# SOUTHGATE PUBLIC SCHOOL COMPREHENSIVE SCHOOL & DISTRICT IMPROVEMENT PLAN

**2022-2023**

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## Rationale

​School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions  
**Goal**: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective**: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy**: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

**Activity**: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes**: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

| * KCWP 1: Design and Deploy Standards * KCWP 2: Design and Deliver Instruction * [KCWP 3: Design and Deliver Assessment Literacy](about:blank) | * [KCWP 4: Review, Analyze and Apply Data](about:blank) * KCWP 5: Design, Align and Deliver Support * [KCWP 6: Establishing Learning Culture and Environment](about:blank) |
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**Measure of Success**: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring**: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding**: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

* There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
* The required school goals include the following:
  + For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  + For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## 1: Proficiency Goal

| GOAL 1: By school year 2025, Southgate Public School will improve the reading and math proficiency indicator for students in grades 3-5 and in grades 6-8 to 53% | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1: Collaborate to increase the reading proficiency indicator for students in grades 3-5 on KSA from 34% to 37% during the 2022-2023 school year.  Objective 2: Collaborate to increase the math proficiency indicator for students in grades 3-5 on KSA from 19% to 29% during the 2022-2023 school year.  Objective 3: Collaborate to increase the reading proficiency indicator for students in grades 6-8 on KSA from 33% to 37% during the 2022-2023 school year.  Objective 4: Collaborate to increase the math proficiency indicator for students in grades 6-8 on KSA from 23% to 27% during the 2022-2023 school year. | KCWP1: Design & Deploy Standards  KCWP2: Design & Deliver Instruction  KCWP4: Review, Analyze & Apply Data  KCWP1: Design & Deploy Standards  KCWP2: Design & Deliver Instruction  KCWP3: Design & Deliver Assessment Literacy  KCWP4: Review, Analyze & Apply Data  KCWP5: Design Align & Deliver Support  KCWP6: Establishing Learning Culture & Environment  KCWP1: Design & Deploy Standards  KCWP2: Design & Deliver Instruction  KCWP3: Design & Deliver Assessment Literacy  KCWP4: Review, Analyze & Apply Data  KCWP5: Design Align & Deliver Support  KCWP3: Design & Deliver Assessment Literacy  KCWP4: Review, Analyze & Apply Data  KCWP4: Review, Analyze & Apply Data  KCWP4: Review, Analyze & Apply Data | Lesson plans, common assessments, curriculum timelines and utilize PLC time for analyzing instructional plans, documents, and student work.  Professional development through NKCES. | Weekly lesson plans, classroom observations, common assessments. | Common assessments  Student work samples  May, 2023 | n/a |
| MAP Assessment-students will take 3 MAP assessments each year. Teachers will review the MAP data to provide targeted intervention in reading and math.  PLC time will be used to collaborate with interventionist to target specific students.  Student/Teacher conferences will be conducted for assessment/benchmark goal setting. | Longitudinal assessment data for each grade level, classroom observations, lesson plans, etc. | May, 2023 | SBDM  ESSER ARP |
| * Professional development & PLC’s focused on student data, common assessments and student work samples. * Deeper Learning Team present professional learning focused on differentiation. * Collaboration with NKCES * Reading Mastery/Novels grades K-4 * Read 180 Grades 4-8 * System 44 Grades 3-5 * MATH 180 Grades 4-8 * Edmark Reading * Barton Reading * Collaboration focused on Artful Reading modules grades K-5 * Ongoing professional development of reading series – HMH Into Reading and Into Literature * Barton Program * District/Teacher Leader instructional support * Imagination Library ages birth-5 * Little Cub School ages 2-3 * Maintain One to One school wide Chromebook Initiative * Continue to utilize Google Classroom Grades 3-8 * Little Cubs and Lions Home Library * Ready! Kindergarten * Me and My School * Carnegie Math Curriculum * Book Give-aways (Vending Machine, Book Fair) * Art Literacy and Science Fair Events/Parent Involvement * Robotics and Chess Instruction * Innovative Instruction and collaboration with media specialist * Google Support Specialist * Full-time Library/Media Teacher * Reading Counts & Reading Counts Incentives * Instructional Assistants | Professional Development Tracking Sheets  Demonstrate growth on benchmark assessments for each program, progress monitoring, and placement testing.      PGP, self-reflections and evaluations.  Lesson Plans  Common Assessments  Student Project/Work Samples | May, 2023  Student Data  Teacher Surveys  Parent surveys | IDEA-B  Deeper Learning Grant Funds  General Funds  SBDM  Title I  ESS  ESSER ARP  AIM Grant Funds  Title I  United Way  Preschool Partnership Grant |
|  | * Utilization of Google Classroom * Number of books checked out * Reading Counts Points * Number of students reaching Reading Counts goals * Technology Support for Staff and Students * Teacher support to provide differentiated instruction | Ongoing, 2023 | ESSER ARP  Preschool Partnership Grant |
| Summative Assessments | KSA format assessments  Common assessments | May, 2023 | n/a |
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2: Separate Academic Indicator

| GOAL 2: By the spring of 2025, Southgate Public School will improve the Separate Indicator score from 30% to 45% in grades 3-5 and from 40% to 55% in grades 6-8. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| **Objective 1a: Writing**  Collaborate to increase the fifth grade writing index scores from 36% to 40% during the 2022-2023 school year.  **Objective 1b: Writing**  Collaborate to increase the eighth grade writing index scores from 44% to 47.1% during the 2022-2023 school year.  **Objective 2a: Social Studies**  Collaborate to increase the fifth-grade social studies index scores from 31% to 37% during the 2022-2023 school year.  **Objective 2b: Social Studies**  Collaborate to increase the eighth-grade social studies index scores from 48% to 53% during the 2022-2023 school year.  **Objective 3a: Science**  Collaborate to increase the fourth-grade science index scores from 23% to 28% during the 2022-2023 school year.  **Objective 3b: Science**  Collaborate to increase the seventh-grade science index scores from 28% to 33% during the 2022-2023 school year. | KCWP2: Design & Deliver Instruction  KCWP1: Design & Deploy Standards  KCWP2: Design & Deliver Instruction  KCWP6: Establishing Learning Culture & Environment  KCWP1: Design & Deploy Standards  KCWP2: Design & Deliver Instruction  KCWP1: Design & Deploy Standards  KCWP5: Design, Align & Deliver Support  KCWP5: Design Align & Deliver Support  CWP2: Design & Deliver Instruction  KCWP3: Design & Deliver Assessment Literacy  KCWP6: Establishing Learning Culture & Environment | * Implementation and refinement of district writing plan and continuum – K-8 will incorporate On-Demand Writing components * Professional Development and HMH Writing Curriculum * Instructional strategies including live scoring, writing coaching, state released items, state scored rubrics, scrimmage testing. * Collaboration/PLCs for On-Demand writing * Differentiated small group instruction in Tier I * Deeper Learning Team collaboration focused on differentiation. * Daily lessons * STEMscopes Professional Development and implementation * Implementation of Mystery Science to support instruction to teach science standards | Curriculum Timelines will reflect writing standards and writing continuum will reflect writing components K-8  Lesson Plans including writing instruction  Student work samples  Writing focused PLCs  School-wide KSA like assessments  PLC Agendas  Teacher Evaluations | May, 2023  May, 2023  May, 2023  May, 2023  May, 2023  May, 2023  May, 2023  May, 2023 | Title II  ESSER ARP  Deeper Learning Grant Funds  General Funds  SBDM funds |
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## 3: Achievement Gap

| GOAL 3: By the year 2025, Southgate Public School will increase the gap rate of students with disabilities in grades 3 – 5 and grades 6 – 8 from 23% to 40%. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1a: Collaborate to increase the gap rate of students with disabilities in grades 3 – 5 and grades 6 – 8 from 23% to 35% during the 2022-2023 school year. | KCWP2: Design & Deliver Instruction  KCWP4: Review, Analyze & Apply Data | * Identify students scoring below grade level and refer for remediation in ESS, Electives, RTI * Implement small group and differentiation stations in Tier I instruction * Deeper Learning Team Collaboration focused on differentiation. | MAP and KSA Scores  Progress Data | Ongoing, 2023 | IDEA B  ESSER ARP  Deeper Learning Grant Funds |
| KCWP1: Design & Deploy Standards  KCWP2: Design & Deliver Instruction  KCWP3: Design & Deliver Assessment Literacy  KCWP4: Review, Analyze & Apply Data  KCWP5: Design Align & Deliver Support  KCWP6: Establishing Learning Culture & Environment | * NKCES Co-Op/virtual professional development and ongoing educational opportunities * Utilizing KDE released items and scoring rubrics to drive instruction * Continue utilizing Families in Transition/Homeless coordinator * Art, Literacy and Science Fair Events/Parent Involvement * Summer Learning Program * Instructional Assistants * Positive Behavior Intervention System (PBIS) | Certified evaluations documentation  PD tracking sheet  Completion Certificate Staff presentation  Lesson plans  Coordinator Schedule  School Schedule Weekly News email  Attendance Participation/Sign-in  District Calendar of events  School Website | May, 2023 | ESSER ARP  Title II funds  McKinney-Vento federal grant funds  IDEA-B  Activity Funds  General Funds |
| KCWP6: Establishing Learning Culture & Environment | Readyfest  Optimist Club Oratorical Contest  City Council Youth Appreciation Night  SEL – Positive Action Curriculum (Preschool – Grade 8)  Implement schoolwide expectations/PBIS  PBIS Store  Southgate Community Outreach- Fire Department fundraiser Event (known as the Southgate Block Party) Southgate sets up a tent/booth and provides information for Preschool  Generate positive PR for the district   * District website * Social Media Posts * Weekly emails * Building signage * Articles in local media outlets * District highlight videos * Superintendent all-calls | School Schedule  Weekly news email  Attendance/Sign-in  District Calendar of events  School Website  Student participation  Social Media Posts | August, 2023  May, 2023 | General Funds  Activity Funds  Title IV  Positive Action Grant |
| KCWP6: Establishing Learning Culture & Environment | PLCs focused on students in poverty literature and research. | Staff Discussion and  Participation | May, 2023 | Title II |

4: Growth

| GOAL 4: By the spring of 2025, 50% of students will meet or exceed benchmark on the MAP Reading and Math Assessment. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1: Collaborate to increase the percentage of students scoring at or above benchmark on the MAP assessment from 33% in reading to 43% and from 23% in math to 33% during the 2023 – 2024 school year. | KCWP1: Design & Deploy Standards  KCWP2: Design & Deliver Instruction  KCWP3: Design & Deliver Assessment Literacy  KCWP4: Review, Analyze & Apply Data  KCWP5: Design Align & Deliver Support  KCWP6: Establishing Learning Culture & Environment | Intervention Groups  Resource and collaborative pullout  ILPs based on MAP scores | MAP Data  Common Assessments | April, 2023  January, 2023 | SBDM |
| Curriculum mapping/timelines, lesson plans, learning targets to drive instruction, formative and summative common assessments.  MAP Assessment-students will take 2 to 3 MAP/diagnostic assessments each year. Teachers will review the MAP/diagnostic data to provide targeted intervention in reading and math.   * Deeper Learning Team Collaboration * HMH Curriculum * Artful Reading grades K-5 module implementation * Imagination Library-ages birth-5 * READY for Kindergarten * Little Cub School ages 2-3 | Completed lessons, classroom observations, Coach PGP goals, K-PREP format assessments,  Longitudinal MAP data for each grade level, classroom observations, lesson plans, etc.  Student and staff Attendance  Demonstrate growth on benchmark assessments for each program, progress monitoring, and placement testing.      PGPs and Self Reflections  Evaluations  KSA format assessments | Ongoing | General Fund  SBDM Funds  Title II  Deeper Learning Grant Funds  ARP ESSER |

| GOAL 5: Increase student success through utilizing high quality interventions and strategies for engagement as evidenced by a decrease in behavior referrals in IC and flagged Terrace Metrics surveys. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1: Decrease out of class time due to behaviors that are impeding the learning of self and others. | KCWP2: Design & Deliver Instruction  KCWP4: Review, Analyze & Apply Data  KCWP5: Design Align & Deliver Support  KCWP6: Establishing Learning Culture & Environment | Continue to implement school wide expectations through PBIS.  PBIS Store  Positive Action Curriculum  P-8  Conscious Discipline (Preschool)  Ongoing staff professional learning for de-escalation strategies and effective classroom management strategies  CPI- Professional Learning  School Based Counseling  PBIS Coordinator/social/lunch groups  Continue utilizing Families in Transition/Homeless coordinator | Documentation of school wide expectations – Setting Matrix and Activity Matrix  PBIS expectation student example videos.  Staff feedback on effectiveness of PLC focused on discipline  Families in transitions survey | Percentage of office referrals in Infinite Campus (IC)  Positive Action Survey  Terrace Metrics Results  Number of students participating in school-based counseling will improve | Title II  Positive Action Grant Funds  Preschool Partnership Grant  Medicaid Billing  McKinney-Vento federal grant funds |
| PLCs focused on students in poverty literature and research.  Trauma Informed Care Training – Focus on increasing engagement and de-escalation strategies | Staff discussions and participation    PLC exit slips/Google Forms | PLC Agenda & Minutes  Percentage of office referrals in Infinite Campus (IC) | Title II  IDEA  Preschool Partnership Grant |
| Objective 2: Increase in MAP scores for grades K-8. | KCWP1: Design & Deploy Standards  KCWP2: Design & Deliver Instruction  KCWP3: Design & Deliver Assessment Literacy  KCWP4: Review, Analyze & Apply Data  KCWP5: Design Align & Deliver Support  KCWP6: Establishing Learning Culture & Environment | Goal Setting for the reading and math MAP assessment  Communication with families  Transition to complete MAP testing on Chromebooks | Students showing progress toward meeting their goals  Documentation - emails to families and All-Calls | MAP Data Analysis – Percentage of students having made progress toward meeting their goals or have met their goals | NA |