



Comprehensive District Improvement Plan

Silver Grove Independent

Mr. Dennis Maines
101 W Third St
Silver Grove, KY 41085

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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 District 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 District 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 - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District 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 district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district 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:</p>	I acknowledge that I have uploaded the District Equity Data.		Silver Grove District Equity Diagnostic 16-17

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

1. The free and reduced lunch percentage is increasing annually over the past several years.
2. The students with disabilities percentage is increasing annually over the past several years.

After the data analysis is complete, the district 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.

A barrier that exists for our district is its transiency percentage each school year. Many families will move in and out due to domestic situations or financial hardships that cause a change of residency.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district 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:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		Silver Grove District Equity Goals 16-17

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District 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 district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

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

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

Goal 1:

The Silver Grove Independent School District will recruit, hire and retain effective educators

Measurable Objective 1:

collaborate to recruit, hire, and retain effective educators by 06/29/2018 as measured by highly qualified status of the teaching staff, staff turnover/retention, student achievement, and professional learning.

Strategy1:

Recruitment - When vacancies occur, quality applicants will be reviewed and interviewed to fill our needs

Category: Continuous Improvement

Research Cited: Verified resumes and experience will be reviewed

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Activity - Staff Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be provided the necessary support to be effective in the education of our students	Recruitment and Retention	08/01/2016	06/29/2018	\$0 - No Funding Required	District Administration

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will receive the necessary professional learning opportunities, as identified by our needs assessment, to increase our student achievement.	Professional Learning	08/01/2016	06/29/2018	\$0 - No Funding Required	District Administration

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	The Silver Grove elementary, middle, and high school, failed to meet their gap target for two consecutive years.	

Phase I - Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

The data tells us that the elementary, middle, and high school did not meet their AMO, and that we are Focus District. Our overall district accountability performance score is a 50.1, a decrease of 7.5 points. The data indicates many areas of growth is needed. Overall student achievement at all levels must take place by employing systematic and high leverage processes that are specific and monitored.

Within the District we are seeking to increase individual student achievement in all academic areas and the data informs and tells us that within the overall structure and in particular challenged groups that our instruction is not up to the task of maximizing the potential of all. Also, the data does not tell us the overall impact and influence that each student has on the data itself and how each student must achieve their own individual success in order to reach proficiency.

KPREP Reading 15-16

Elementary reading proficiency is 11.1%, middle school 35.7%, high school information was unreportable due size of testing group.

% Proficient

Reading	15-16	14-15	13-14
Elementary	11.1	11.9	24.4
Middle	35.7	28	40
High	NA	16.7	54.5

KRPEP Math 15-16

Elementary math proficiency is 13.3%, middle school 17.9%, high school information was unreportable due to size of testing group.

% Proficient

Math	15-16	14-15	13-14
Elementary	13.3	14.3	7.3
Middle	17.9	24	20
High	NA	7.1	0

Novice Reading 15-16

Elementary 60%, Middle School 46.4%, High School (unreportable)

Elementary Reading Novice Reduction Targets (Reducing Novice by 50% by 2020)

14-15	15-16	16-17	17-18	18-19	19-20
50	45	40	35	30	25

Middle School Reading Novice Reduction Targets (Reducing Novice by 50% by 2020)

SY 2016-2017

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14-15	15-16	16-17	17-18	18-19	19-20
48	43.2	38.4	33.6	28.8	24

High School Reading Novice Reduction Targets (Reducing Novice by 50% by 2020)

14-15	15-16	16-17	17-18	18-19	19-20
58.3	52.47	46.64	40.81	34.98	29.15

Novice Math 15-16

Elementary 62.2%, Middle School 35.7, High School (unreportable)

Elementary Math Novice Reduction Targets (Reducing Novice by 50% by 2020)

14-15	15-16	16-17	17-18	18-19	19-20
59.5	53.55	47.6	41.65	35.7	29.75

Middle School Math Novice Reduction Targets (Reducing Novice by 50% by 2020)

14-15	15-16	16-17	17-18	18-19	19-20
32	28.8	25.6	22.4	19.2	16

High School Math Novice Reduction Targets (Reducing Novice by 50% by 2020)

14-15	15-16	16-17	17-18	18-19	19-20
28.6	25.74	22.88	20.02	17.16	14.3

GAP Reading (% Novice)

Elementary reading 70.3%, Middle School 52.4%, High School (unreportable)

% Novice GAP

Reading	15-16	14-15	13-14
Elementary	70.3	62.5	60
Middle	52.4	NA	NA
High	NA	NA	NA

Gap Math (% Novice)

Elementary math 70.3%, Middle School 38.1%, High School (unreportable)

% Novice GAP

Math	15-16	14-15	13-14
Elementary	70.3	81.3	66.7
Middle	38.1	NA	NA
High	NA	NA	NA

College and Career Readiness

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The 15-16 school year had zero students college ready and 3 students career ready.

CCR	15-16	14-15	13-14
College Ready	0	3	4
Career Ready	3	5	1

Graduation Rate

For 15-16, the graduation rate was 85.7. The state average was 89.7.

Grad Rate	15-16	14-15	13-14
	85.7	95.5	85

MAP Data

The 2016-2017 Fall administration of the MAP assessment demonstrated low levels of benchmarking in the areas of Reading and Math in grades K-8. Specifically, 4th grade students had 0% students benchmarking in Math. 7th grade math had 17% benchmarking in Math. 5th grade had 18% benchmarking in Math. This data, and the data from the winter assessment, will be used to define our RTI groups and necessary strategies.

ACT Data

Junior ACT	Reading	Math	English
15-16	15.9	16.2	13.9
14-15	15.7	15.9	13.7
13-14	16.9	16.6	14

Areas above listed as "NA" indicate testing sizes that fall below FERPA guidelines. Therefore these numbers do not contribute to our accountability scores.

Furthermore, an analysis of all Novice Reduction Key Core Work Processes has been conducted by district administration to identify areas of growth, leverages and concerns. Next steps are being developed from this analysis. The Novice Reduction Key Core Work Process for Establishing Learning Culture and Environment has the most areas of leverage based upon the analysis. The most immediate areas of concern and focus will be Design and Deploy Standards and Design and Deliver Instruction.

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?

Within the Silver Grove Independent School System the most clear areas of celebration and strength our within our writing program at the High School Level and in our Program reviews over the past several years. In order to sustain these areas of achievement the district has created program review teams, created a district wide writing program and have scheduled sufficient time and staff in order to keep the gains acquired.

The district did not meet its accountability targets for the 15-16 accountability cycle. However, the strength within this fact is that the staff and district administration quickly started the diagnosis process. Without focusing on the past, the staff quickly identified key areas of instructional practices that needed to improve and started the work. Using the Novice Reduction Key Core Work Processes, the staff and administration prioritized areas and processes that would provide the highest leverage to increase achievement. Specifically, the district identified the Design and Deploy Standards and Design and Deliver Instruction work processes would be the most impactful to see immediate results, due to the limited evidence within these areas.

Opportunities for Improvement

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

Our District must increase overall math and reading scores while eliminating low gap scores and novice students.

In order for this to become fact the district has: departmentalized 4th-6th Grades, transitioned teaching staff at the 1st-3rd grade levels, increased in frequency the number and length of the student learning communities, the district purchased and focused upon appropriate standards aligned curriculums, created individual curriculum meetings, required unit plans aligned at the appropriate standards intensity and assessments aligned to the KPREP Tests, gone to a co teaching special education model, scheduled increased allotments of time for K-8 reading and math blocks, implemented a new novice reduction walkthrough tool, allowed teachers to have site visits at high achieving schools, sent all appropriate staff to the novice reduction workshops and meetings, created plc's designed around standards and instruction, integrated RTI time within the 4th-6th Grade day and scheduled mock testing to gain data points for areas of curriculum weakness and concern. District administration is providing support, structure and guidance for all curriculum, instruction and assessment processes.

Also, attendance for the 16-17 school year is currently higher than 15-16. However, there is still a need to increase student attendance to ensure consistency and structure of instruction for the students.

Our next steps, continuing more so in January 2017, will have district administration more involved in all phases of instruction and assessment. District administration will monitor the standards being taught and evaluate the rigor of the instructional units as they lead up to a unit assessment. The assessment data will be reviewed and analyzed to determine the effectiveness of instruction and levels of mastery.

District and school level administrators will be using the Novice Reduction walk through instrument to monitor what is taking place in the classrooms and determine areas of strength and opportunities for growth.

Furthermore, to assist our CCR data the district is now able to utilize data from the Compass and KYOTE assessments to increase college readiness.

During the second semester district administration will be using the accountability calculator to monitor overall progress at all levels to ensure achievement is working toward meeting AMO.

The district is working collaboratively with the Novice Reduction Coach and members of the NKCES for support and professional learning. During our early release days, supports work directly with our teaching staff to provide resources and strategies to be implemented in the classrooms.

Increase opportunities for interventions to increase college readiness levels through ESS resources in preparation for the ACT and KYOTE assessments.

Beginning with the 16-17 school year, the school has started a process each morning to improve culture and climate within the student body by implementing morning assemblies. At the assemblies we address daily expectations and increase awareness for academics. School pride and ownership is a product of this process as well. Student recognitions are made during the assemblies to increase the emphasis on high performance and achievement.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The administrative team works to support individual teachers in the design, implementation and assessment for units of instruction. Due to our school size, we are able to provide one on one assistance to all of our teaching staff. Unit instruction is monitored through the support received in the design process and results are monitored in follow-up meetings. Student data is monitored throughout the course of the year through unit assessments, Dibels, MAP, and scrimmage information.

The district will utilize the Novice Reduction 30, 60, 90 Day Plan monitoring tool to implement the Novice Reduction Key Core Work Processes.

Also, the district will use the Novice Reduction walk through instrument to monitor classroom activities, student learning and the implementation of the key core work processes.

Conclusion

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

Considering the next steps and strategies listed in this needs assessment, the district will ensure a system of monitoring these procedures and processes. Such as:

- *alignment and teaching of the standards
- *units of instruction implemented at the appropriate level of rigor to the intent of the standard
- *assessments that are congruent to KREP and EOC
- *tracking student progress at the individual and schoolwide levels
- *RTI meetings to specifically address the needs of the students performing below level
- *utilize the 30-60-90 day Novice Reduction plan to ensure the Key Core Work Processes are being implemented with fidelity and toward continuous improvement
- *individual meetings with teachers to support all phases of curriculum instruction and assessment
- *utilizing the accountability calculator to monitor overall levels of progress toward AMO
- *increase opportunities for intervention for college readiness through ESS funding

Our concerns moving forward include the following:

- *Due to FERPA requirements, various testing groups in the high school are below size. Therefore, our accountability scores in certain areas do not tell the complete story.
- *The transient population of our district is a concern. The mobility of students and families pose a challenge in regard to consistent and effective instruction over a long period of time.
- *The FALL 2016 MAP assessment did not provide the levels of mastery that is desired.

Plan for Comprehensive District Improvement Plan

Overview

Plan Name

Plan for Comprehensive District Improvement Plan

Plan Description

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	Monitor the Goals set in the Consolidated School improvement Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	The district will provide PBIS training and assistance	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3000
3	The District will implement a 30, 60, 90 Day Novice Reduction Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Increase the percentage of students in the free and reduced gap group scoring proficient in all levels of reading and math by 50% by May 2020	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase college and career readiness by 22.5 points each year until 2020 to a goal of 94.8	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Increase graduation rate from 85.7 to 98 by 2020	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$15000
7	Reduce Novice by 50% in the areas of reading and math at all levels by 2020	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
8	Increase the average combined Reading and Math K-PREP scores for elementary students from 13.3 to 53.7 in the elementary school and 30.35 to 49.6 in the middle school and high up to 49.4 by 2020 as measured by the school report card.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Monitor the Goals set in the Consolidated School improvement Plan

Measurable Objective 1:

collaborate to ensure that all activities in the CSIP are completed by 06/05/2015 as measured by Implementation checks .

Strategy 1:

Implementation checks - As a goal, objective, strategy, or activity comes to a completion date a status check will occur through the weekly administration meetings.

Category: Management Systems

Research Cited: I and I Checks from the Highly Skilled Educator program from the Ky. Department of Education

Activity - Weekly Administrative meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Thursday the Superintendent, Principal, Assistant Principal, DPP, Special Ed Director, District Assessment Coordinator, and Instructional Coaches (if Needed) meet for communication purposes. We intend to monitor all CSIP activities that have an upcoming due date to check for Implementation Progress. We also will check periodically on the activities that have already been implemented in order to check for impact on student achievement. Schools: All Schools	Policy and Process	08/04/2015	05/24/2016	\$0	No Funding Required	KEllis, TKleymeyer

Goal 2: The district will provide PBIS training and assistance

Measurable Objective 1:

collaborate to decrease office referrals and disciplinary issues by creating a climate supported with PBIS strategies and methods by 06/30/2017 as measured by office referrals, positive climate initiatives, and TELL Survey Results.

Strategy 1:

PBIS Implementation - Staff will be trained in PBIS strategies and methods to support and further build a positive culture within the school. Training will take place and structures will be designed to meet the needs of our school.

Category: Continuous Improvement

Research Cited: PBIS is a research based and practical model that has verified results to increase the positives and decrease behavioral issues

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School wide PBIS training and implementation Schools: All Schools	Behavioral Support Program	01/02/2017	06/30/2017	\$3000	General Fund	Dennis Maines, Wes Murray, Julie Kaeff,
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Goal 3: The District will implement a 30, 60, 90 Day Novice Reduction Plan

Measurable Objective 1:

demonstrate a proficiency by reducing novice performance levels utilizing the strategies within the Novice Reduction Key Core Work Processes by 06/30/2017 as measured by KBE approved accountability measures.

Strategy 1:

30, 60, 90 Day Novice Reduction Plan - The District will implement, manage and support a 30, 60, 90 Day Novice Reduction Plan to reach our novice reduction goals.

Category: Continuous Improvement

Research Cited: KBE and KDE approved and supported practices and procedures

Activity - 30, 60, 90 Day Novice Reduction Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will implement, manage and support the needs set forth in the Novice Reduction Plan Schools: All Schools	Policy and Process	11/01/2016	06/30/2017	\$0	No Funding Required	Administration and teachers

Goal 4: Increase the percentage of students in the free and reduced gap group scoring proficient in all levels of reading and math by 50% by May 2020

Measurable Objective 1:

collaborate to collaborate to increase the percentage of students scoring proficient in elementary reading from 8.6 to 32.5, middle 33.3 to 50.3, high to 50.3 by 05/31/2017 as measured by KBE approved accountability measures. by 05/31/2017 as measured by KBE approved accountability measures.

Strategy 1:

Novice Reduction Key Core Work Processes - Tier 1 and Tier 2 instruction will be monitored and support provided to ensure high leverage and appropriate strategies and interventions are in place to increase student achievement. In addition, strategies within the work process of Review, Analyze and Apply Data will be implemented and revised to track the progress and next steps of gap students.

Category: Continuous Improvement

Research Cited: KDE approved Novice Reduction Key Core Work Processes

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Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will meet with all teachers to review, analyze and apply data to support instruction. Next steps and interventions will be determined based upon the data and student needs. Schools: All Schools	Academic Support Program, Direct Instruction, Policy and Process, Tutoring	08/04/2016	05/31/2017	\$0	No Funding Required	District administration

Goal 5: Increase college and career readiness by 22.5 points each year until 2020 to a goal of 94.8

Measurable Objective 1:

achieve college and career readiness by increasing the number of students that are college and career ready by 22.5 by 05/31/2017 as measured by by 05/31/2017 as measured by KBE approved accountability measures.

Strategy 1:

Novice Reduction Key Core Work Process - Establishing Learning Culture and Environment - The learning culture and environment will promote college and career readiness K-12 by increasing the percentage of students college and career ready measured by ACT, Compass, KYOTE, ASVAB, Industry Certification, KOSSA, and WorkKeys throughout the school year.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - CCR Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction and support specifically designed to assist them in benchmarking or receiving passing scores in all areas of college and career readiness assessments Schools: All Schools	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Teachers and administration

Goal 6: Increase graduation rate from 85.7 to 98 by 2020

Measurable Objective 1:

improve graduation rate from 85.7 to 88.95 by 05/31/2017 by 05/31/2017 as measured by KBE approved accountability measures.

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Strategy 1:

Novice Reduction Key Core Work Process - Establishing Learning Culture and Environment - Ensure a system of early warning identifiers are in place to provide support and guidance for students that are not on grade level or track of graduation with their cohort. Student data is monitored to determine interventions and individual supports.

Category: Persistence to Graduation

Research Cited: Best Practice

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not on grade level will participate in on-line courses to catch up with their peers and have the necessary number of credits per grade level toward graduation. Schools: All Schools	Academic Support Program	08/04/2016	05/31/2017	\$10000	General Fund	Principal and Counselor

Activity - ESS Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as struggling academically are referred to Extended School Services for additional tutoring and support beyond the school day Schools: All Schools	Academic Support Program	08/04/2016	05/31/2017	\$5000	District Funding	Teachers and administration

Goal 7: Reduce Novice by 50% in the areas of reading and math at all levels by 2020

Measurable Objective 1:

collaborate to reduce the percentage of students scoring novice in math for elementary from 62.2 to 47.6, middle from 35.7 to 25.6, and high school from 28.6 (14-15) to 22.88, by 05/31/2017 as measured by KBE approved accountability measures.

Strategy 1:

NR 1 - Novice Reduction Key Core Work Process - Design and Deploy Standards - Teachers will use the KAS to design units of instruction and assessments that meet the intent of the standards.

Category: Continuous Improvement

Research Cited: KDE approved Novice Reduction Key Core Work Processes

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Activity - NR 1.1 Individual Teacher Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will meet with all teachers to support and monitor the design and implementation of curriculum, instruction and assessment. Schools: All Schools	Policy and Process	08/04/2016	05/31/2017	\$0	No Funding Required	District administration

Strategy 2:

NR 2 - Novice Reduction Key Core Work Process - Design and Deliver Instruction - Administration will support and monitor all teachers in the design and implementation of curriculum, instruction and assessment.

Category: Continuous Improvement

Research Cited: KDE approved novice reduction key core work process

Activity - NR 2.1 Individual Teacher Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will meet with all teachers to provide support for the design and implementation of curriculum, instruction and assessment. Schools: All Schools	Policy and Process	08/04/2016	05/31/2017	\$0	No Funding Required	District administration

Goal 8: Increase the average combined Reading and Math K-PREP scores for elementary students from 13.3 to 53.7 in the elementary school and 30.35 to 49.6 in the middle school and high up to 49.4 by 2020 as measured by the school report card.

Measurable Objective 1:

collaborate to 25% of Third, Fourth and Fifth grade students will demonstrate a proficiency in combined Reading and Math in English Language Arts by 05/31/2017 as measured by scores on the KPREP assessment . by 05/31/2017 as measured by KBE approved accountability measures.

Strategy 1:

Novice Reduction Key Core Work Processes - Strategies within the Novice Reduction Key Core Work Processes of Design and Deploy Standards and Design and Deliver Instruction will be implemented in all classes. The Review, Analyze, and Apply Data Process will be used to measure student achievement and effectiveness of instruction and assessment. Administration and teachers will use formative, summative, Dibels, MAP and RTI data to evaluate progress. Specifically the strategy within Design and Deploy Standards will focus on ensuring the curriculum is aligned and content is taught at a high level of fidelity. The strategy within Design and Deliver Instruction will focus on strong Tier 1 instruction to meet the intent of the standards.

Category: Continuous Improvement

Research Cited: KDE approved Novice Reduction Key Core Work Processes

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Activity - Tier 1 and Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure instructional units are designed and implemented with the intent of the standards. Schools: All Schools	Academic Support Program, Direct Instruction	08/04/2016	05/31/2017	\$0	No Funding Required	Teachers and administration
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not benchmarking on MAP or not reaching mastery in the content will be identified to receive Tier 2 or Tier 3 instruction to support their progress. Schools: All Schools	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Teachers and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Services	Students that are identified as struggling academically are referred to Extended School Services for additional tutoring and support beyond the school day	Academic Support Program	08/04/2016	05/31/2017	\$5000	Teachers and administration
Total					\$5000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Students not on grade level will participate in on-line courses to catch up with their peers and have the necessary number of credits per grade level toward graduation.	Academic Support Program	08/04/2016	05/31/2017	\$10000	Principal and Counselor
PBIS	School wide PBIS training and implementation	Behavioral Support Program	01/02/2017	06/30/2017	\$3000	Dennis Maines, Wes Murray, Julie Kaeff,
Total					\$13000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NR 2.1 Individual Teacher Meetings	Administration will meet with all teachers to provide support for the design and implementation of curriculum, instruction and assessment.	Policy and Process	08/04/2016	05/31/2017	\$0	District administration
CCR Prep	Students will receive instruction and support specifically designed to assist them in benchmarking or receiving passing scores in all areas of college and career readiness assessments	Academic Support Program	08/04/2016	05/31/2017	\$0	Teachers and administration

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Data Meetings	Administration will meet with all teachers to review, analyze and apply data to support instruction. Next steps and interventions will be determined based upon the data and student needs.	Academic Support Program, Direct Instruction, Policy and Process, Tutoring	08/04/2016	05/31/2017	\$0	District administration
Weekly Administrative meetings	Each Thursday the Superintendent, Principal, Assistant Principal, DPP, Special Ed Director, District Assessment Coordinator, and Instructional Coaches (if Needed) meet for communication purposes. We intend to monitor all CSIP activities that have an upcoming due date to check for Implementation Progress. We also will check periodically on the activities that have already been implemented in order to check for impact on student achievement.	Policy and Process	08/04/2015	05/24/2016	\$0	KEllis, TKleymeyer
Tier 1 and Tier 2 Instruction	Teachers will ensure instructional units are designed and implemented with the intent of the standards.	Academic Support Program, Direct Instruction	08/04/2016	05/31/2017	\$0	Teachers and administration
Response to Intervention	Students not benchmarking on MAP or not reaching mastery in the content will be identified to receive Tier 2 or Tier 3 instruction to support their progress.	Academic Support Program	08/04/2016	05/31/2017	\$0	Teachers and administration
30, 60, 90 Day Novice Reduction Plan	The district will implement, manage and support the needs set forth in the Novice Reduction Plan	Policy and Process	11/01/2016	06/30/2017	\$0	Administration and teachers
NR 1.1 Individual Teacher Meetings	Administration will meet with all teachers to support and monitor the design and implementation of curriculum, instruction and assessment.	Policy and Process	08/04/2016	05/31/2017	\$0	District administration
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Administrative meetings	Each Thursday the Superintendent, Principal, Assistant Principal, DPP, Special Ed Director, District Assessment Coordinator, and Instructional Coaches (if Needed) meet for communication purposes. We intend to monitor all CSIP activities that have an upcoming due date to check for Implementation Progress. We also will check periodically on the activities that have already been implemented in order to check for impact on student achievement.	Policy and Process	08/04/2015	05/24/2016	\$0	KEllis, TKleymeyer
PBIS	School wide PBIS training and implementation	Behavioral Support Program	01/02/2017	06/30/2017	\$3000	Dennis Maines, Wes Murray, Julie Kaeff,
30, 60, 90 Day Novice Reduction Plan	The district will implement, manage and support the needs set forth in the Novice Reduction Plan	Policy and Process	11/01/2016	06/30/2017	\$0	Administration and teachers
Tier 1 and Tier 2 Instruction	Teachers will ensure instructional units are designed and implemented with the intent of the standards.	Academic Support Program, Direct Instruction	08/04/2016	05/31/2017	\$0	Teachers and administration
Response to Intervention	Students not benchmarking on MAP or not reaching mastery in the content will be identified to receive Tier 2 or Tier 3 instruction to support their progress.	Academic Support Program	08/04/2016	05/31/2017	\$0	Teachers and administration
Data Meetings	Administration will meet with all teachers to review, analyze and apply data to support instruction. Next steps and interventions will be determined based upon the data and student needs.	Academic Support Program, Direct Instruction, Policy and Process, Tutoring	08/04/2016	05/31/2017	\$0	District administration
CCR Prep	Students will receive instruction and support specifically designed to assist them in benchmarking or receiving passing scores in all areas of college and career readiness assessments	Academic Support Program	08/04/2016	05/31/2017	\$0	Teachers and administration

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Credit Recovery	Students not on grade level will participate in on-line courses to catch up with their peers and have the necessary number of credits per grade level toward graduation.	Academic Support Program	08/04/2016	05/31/2017	\$10000	Principal and Counselor
ESS Services	Students that are identified as struggling academically are referred to Extended School Services for additional tutoring and support beyond the school day	Academic Support Program	08/04/2016	05/31/2017	\$5000	Teachers and administration
NR 1.1 Individual Teacher Meetings	Administration will meet with all teachers to support and monitor the design and implementation of curriculum, instruction and assessment.	Policy and Process	08/04/2016	05/31/2017	\$0	District administration
NR 2.1 Individual Teacher Meetings	Administration will meet with all teachers to provide support for the design and implementation of curriculum, instruction and assessment.	Policy and Process	08/04/2016	05/31/2017	\$0	District administration
Total					\$18000	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

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

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

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

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

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

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

Comprehensive District Improvement Plan

Silver Grove Independent

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Silver Grove Independent

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

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

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Silver Grove Independent

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

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

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	No	Our entire district is Title I and all grades are in one building.	

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

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

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Comprehensive District Improvement Plan

Silver Grove Independent

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	N/A		

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

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

Comprehensive District Improvement Plan

Silver Grove Independent

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

Phase II - Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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 district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

The district ensures that teachers are equitably distributed throughout the district.

Measurable Objective 1:

achieve college and career readiness The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced by 05/24/2016 as measured by Number of students that are college and/or career ready each year..

Strategy1:

Increasing number of students that are college and/or career ready - Students will begin college and career readiness activities by the end of middle school and will continue into their senior year of high school. These activities include but are not limited to ACT prep, Vocational and Technical classes.

Category: Career Readiness Pathways

Research Cited:

Activity - KYOTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will demonstrate college readiness through the KYOTE Assessment	Academic Support Program	08/04/2016	05/31/2017	\$0 - No Funding Required	Wes Murray, Laura Coleman, Denise Huninghake

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed through the Compass Assessment to demonstrate college readiness	Academic Support Program	08/04/2016	11/30/2016	\$300 - General Fund	Wes Murray, Julie Kaeff

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will begin preparing for the ACT by learning appropriate vocabulary, increasing reading complexity and working to master higher level math concepts.	Academic Support Program	08/04/2015	05/24/2016	\$0 - General Fund	All middle and high school teachers

Comprehensive District Improvement Plan

Silver Grove Independent

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

Goal 1:

The district will provide PBIS training and assistance

Measurable Objective 1:

collaborate to decrease office referrals and disciplinary issues by creating a climate supported with PBIS strategies and methods by 06/30/2017 as measured by office referrals, positive climate initiatives, and TELL Survey Results.

Strategy1:

PBIS Implementation - Staff will be trained in PBIS strategies and methods to support and further build a positive culture within the school.

Training will take place and structures will be designed to meet the needs of our school.

Category: Continuous Improvement

Research Cited: PBIS is a research based and practical model that has verified results to increase the positives and decrease behavioral issues

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide PBIS training and implementation	Behavioral Support Program	01/02/2017	06/30/2017	\$3000 - General Fund	Dennis Maines, Wes Murray, Julie Kaeff,

Executive Summary

Introduction

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

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

Description of the School System

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

Silver Grove Independent currently serves, approximately 180 students in grades P-12 and is located in the City of Silver Grove, a small town within Campbell County, Kentucky, which has a population near 1,100. The most current data shows the estimated per capita income to be \$17,878, the current unemployment rate at 11.6%, and 35.6% of families having a household income of less than \$30,000. However, these numbers are not a true reflection of the City of Silver Grove in that a large proportion of the residents of our city are not within the unemployment figure and are receiving assistance of some type inclusive of social security and 8.3% of the population is without a high school education. Also, due to mitigating factors the City of Silver Grove has had its crime index increase every year resulting in its index increasing from 40.3 in 2006 up to 21.5.5 in 2012. With these and other factors the city's demographics lead the school to have 76% of its students who qualify for the free or reduced lunch program.

Our district is fortunate in its location having Northern Kentucky University, the University of Cincinnati, Xavier University, Thomas More College, Gateway Community and Technical College within a reasonable commute of the school. Silver Grove is active in its interaction with several of the aforementioned institutions such as our student involvement with the Northern Kentucky University School Based Scholar Program in which our students have the opportunity to earn dual credits and Thomas More College in which we are involved as part of a grant consortium with a focus on math and science. Within Silver Grove School we have had a major focus shift toward college and career readiness as the main school wide focus as well as preparing our students for life after graduation.

Many initiatives have been put into place such as an ACT preparation course during our Student Learning Communities and ACT Prep Days, Senior College Focus Nights, and the usage of MAP, KPrep, EOC, and ACT test data to ensure appropriate course placement for all students.

System's Purpose

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

Our mission statement is "Working together to see that all children reach their highest potential." We offer a variety of programs and courses to address the needs of our students at all levels. Our goal is for all students to graduate college or career ready. We believe that our internal school community and our external community, working in partnership, will help us ensure that students will be prepared for the post-secondary.

Notable Achievements and Areas of Improvement

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

In recent years Silver Grove has reached high progressing and proficient status. Silver Grove has unfortunately taken a step back according to the 2015-2016 accountability cycle and school report card. The board of education, district administration, and all staff have committed themselves to develop a plan of action to increase student achievement. The school is focusing on the teaching of the KY Academic Standards. Staff will be provided the appropriate support and professional development necessary for instruction, assessment and data analysis. All of the Silver Grove staff are highly qualified and have excelled within the TPGES framework. Additionally, efforts and opportunities are increasing for our students to meet the college and career readiness standards.

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 Silver Grove Independent School District will continue, through multiple partnerships and resources, to do whatever it takes to support our vision of ensuring all students are college or career ready.