professional Learning	05/22/2017	08/15/2017	$500	General Fund	Instructional Staff and Administrators.

Goal 4: Program Review Proficiency

Measurable Objective 1:

collaborate to increase the program review average for Southgate Elementary from 8.05 to 8.1 and Southgate Middle from 7.9 to 8.0 by 10/30/2017 as measured by the program review rubric.

Strategy 1:

Professional Learning Community - Program Review Leads will utilize aligned PLC time to attend professional development and/or implement strategies to increase

components of their specific program(s).

Category: Professional Learning & Support

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time is aligned for program review leads to work collaboratively or independently on their individual programs(s).	Professional Learning	09/22/2016	04/27/2017	$0	No Funding Required	Program Review Leads/Administrators.

Goal 5: Next Generation Professionals Percent Accomplished

Measurable Objective 1:

collaborate to increase the percentage of accomplished Next Generation Professionals to 100% by 05/01/2020 as measured by evaluation from the Kentucky Framework for Teaching.

Strategy 1:

Professional Development and Training - Teachers and Administrators will undergo appropriate training and professional development in the Kentucky Framework for

Teaching and other professional practices as needed.

Category: Professional Learning & Support

Activity - Framework for Teaching Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Appropriate school administrators will successfully complete on-going training and calibration of the Kentucky Framework for Teaching. Teachers will participate in training for peer observation. Other professional develop opportunities as needed to reach goal will be included.	Professional Learning	07/01/2016	08/31/2016	$1000	Title II Part A	School Administration and Teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Recognition	School personnel will utilize a variety of methods to recognize student success and good behavior (i.e. school-wide recognition assemblies, classroom level incentives, field trip incentives, etc.).	Other - Motivation	01/16/2017	06/01/2017	$1000	Teachers and Administrators.
				Total	$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summative Assessments	Summative Assessments will be created based on "teaching with the end in mind" and will drive instruction. Assessments are aligned to intent and rigor of the standards and K-PREP like in format.	Direct Instruction	08/18/2016	08/11/2017	$2000	Teachers
One to One Reading Coaches	The school will recruit One to One Reading Coaches and implement a research-based program to target students in grades 1-3 performing below grade level.	Direct Instruction, Community Engagement, Academic Support Program	10/03/2016	08/11/2017	$3000	Administration and Reading Teachers.
Professional Development	Professional Development and the use of NKCES resources to provide needed training related to instructional practices including differentiation and curriculum alignment. (i.e. models of proficient and distinguished work, scrimmage testing, conferencing, reflection, etc.)	Professional Learning	08/08/2016	08/11/2017	$2000	Teachers and Administrators.
Book Study	Instructional staff will participate in a book study that targets transiency and/or at risk student populations.	Direct Instruction, Academic Support Program, Professional Learning	05/22/2017	08/15/2017	$500	Instructional Staff and Administrators.
				Total	$7500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Alignment	Instructional staff will meet across grade levels to align curriculum to standards.	Direct Instruction	08/18/2016	05/31/2017	$0	Instructional Staff and Administration
Character Curriculum	Administration and SBDMC will collaboratively work together on the future implementation of character development curriculums and committee; recommendations will be made to the superintendent.	Behavioral Support Program	01/26/2017	04/27/2017	$0	SBDM Council
Parental Communication	Parents will be engaged as active members of the educational team. Collaboration and teamwork will be stressed and parents will be kept informed of progress via conferences, newsletters, phone calls, emails, class dojo, etc.	Parent Involvement	08/18/2016	06/01/2017	$0	All Southgate staff (teachers, administrators, clerical)
Parental Outreach	Parents of new students enrolling in Southgate will meet with an administrator upon enrollment. Expectations will be covered along with addressing the challenges to transiency.	Parent Involvement	08/18/2016	06/01/2017	$0	Administrators
Goal-Setting	All students will establish goals related to performance on MAPs, Math Facts in a Flash Program, and K-PREP assessments with input from their teachers.	Academic Support Program, Behavioral Support Program	09/06/2016	05/05/2017	$1000	Classroom Teachers.
Mission and Vision Statements	Review and revise the current mission and vision statements receiving input from a variety of stakeholders and disseminate throughout the community.	Policy and Process	01/09/2017	04/27/2017	$0	Administration and Stakeholders.
K-PREP Data Review	School staff will review and analyze assessment data to develop a plan to meet the goal.	Other - Data Review	10/06/2016	05/05/2017	$0	All instructional staff and administrators.
NKCES Literacy Consultant	A NKCES Literacy Consultant will meet across all content areas regarding teaching reading in each respective area.	Direct Instruction, Academic Support Program, Professional Learning	01/26/2017	04/28/2017	$0	Content area teachers.
RtI Polices and Procedures	RtI policies and procedures will be reviewed and revised to assure we are best addressing the needs of our students.	Policy and Process	01/09/2017	04/28/2017	$0	A committee will be formed to conduct the review.

PLC Format	A schedule has been developed for PLCs to occur. Additionally, a format or protocol will be put in place and additional collaboration with NKCES consultants and other regional colleagues will be emphasized. Meetings should emphasize discussions on student progress, sharing work samples, and instructional practices that have proven successful.	Policy and Process, Professional Learning	01/26/2017	04/27/2017	$0	Instructional Staff and Administrators.
21st Century Grant	If received the grant will collaborate with Children's Inc. to address students who are not meeting grade level benchmarks (i.e. after school programming, summer learning programs, purchasing a research-based intervention program for K-3, etc.).	Direct Instruction, Academic Support Program, Extra Curricular, Tutoring, Behavioral Support Program	01/09/2017	08/03/2020	$0	Staff will be hired for after school programming, summer programing, director, etc.
District Objectives	Review district objectives and philosophy with all staff members on Opening Day. Reinforce throughout the year.	Policy and Process	08/11/2016	06/01/2017	$0	Administration
Writing Plan Revision	A committee will be formed to review and revise the school-wide writing plan including the development of a writing continuum.	Policy and Process	01/26/2017	08/11/2017	$0	Committee of teachers and administrators.
Professional Learning Community	Time is aligned for program review leads to work collaboratively or independently on their individual programs(s).	Professional Learning	09/22/2016	04/27/2017	$0	Program Review Leads/Administrators.
Community Outreach	Meetings will occur with key stakeholders in the community to continue open communication and participation in current school-wide and community events (i.e. Ready Fest, Veterans Day Assembly, Memorial Day Celebration, Optimist Club Events, Superintendent Talks, etc.).	Community Engagement	08/11/2016	06/01/2017	$0	Administration and various school personnel depending on the event.
				Total	$1000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Framework for Teaching Rubric	Appropriate school administrators will successfully complete on-going training and calibration of the Kentucky Framework for Teaching. Teachers will participate in training for peer observation. Other professional develop opportunities as needed to reach goal will be included.	Professional Learning	07/01/2016	08/31/2016	$1000	School Administration and Teachers.
				Total	$1000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction and Remediation	Students will work in small groups or one on one with a teacher or instructional assistant during and after the school day.	Direct Instruction, Academic Support Program, Behavioral Support Program	09/06/2016	05/05/2017	$100000	RtI Teacher and ESS Instructors
				Total	$100000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Novice Reduction Workshop	District team and SBDMC will participate in the KDE Novice Reduction Workshop.	Direct Instruction, Academic Support Program, Professional Learning	01/09/2017	04/28/2017	$500	Appropriate instructional staff will be selected to attend.
				Total	$500	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC	FRYSC and other available personnel will work to remove barriers to learning by establishing relationships within the community.	Community Engagement, Academic Support Program, Behavioral Support Program	08/11/2016	06/01/2017	$5000	FRYSC staff and Administrators.
				Total	$5000	

Grant Funds

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

Comprehensive School Improvement Plan

Southgate Public School

Preschool Collaboration Grant	Implementation of the Preschool Collaboration Grant Tier I to identify community stakeholders and their perspective roles in Kindergarten Readiness.	Community Engagement	01/09/2017	08/11/2017	$2000	Preschool Staff.
Book of the Week Program	The preschool program has implemented a "Book of the Week" program in collaboration with Scholastic to engage families in participating in their child's learning.	Direct Instruction, Parent Involvement, Academic Support Program	10/24/2016	06/01/2017	$2000	Preschool staff.
				Total	$4000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Southgate Public School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We did not develop a Parent Compact.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Strategies were planned for implementation, but a parent compact was not created.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

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

Comprehensive School Improvement Plan

Southgate Public School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.southgate.kyschools.us	

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

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

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

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

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.

Planning and Accountability Requirements

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

Goal 1:

Next Generation Professionals Percent Accomplished

Measurable Objective 1:

collaborate to increase the percentage of accomplished Next Generation Professionals to 100% by 05/01/2020 as measured by evaluation

from the Kentucky Framework for Teaching.

Strategy1:

Professional Development and Training - Teachers and Administrators will undergo appropriate training and professional development in the

Kentucky Framework for Teaching and other professional practices as needed.

Category: Professional Learning & Support

Research Cited:

Activity - Framework for Teaching Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Appropriate school administrators will successfully complete on-going training and calibration of the Kentucky Framework for Teaching. Teachers will participate in training for peer observation. Other professional develop opportunities as needed to reach goal will be included.	Professional Learning	07/01/2016	08/31/2016	$1000 - Title II Part A	School Administration and Teachers.

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

Goal 1:

Combined Readind and Math Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for Southgate Elementary from 45.1 to 62.1 and Southgate Middle from

57.7 to 58.0 by 10/30/2017 as measured by on the K-PREP state assessment.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Writing Plan Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee will be formed to review and revise the school-wide writing plan including the development of a writing continuum.	Policy and Process	01/26/2017	08/11/2017	$0 - No Funding Required	Committee of teachers and administrators.

Activity - NKCES Literacy Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A NKCES Literacy Consultant will meet across all content areas regarding teaching reading in each respective area.	Academic Support Program Direct Instruction Professional Learning	01/26/2017	04/28/2017	$0 - No Funding Required	Content area teachers.

Strategy2:

Student Goal-Setting - Students will become aware of goal and how to achieve it by teacher led conferencing.

Category: Integrated Methods for Learning

Research Cited:

Activity - Goal-Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will establish goals related to performance on MAPs, Math Facts in a Flash Program, and K-PREP assessments with input from their teachers.	Behavioral Support Program Academic Support Program	09/06/2016	05/05/2017	$1000 - No Funding Required	Classroom Teachers.

Strategy3:

Culture of Learning - Southgate School will strive to develop a culture for learning with high expectation for all.

Category: Continuous Improvement

Research Cited:

Activity - Mission and Vision Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and revise the current mission and vision statements receiving input from a variety of stakeholders and disseminate throughout the community.	Policy and Process	01/09/2017	04/27/2017	$0 - No Funding Required	Administration and Stakeholders.

Activity - District Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review district objectives and philosophy with all staff members on Opening Day. Reinforce throughout the year.	Policy and Process	08/11/2016	06/01/2017	$0 - No Funding Required	Administration

Activity - Character Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and SBDMC will collaboratively work together on the future implementation of character development curriculums and committee; recommendations will be made to the superintendent.	Behavioral Support Program	01/26/2017	04/27/2017	$0 - No Funding Required	SBDM Council

Strategy4:

Community Involvement - A variety of tasks will be implemented to improve communication within the Southgate Community at large.

Category: Stakeholder Engagement

Research Cited:

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will occur with key stakeholders in the community to continue open communication and participation in current school-wide and community events (i.e. Ready Fest, Veterans Day Assembly, Memorial Day Celebration, Optimist Club Events, Superintendent Talks, etc.).	Community Engagement	08/11/2016	06/01/2017	$0 - No Funding Required	Administration and various school personnel depending on the event.

Activity - One to One Reading Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will recruit One to One Reading Coaches and implement a research-based program to target students in grades 1-3 performing below grade level.	Academic Support Program Direct Instruction Community Engagement	10/03/2016	08/11/2017	$3000 - General Fund	Administration and Reading Teachers.

Activity - Preschool Collaboration Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the Preschool Collaboration Grant Tier I to identify community stakeholders and their perspective roles in Kindergarten Readiness.	Community Engagement	01/09/2017	08/11/2017	$2000 - Grant Funds	Preschool Staff.

Strategy5:

Positive Reinforcement - Students will be identified for reaching and/or exceeding specific goals related to academic and behavioral success.

Category: Human Capital Management

Research Cited:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School personnel will utilize a variety of methods to recognize student success and good behavior (i.e. school-wide recognition assemblies, classroom level incentives, field trip incentives, etc.).	Other - Motivation	01/16/2017	06/01/2017	$1000 - Other	Teachers and Administrators.

Strategy6:

Standards Based Instruction - Focus on teaching the required curriculum with fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Assessments will be created based on "teaching with the end in mind" and will drive instruction. Assessments are aligned to intent and rigor of the standards and K-PREP like in format.	Direct Instruction	08/18/2016	08/11/2017	$2000 - General Fund	Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will meet across grade levels to align curriculum to standards.	Direct Instruction	08/18/2016	05/31/2017	$0 - No Funding Required	Instructional Staff and Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and the use of NKCES resources to provide needed training related to instructional practices including differentiation and curriculum alignment. (i.e. models of proficient and distinguished work, scrimmage testing, conferencing, reflection, etc.)	Professional Learning	08/08/2016	08/11/2017	$2000 - General Fund	Teachers and Administrators.

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Combined Readind and Math Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for Southgate Elementary from 45.1 to 62.1 and Southgate Middle from 57.7 to 58.0 by 10/30/2017 as measured by on the K-PREP state assessment.

Strategy1:

Community Involvement - A variety of tasks will be implemented to improve communication within the Southgate Community at large.

Category: Stakeholder Engagement

Research Cited:

Activity - Preschool Collaboration Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the Preschool Collaboration Grant Tier I to identify community stakeholders and their perspective roles in Kindergarten Readiness.	Community Engagement	01/09/2017	08/11/2017	$2000 - Grant Funds	Preschool Staff.

Activity - One to One Reading Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will recruit One to One Reading Coaches and implement a research-based program to target students in grades 1-3 performing below grade level.	Community Engagement Academic Support Program Direct Instruction	10/03/2016	08/11/2017	$3000 - General Fund	Administration and Reading Teachers.

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will occur with key stakeholders in the community to continue open communication and participation in current school-wide and community events (i.e. Ready Fest, Veterans Day Assembly, Memorial Day Celebration, Optimist Club Events, Superintendent Talks, etc.).	Community Engagement	08/11/2016	06/01/2017	$0 - No Funding Required	Administration and various school personnel depending on the event.

Goal 2:

Gap Group Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Southgate Elementary from 39.8 to 54.9 and Southgate Middle School from 42.3 to 52.0 by 10/30/2017 as measured by the 2017 K-PREP State Assessment.

Strategy1:

Parental Involvement - Southgate School will attempt to increase communication to all stakeholders through a variety of channels.

Category: Stakeholder Engagement

Research Cited:

Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC and other available personnel will work to remove barriers to learning by establishing relationships within the community.	Behavioral Support Program Community Engagement Academic Support Program	08/11/2016	06/01/2017	$5000 - FRYSC	FRYSC staff and Administrators.

Activity - Book of the Week Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool program has implemented a "Book of the Week" program in collaboration with Scholastic to engage families in participating in their child's learning.	Academic Support Program Direct Instruction Parent Involvement	10/24/2016	06/01/2017	$2000 - Grant Funds	Preschool staff.

Activity - Parental Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of new students enrolling in Southgate will meet with an administrator upon enrollment. Expectations will be covered along with addressing the challenges to transiency.	Parent Involvement	08/18/2016	06/01/2017	$0 - No Funding Required	Administrators

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be engaged as active members of the educational team. Collaboration and teamwork will be stressed and parents will be kept informed of progress via conferences, newsletters, phone calls, emails, class dojo, etc.	Parent Involvement	08/18/2016	06/01/2017	$0 - No Funding Required	All Southgate staff (teachers, administrators, clerical)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Combined Readind and Math Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for Southgate Elementary from 45.1 to 62.1 and Southgate Middle from 57.7 to 58.0 by 10/30/2017 as measured by on the K-PREP state assessment.

Strategy1:

Community Involvement - A variety of tasks will be implemented to improve communication within the Southgate Community at large.

Category: Stakeholder Engagement

Research Cited:

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will occur with key stakeholders in the community to continue open communication and participation in current school-wide and community events (i.e. Ready Fest, Veterans Day Assembly, Memorial Day Celebration, Optimist Club Events, Superintendent Talks, etc.).	Community Engagement	08/11/2016	06/01/2017	$0 - No Funding Required	Administration and various school personnel depending on the event.

Activity - One to One Reading Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will recruit One to One Reading Coaches and implement a research-based program to target students in grades 1-3 performing below grade level.	Community Engagement Academic Support Program Direct Instruction	10/03/2016	08/11/2017	$3000 - General Fund	Administration and Reading Teachers.

Activity - Preschool Collaboration Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the Preschool Collaboration Grant Tier I to identify community stakeholders and their perspective roles in Kindergarten Readiness.	Community Engagement	01/09/2017	08/11/2017	$2000 - Grant Funds	Preschool Staff.

Goal 2:

Gap Group Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Southgate Elementary from 39.8 to 54.9 and Southgate Middle School from 42.3 to 52.0 by 10/30/2017 as measured by the 2017 K-PREP State Assessment.

Strategy1:

Parental Involvement - Southgate School will attempt to increase communication to all stakeholders through a variety of channels.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Southgate Public School

Activity - Book of the Week Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool program has implemented a "Book of the Week" program in collaboration with Scholastic to engage families in participating in their child's learning.	Direct Instruction Academic Support Program Parent Involvement	10/24/2016	06/01/2017	$2000 - Grant Funds	Preschool staff.

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Combined Readind and Math Proficiency

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency for Southgate Elementary from 45.1 to 62.1 and Southgate Middle from 57.7 to 58.0 by 10/30/2017 as measured by on the K-PREP state assessment.

Strategy1:

Standards Based Instruction - Focus on teaching the required curriculum with fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and the use of NKCES resources to provide needed training related to instructional practices including differentiation and curriculum alignment. (i.e. models of proficient and distinguished work, scrimmage testing, conferencing, reflection, etc.)	Professional Learning	08/08/2016	08/11/2017	$2000 - General Fund	Teachers and Administrators.

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Assessments will be created based on "teaching with the end in mind" and will drive instruction. Assessments are aligned to intent and rigor of the standards and K-PREP like in format.	Direct Instruction	08/18/2016	08/11/2017	$2000 - General Fund	Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will meet across grade levels to align curriculum to standards.	Direct Instruction	08/18/2016	05/31/2017	$0 - No Funding Required	Instructional Staff and Administration

Strategy2:

Community Involvement - A variety of tasks will be implemented to improve communication within the Southgate Community at large.

Category: Stakeholder Engagement

Research Cited:

Activity - One to One Reading Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will recruit One to One Reading Coaches and implement a research-based program to target students in grades 1-3 performing below grade level.	Community Engagement Academic Support Program Direct Instruction	10/03/2016	08/11/2017	$3000 - General Fund	Administration and Reading Teachers.

Activity - Preschool Collaboration Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of the Preschool Collaboration Grant Tier I to identify community stakeholders and their perspective roles in Kindergarten Readiness.	Community Engagement	01/09/2017	08/11/2017	$2000 - Grant Funds	Preschool Staff.

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings will occur with key stakeholders in the community to continue open communication and participation in current school-wide and community events (i.e. Ready Fest, Veterans Day Assembly, Memorial Day Celebration, Optimist Club Events, Superintendent Talks, etc.).	Community Engagement	08/11/2016	06/01/2017	$0 - No Funding Required	Administration and various school personnel depending on the event.

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - NKCES Literacy Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A NKCES Literacy Consultant will meet across all content areas regarding teaching reading in each respective area.	Professional Learning Academic Support Program Direct Instruction	01/26/2017	04/28/2017	$0 - No Funding Required	Content area teachers.

Comprehensive School Improvement Plan

Southgate Public School

Activity - Writing Plan Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee will be formed to review and revise the school-wide writing plan including the development of a writing continuum.	Policy and Process	01/26/2017	08/11/2017	$0 - No Funding Required	Committee of teachers and administrators.

Strategy4:

Positive Reinforcement - Students will be identified for reaching and/or exceeding specific goals related to academic and behavioral success.

Category: Human Capital Management

Research Cited:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School personnel will utilize a variety of methods to recognize student success and good behavior (i.e. school-wide recognition assemblies, classroom level incentives, field trip incentives, etc.).	Other - Motivation	01/16/2017	06/01/2017	$1000 - Other	Teachers and Administrators.

Strategy5:

Student Goal-Setting - Students will become aware of goal and how to achieve it by teacher led conferencing.

Category: Integrated Methods for Learning

Research Cited:

Activity - Goal-Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will establish goals related to performance on MAPs, Math Facts in a Flash Program, and K-PREP assessments with input from their teachers.	Behavioral Support Program Academic Support Program	09/06/2016	05/05/2017	$1000 - No Funding Required	Classroom Teachers.

Strategy6:

Culture of Learning - Southgate School will strive to develop a culture for learning with high expectation for all.

Category: Continuous Improvement

Research Cited:

Activity - District Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review district objectives and philosophy with all staff members on Opening Day. Reinforce throughout the year.	Policy and Process	08/11/2016	06/01/2017	$0 - No Funding Required	Administration

Activity - Character Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and SBDMC will collaboratively work together on the future implementation of character development curriculums and committee; recommendations will be made to the superintendent.	Behavioral Support Program	01/26/2017	04/27/2017	$0 - No Funding Required	SBDM Council

Activity - Mission and Vision Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and revise the current mission and vision statements receiving input from a variety of stakeholders and disseminate throughout the community.	Policy and Process	01/09/2017	04/27/2017	$0 - No Funding Required	Administration and Stakeholders.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap Group Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for Southgate Elementary from 39.8 to 54.9 and Southgate Middle School from 42.3 to 52.0 by 10/30/2017 as measured by the 2017 K-PREP State Assessment.

Strategy1:

ESS and RtI - Students below benchmarks will be identified to work in small groups or one on one with a teacher or instructional assistant during and after the school day.

Category: Integrated Methods for Learning

Research Cited:

Activity - Small Group Instruction and Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups or one on one with a teacher or instructional assistant during and after the school day.	Academic Support Program Behavioral Support Program Direct Instruction	09/06/2016	05/05/2017	$100000 - Title I Part A	RtI Teacher and ESS Instructors

Comprehensive School Improvement Plan

Southgate Public School

Activity - 21st Century Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
If received the grant will collaborate with Children's Inc. to address students who are not meeting grade level benchmarks (i.e. after school programming, summer learning programs, purchasing a research-based intervention program for K-3, etc.).	Direct Instruction Academic Support Program Extra Curricular Tutoring Behavioral Support Program	01/09/2017	08/03/2020	$0 - No Funding Required	Staff will be hired for after school programming, summer programing, director, etc.

Activity - RtI Polices and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI policies and procedures will be reviewed and revised to assure we are best addressing the needs of our students.	Policy and Process	01/09/2017	04/28/2017	$0 - No Funding Required	A committee will be formed to conduct the review.

Strategy2:

Professional Learning Communities - Monthly PLC meetings to allow teaching teams to focus on instructional and professional learning

needs to support our students.

Category: Professional Learning & Support

Research Cited:

Activity - PLC Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A schedule has been developed for PLCs to occur. Additionally, a format or protocol will be put in place and additional collaboration with NKCES consultants and other regional colleagues will be emphasized. Meetings should emphasize discussions on student progress, sharing work samples, and instructional practices that have proven successful.	Professional Learning Policy and Process	01/26/2017	04/27/2017	$0 - No Funding Required	Instructional Staff and Administrators.

Strategy3:

Parental Involvement - Southgate School will attempt to increase communication to all stakeholders through a variety of channels.

Category: Stakeholder Engagement

Research Cited:

Activity - Parental Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of new students enrolling in Southgate will meet with an administrator upon enrollment. Expectations will be covered along with addressing the challenges to transiency.	Parent Involvement	08/18/2016	06/01/2017	$0 - No Funding Required	Administrators

Activity - Book of the Week Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool program has implemented a "Book of the Week" program in collaboration with Scholastic to engage families in participating in their child's learning.	Academic Support Program Parent Involvement Direct Instruction	10/24/2016	06/01/2017	$2000 - Grant Funds	Preschool staff.

Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC and other available personnel will work to remove barriers to learning by establishing relationships within the community.	Community Engagement Academic Support Program Behavioral Support Program	08/11/2016	06/01/2017	$5000 - FRYSC	FRYSC staff and Administrators.

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be engaged as active members of the educational team. Collaboration and teamwork will be stressed and parents will be kept informed of progress via conferences, newsletters, phone calls, emails, class dojo, etc.	Parent Involvement	08/18/2016	06/01/2017	$0 - No Funding Required	All Southgate staff (teachers, administrators, clerical)

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

Program Review Proficiency

Measurable Objective 1:

collaborate to increase the program review average for Southgate Elementary from 8.05 to 8.1 and Southgate Middle from 7.9 to 8.0 by 10/30/2017 as measured by the program review rubric.

Strategy1:

Professional Learning Community - Program Review Leads will utilize aligned PLC time to attend professional development and/or

implement strategies to increase components of their specific program(s).

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time is aligned for program review leads to work collaboratively or independently on their individual programs(s).	Professional Learning	09/22/2016	04/27/2017	$0 - No Funding Required	Program Review Leads/Administrators.

Executive Summary

Introduction

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

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

Description of the School

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

The Southgate Independent School District is located in Northern Kentucky and is part of Campbell County. We are a small community based district that serves our community and provides education to 200 students in grades Preschool through Eight. Our district serves a diverse student body with 35% minority and 70% free lunch. This has presented both unique challenges as well as opportunities for continued growth.

School's Purpose

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

The mission of the Southgate Independent School District is to serve our community by fostering positive relationships with stakeholders and providing a secure environment in which all students will become academically proficient and successful citizens.

We obtain this by adhering to our Vision of: "Pursuing Academic Excellence and Developing Strong Character for Every Student Every Day."

Students at Southgate are known to every staff member and are held to high standards and expectations for academic achievement and character development. Programs are in place that allow students the opportunity to engage in sports, music, art, physical fitness, and other extracurricular activities. The community of Southgate provides many supportive stakeholders to 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's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Southgate has excelled in providing a well-rounded education and opportunities to all of our students. Due to our small size all students that want to participate in sports and extra-curricular activities are able to do so. Students performing below benchmarks academically receive small group support via ESS, RtI, and other tutoring opportunities.

We continue to strive for improvement in preparing all of our students for high school and beyond. Our focus is on growing students academically and developing strong character in each child.

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 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 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.