



# **Comprehensive School Improvement Plan**

Silver Grove School

Silver Grove Independent

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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 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.		Silver Grove School Equity Diagnostic 16-17

**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.**

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 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.**

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.

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.		Silver Grove School Equity Goals 16-17

**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-**



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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:

Ensure that all teachers are provided with training, support, and guidance in the implementation of the TPGES Model.

### Measurable Objective 1:

100% of All Students will increase student growth Students will improve in all academic areas when teachers are evaluated as being proficient on the TPGES in Reading by 05/26/2017 as measured by Student performance on formative and summative evaluations..

### Strategy1:

TPGES - Teachers will be continue to fine tune their skills to become proficient classroom instructors. Professional development will focus on individual areas of need for each teachers.

Category: Continuous Improvement

Research Cited: TPGES,

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job-embedded professional development will focus on improving student achievement by continuing to analyze student assessment and adjust instruction accordingly.	Academic Support Program	08/01/2016	05/22/2017	\$100 - General Fund	Principal, Superintendent

## Goal 2:

Highly Qualified teachers and instructional assistants will be shown preference in the SGIS employment process.

### Measurable Objective 1:

collaborate to employ highly qualified teachers and teaching assistants by 06/30/2017 as measured by percentage of Highly Qualified teachers employed.

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## Strategy1:

HQT Employment - SGIS will employ Highly Qualified teachers.

Category: Human Capital Management

Research Cited:

Activity - HQT Employment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SGIS will consider Highly Qualified candidates first when considering employment of teachers and instructional assistants.	Recruitment and Retention	01/01/2016	08/31/2016	\$0 - No Funding Required	Principal and Superintendent.

# **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?**

Dennis Maines, Superintendent

Sharon Kleymeyer, DAC/Curriculum

Ted Kleymeyer, DOSE/Federal Programs

Wes Murray, Principal

Julie Kaeff, FRYSC/Counselor

## Relationship Building

Overall Rating: 2.86

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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: 2.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice



**Decision Making**

Overall Rating: 0.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	N/A – School does not have a council.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	N/A – School does not have a council.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	N/A – School does not have a council.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	N/A – School does not have a council.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	N/A – School does not have a council.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	N/A – School does not have a council.	No council

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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.	N/A – School does not have a council.	No council

**Advocacy**

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 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).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 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.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 2.0

	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 as 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 exhibits some student work with scoring guide and proficient level work.	Apprentice

	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 council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 2.5

	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.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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 collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

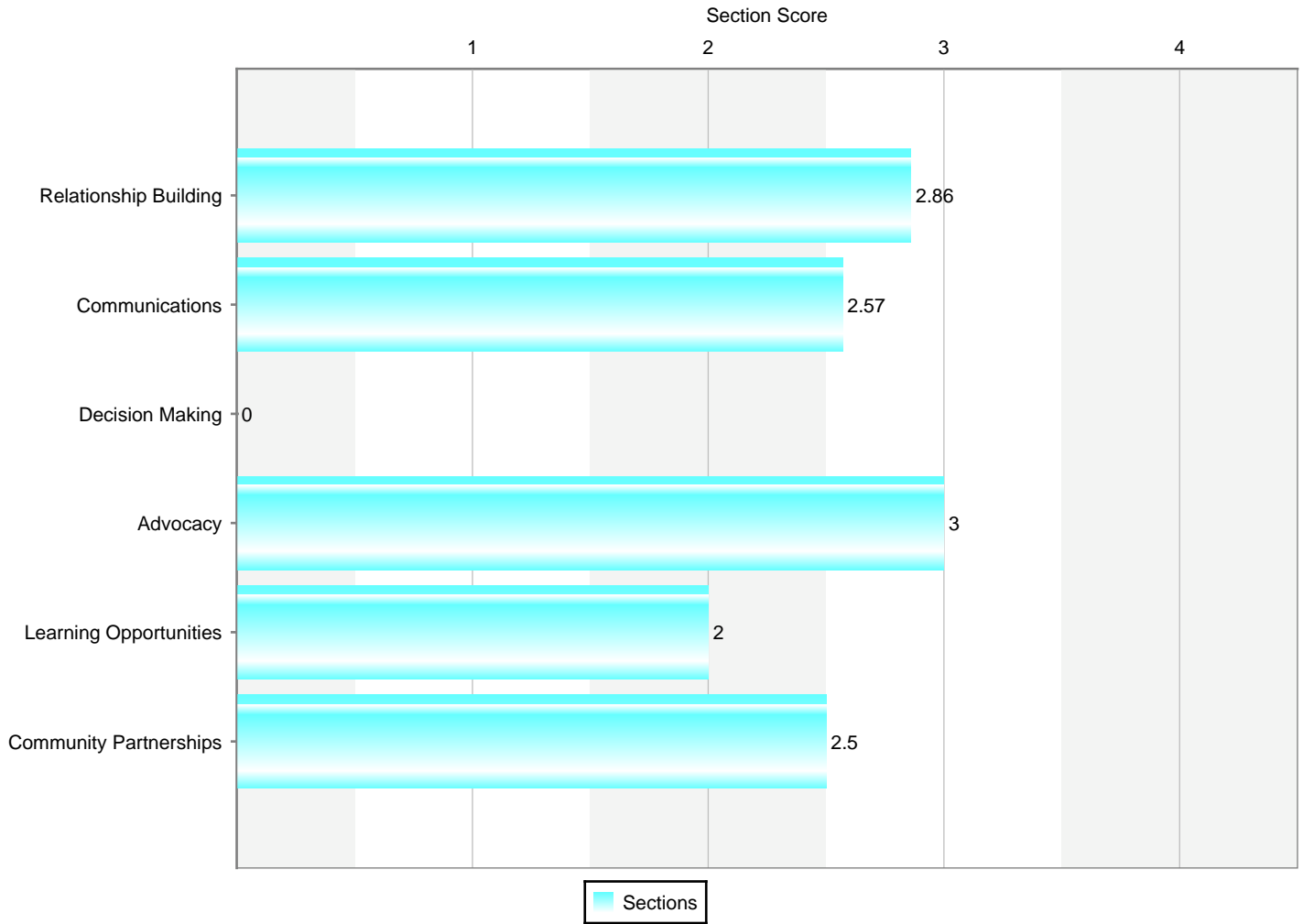
## **Reflection**

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

Additional efforts are needed to further include parents, businesses and other community stakeholders in the improvement of the school and methods to increase overall student achievement.

## Report Summary

### Scores By Section



# **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.**

Stakeholder engagement occurred by utilizing the staff, Novice Reduction Coach, Board Member and support from our local cooperative service. Several meetings took place to identify our opportunities for growth and specific areas of focus.

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

Superintendent

Administrators

Certified Staff

Classified Staff

Novice Reduction Coach

NKCES representative

Board Member

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

Members of the planning process reviewed the prior year's plan and was afforded the opportunity for input, comments, and questions. The CSIP and CDIP are on our district webpage. The final plan will be updated on the webpage and distributed to our staff via email and staff meetings.

# **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?**

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)

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)

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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

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

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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.



## 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 School Improvement Plan 16-17**

## **Overview**

### **Plan Name**

Plan for Comprehensive School Improvement Plan 16-17

### **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	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: 3	Academic	\$50
2	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
3	Reduce Novice by 50% in the areas of reading and math at all levels by 2020	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	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
5	Increase graduation rate from 85.7 to 98 by 2020	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$15000

**Goal 1: 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:**

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 .

**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

Activity - Strengthening Tier I and Tier II instruction.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use research-based strategies to differentiate instruction during center time for reading and math.	Direct Instruction	08/08/2016	05/25/2017	\$50	General Fund	Elementary teachers
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.	Direct Instruction, Academic Support Program	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.	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Teachers and administration

## Goal 2: 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 increase the percentage of free and reduced gap student in elementary math from 11.4 to 31.8, middle 14.3 to 28.6 and high school to 26.7 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

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.	Direct Instruction, Academic Support Program, Policy and Process, Tutoring	08/04/2016	05/31/2017	\$0	No Funding Required	District administration

## Goal 3: 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 the end of May 2017 by 05/31/2017 as measured by the accountability model approved by the KBE. .

### 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.	Policy and Process	08/04/2016	05/29/2020	\$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.	Policy and Process	08/04/2016	05/29/2020	\$0	No Funding Required	District administration

## Goal 4: 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 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	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Teachers and administration

## Goal 5: Increase graduation rate from 85.7 to 98 by 2020

# Comprehensive School Improvement Plan

Silver Grove School

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## Measurable Objective 1:

improve graduation rate from 85.7 to 88.95 by 05/31/2017 as measured by earning a high school diploma.

## 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.	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	Academic Support Program	08/04/2016	05/31/2017	\$5000	District Funding	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
<b>Total</b>					\$5000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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	05/29/2020	\$0	District 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.	Direct Instruction, Academic Support Program, Policy and Process, Tutoring	08/04/2016	05/31/2017	\$0	District administration
Tier 1 and Tier 2 Instruction	Teachers will ensure instructional units are designed and implemented with the intent of the standards.	Direct Instruction, Academic Support Program	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
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	05/29/2020	\$0	District administration
<b>Total</b>					\$0	

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**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
Strengthening Tier I and Tier II instruction.	Teachers will use research-based strategies to differentiate instruction during center time for reading and math.	Direct Instruction	08/08/2016	05/25/2017	\$50	Elementary teachers
<b>Total</b>					\$10050	

## **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

Silver Grove 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		

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		



# Comprehensive School Improvement Plan

Silver Grove School

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		

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

Silver Grove 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		

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.	N/A		

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		

# Comprehensive School Improvement Plan

Silver Grove School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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:**

Managing student behavior, as reported through the TELL survey, will improve with the implementation of PBIS strategies

**Measurable Objective 1:**

collaborate to provide a climate and culture that implements PBIS strategies to support increase and remove student barriers to learning and achievement by 05/29/2020 as measured by TELL Data, office referrals, SWIS Data.

**Strategy1:**

PBIS Implementation - Staff will be trained in effective PBIS strategies that will support instruction and reduce barriers to learning

Category: Continuous Improvement

Research Cited: KDE supported practices

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be trained to implement PBIS strategies to support instruction and reduce barriers to learning	Professional Learning Academic Support Program Behavioral Support Program	01/20/2017	05/29/2020	\$0 - No Funding Required	All staff

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

**Goal 1:**

Increase student achievement for each student the gap group so that all delivery targets are met in Gap.

**Measurable Objective 1:**

50% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Economically Disadvantaged students will demonstrate a proficiency of 50% in Elementary school, 50% in middle school, and 50% in high school in Mathematics by 05/29/2020 as measured by performance on the combined Reading/Math score on the K-PREP tests.

**Strategy1:**

# Comprehensive School Improvement Plan

Silver Grove School

Student Engagement - For Free/Reduced lunch students it is extremely important to give lessons personal relevance for the students and a real-world application. Another critical element of successful instruction is the student's relationship with the teacher. "Students do not care how much the teacher knows until they know how much the teacher cares." Hands-on learning and engaging lessons will also increase the rate of students scoring at the Proficient and Distinguished levels.

Category: Continuous Improvement

Research Cited: Ruby Payne, "Frameworks of Poverty"

Activity - Engaging Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lessons will reflect engaging instruction and activities that motivate students to learn at a high level. Lesson planning will begin by identifying the summative assessment that matches the KCAS Standard, then plan the lessons and activities that will lead to student success. Lessons will have a beginning, middle, and end with scaffolded activities that encourage students to reflect an understanding of the learning target. The NKCES Co-op will work with our Elementary, MS and HS Math teachers to develop authentic lessons.	Direct Instruction	08/28/2015	05/27/2016	\$0 - No Funding Required	WMurray, All teaching staff, NKCES Co-op staff

Activity - Backward Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans should begin by with the end in mind by identifying the summative assessment and the accompanying Ky Core Academic Standards, then plan the lessons, activities, and formative assessments that will lead to success on the summative assessment.	Direct Instruction	08/06/2015	05/27/2016	\$0 - No Funding Required	All teaching staff

## Measurable Objective 2:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency on the K-PREP tests in English Language Arts by 05/29/2020 as measured by the 50% of students scoring at the Proficient and Distinguished level ..

## Strategy1:

RTI Activities - Teachers will include RTI activities at Tier I and II in the lesson plans. The Tier 2 and Tier 3 students been identified in Reading and Math along with the noted areas of weakness. The activities will be documented in the lesson plans and the implementation will be monitored by the principal.

Category: Continuous Improvement

Research Cited: IDEA (Individuals with Disabilities Education Act)

# Comprehensive School Improvement Plan

Silver Grove School

Activity - Literacy to the Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align their Writing instruction with the KCAS. As tasks are assigned and analyzed the state standards for instruction and scoring should adhere closely in order to give a true picture of the students knowledge and skills. The SGS Writing Policy should be followed as a guide for quality writing. The Elements of Close Reading must be taught as part of our PLC and SLC so that our students can perform at their best on state tests. These are: Text Annotation, Text Coding, Text Structure, Vocabulary and Text-Dependent Questions, and Citing Textual Evidence (Inferential Comprehension)	Direct Instruction	08/06/2015	05/20/2016	\$0 - No Funding Required	EMariani, and all K - 12 teaching staff.

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will address the needs of students with varying abilities within one classroom. The instructional needs of each student will be met by differentiating content, product, and/or process. These efforts will be documented the lesson plans.	Direct Instruction	08/06/2015	05/27/2016	\$0 - No Funding Required	Each individual teacher. WMurray.

Activity - Learning Checks/Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will administer KPREP-like schoolwide Practice Tests for all grades and content areas that will be tested in May. Particularly we want to make sure that students who need accommodations for testing will test in an environment similar to the actual test environment. Teachers will analyze these learning checks in order to inform instruction and support student growth. The student work must be held to the expectations of Proficient work (as defined by state standards).	Academic Support Program	01/12/2016	04/21/2016	\$0 - No Funding Required	WMurray and all certified teaching staff grades 3 - 12. Ruthie Staley, Edie Mariani

## Goal 2:

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 by 2020 as measured by the school report card.

### Measurable Objective 1:

54% of Third, Fourth and Fifth grade students will demonstrate a proficiency in combined Reading and Math in English Language Arts by 05/29/2020 as measured by scores on the KPREP assessment.

### Strategy1:

Teachers will use research based strategies to improve instruction for Tier I and Tier II reading and math classes. - Teachers will use repeated readings to improve reading fluency, text dependent questions to improve comprehension skills and math fact fluency to strengthen math skills.

Category: Integrated Methods for Learning

Research Cited: Reading First, NCTM



# Comprehensive School Improvement Plan

Silver Grove School

Activity - Strengthening Tier I and Tier II instruction.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based strategies to differentiate instruction during center time for reading and math.	Direct Instruction	08/08/2016	05/25/2017	\$50 - General Fund	Elementary teachers

### Goal 3:

Increase the average Combined Reading/Math scores for elementary and middle school students from 26.1 to 68 in the elementary school, and from 44 to 66 in the middle school as measured by the School Report Card issued in September 2020.

### Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of 50% in elementary school, and 50% in middle school in Reading by 05/27/2016 as measured by Scores on the 2015 K-PREP test..

### Strategy1:

Reading Strategies - Teachers will emphasize phonemic awareness, phonics, fluency, comprehension, and vocabulary in Language Arts instruction.

Category: Continuous Improvement

Research Cited: National Reading Panel

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching Staff from grades P,K,1,2,3, 4 5,6 will meet monthly to discuss the standards, instructional strategies, and Next Steps to increase student achievement. All instruction and activities should be congruent and aligned to the standard being taught.	Professional Learning	08/18/2015	05/17/2016	\$0 - No Funding Required	MSchultz, N. Wiseman, N. Walling, C. Greis, H. Booth, S. Gubser, S Kleymeyer

Activity - Integration with the Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Art, Music, and Physical Education teachers will integrate Math, Science, Language Arts, and History (at every opportunity) into their lessons in order to strengthen content and arts understanding of concepts.	Direct Instruction	09/01/2015	05/27/2016	\$0 - No Funding Required	Special area teachers.

Activity - Skill Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESS program will emphasize skill building in Math and will occur during the school day as well as after school.	Tutoring	09/01/2015	05/02/2016	\$15000 - Title I Schoolwide	Laura Coleman

# Comprehensive School Improvement Plan

Silver Grove School

Activity - Math Facts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must master their Math facts in multiplication, division, addition, and subtraction. Teachers should level students based on mastery and move them as they master the facts. Teachers will develop a bank of intervention strategies that are matched to the student's individual needs.	Direct Instruction	09/01/2015	05/16/2016	\$0 - No Funding Required	Elementary teachers and L Coleman

Activity - Ky Core Academic Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will teach the grade level Common Core academic standards with rigor and understanding. All instruction and activities should be congruent and aligned to the standard being taught.	Direct Instruction	08/06/2015	05/27/2016	\$2400 - Title II Part A	All teaching and support staff.

## Goal 4:

Reduce Novice in all areas of accountability by implementing the Novice Reduction Key Core Work Processes

### Measurable Objective 1:

demonstrate a proficiency by reducing novice performance levels utilizing the strategies within the Novice Reduction Key Core Work Processes by 05/29/2020 as measured by KBE approved accountability measures.

### Strategy1:

Novice Reduction Key Core Work Processes - Using the strategies within the Novice Reduction Key Core Work Processes we will reduce novice performance levels to reach our proficiency goals.

Category: Continuous Improvement

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

Activity - Backward Designed Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support to effectively design instruction and assessment with backward design model	Professional Learning	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support through RTI models to increase performance levels	Academic Support Program	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and Administration

# Comprehensive School Improvement Plan

Silver Grove School

Activity - Novice Reduction Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to learn best practice and research based strategies supported by the Novice Reduction Key Core Work Processes to ensure novice reduction goals are met	Professional Learning	11/01/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will ensure Tier 1 instruction is at the appropriate level of rigor and aligned with the intent of the standards	Policy and Process	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create an aligned curriculum document that maps out the necessary standards to be taught and assessed	Policy and Process	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

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

**Goal 1:**

All students will be ready for kindergarten as measured by the Brigance Kindergarten Screen

**Measurable Objective 1:**

100% of Pre-K grade students will demonstrate a proficiency on the Brigance Kindergarten screen in Reading by 09/01/2017 as measured by 100 percent accuracy on the Brigance Kindergarten Screen.

**Strategy1:**

Reading readiness skills - Reading readiness skills will be mastered during students preschool four year old year.

Category: Early Learning

Research Cited: Reading First

Activity - Preschool Reading Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Preschool teacher will use a variety of research-proven reading readiness strategies and activities individualized to each preschool students to make them kindergarten ready.	Academic Support Program	01/06/2017	05/22/2017	\$0 - General Fund	Megan Schultz, Ted Kley Meyer

**Narrative:**

Brigance Universal Kindergarten readiness Screener

# Comprehensive School Improvement Plan

Silver Grove School

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

## Goal 1:

All students will be ready for kindergarten as measured by the Brigance Kindergarten Screen

## Measurable Objective 1:

100% of Pre-K grade students will demonstrate a proficiency on the Brigance Kindergarten screen in Reading by 09/01/2017 as measured by 100 percent accuracy on the Brigance Kindergarten Screen.

## Strategy1:

Reading readiness skills - Reading readiness skills will be mastered during students preschool four year old year.

Category: Early Learning

Research Cited: Reading First

Activity - Preschool Reading Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Preschool teacher will use a variety of research-proven reading readiness strategies and activities individualized to each preschool students to make them kindergarten ready.	Academic Support Program	01/06/2017	05/22/2017	\$0 - General Fund	Megan Schultz, Ted Kleymeyer

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

## Goal 1:

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 by 2020 as measured by the school report card.

## Measurable Objective 1:

54% of Third, Fourth and Fifth grade students will demonstrate a proficiency in combined Reading and Math in English Language Arts by 05/29/2020 as measured by scores on the KPREP assessment .

## Strategy1:

Teachers will use research based strategies to improve instruction for Tier I and Tier II reading and math classes. - Teachers will use repeated readings to improve reading fluency, text dependent questions to improve comprehension skills and math fact fluency to strengthen math skills.

Category: Integrated Methods for Learning

Research Cited: Reading First, NCTM

# Comprehensive School Improvement Plan

Silver Grove School

Activity - Strengthening Tier I and Tier II instruction.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research-based strategies to differentiate instruction during center time for reading and math.	Direct Instruction	08/08/2016	05/25/2017	\$50 - General Fund	Elementary teachers

## Goal 2:

Reduce Novice in all areas of accountability by implementing the Novice Reduction Key Core Work Processes

### Measurable Objective 1:

demonstrate a proficiency by reducing novice performance levels utilizing the strategies within the Novice Reduction Key Core Work Processes by 05/29/2020 as measured by KBE approved accountability measures.

### Strategy1:

Novice Reduction Key Core Work Processes - Using the strategies within the Novice Reduction Key Core Work Processes we will reduce novice performance levels to reach our proficiency goals.

Category: Continuous Improvement

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

Activity - Backward Designed Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support to effectively design instruction and assessment with backward design model	Professional Learning	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support through RTI models to increase performance levels	Academic Support Program	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and Administration

Activity - Novice Reduction Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to learn best practice and research based strategies supported by the Novice Reduction Key Core Work Processes to ensure novice reduction goals are met	Professional Learning	11/01/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will ensure Tier 1 instruction is at the appropriate level of rigor and aligned with the intent of the standards	Policy and Process	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

# Comprehensive School Improvement Plan

Silver Grove School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create an aligned curriculum document that maps out the necessary standards to be taught and assessed	Policy and Process	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase student achievement for each student the gap group so that all delivery targets are met in Gap.

## Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Economically Disadvantaged students will demonstrate a proficiency of 50% in Elementary school, 50% in middle school, and 50% in high school in Mathematics by 05/29/2020 as measured by performance on the combined Reading/Math score on the K-PREP tests.

## Strategy1:

Student Engagement - For Free/Reduced lunch students it is extremely important to give lessons personal relevance for the students and a real-world application. Another critical element of successful instruction is the student's relationship with the teacher. "Students do not care how much the teacher knows until they know how much the teacher cares." Hands-on learning and engaging lessons will also increase the rate of students scoring at the Proficient and Distinguished levels.

Category: Continuous Improvement

Research Cited: Ruby Payne, "Frameworks of Poverty"

Activity - Engaging Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lessons will reflect engaging instruction and activities that motivate students to learn at a high level. Lesson planning will begin by identifying the summative assessment that matches the KCAS Standard, then plan the lessons and activities that will lead to student success. Lessons will have a beginning, middle, and end with scaffolded activities that encourage students to reflect an understanding of the learning target. The NKCES Co-op will work with our Elementary, MS and HS Math teachers to develop authentic lessons.	Direct Instruction	08/28/2015	05/27/2016	\$0 - No Funding Required	WMurray, All teaching staff , NKCES Co-op staff

Activity - Backward Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans should begin by with the end in mind by identifying the summative assessment and the accompanying Ky Core Academic Standards, then plan the lessons, activities, and formative assessments that will lead to success on the summative assessment.	Direct Instruction	08/06/2015	05/27/2016	\$0 - No Funding Required	All teaching staff

# Comprehensive School Improvement Plan

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## Measurable Objective 2:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency on the K-PREP tests in English Language Arts by 05/29/2020 as measured by the 50% of students scoring at the Proficient and Distinguished level ..

## Strategy1:

RTI Activities - Teachers will include RTI activities at Tier I and II in the lesson plans. The Tier 2 and Tier 3 students been identified in Reading and Math along with the noted areas of weakness. The activities will be documented in the lesson plans and the implementation will be monitored by the principal.

Category: Continuous Improvement

Research Cited: IDEA (Individuals with Disabilities Education Act)

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will address the needs of students with varying abilities within one classroom. The instructional needs of each student will be met by differentiating content, product, and/or process. These efforts will be documented the lesson plans.	Direct Instruction	08/06/2015	05/27/2016	\$0 - No Funding Required	Each individual teacher. WMurray.

Activity - Learning Checks/Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will administer KPREP-like schoolwide Practice Tests for all grades and content areas that will tested in May. Particularly we want to make sure that students who need accomodations for testing will test in an environment similiar to the actual test environment. Teachers will analyze these learning checks in order to inform instruction and support student growth. The student work must be held to the expectations of Proficient work (as defined by state standards).	Academic Support Program	01/12/2016	04/21/2016	\$0 - No Funding Required	WMurray and all certified teaching staff grades 3 - 12. Ruthie Staley, Edie Mariani

Activity - Literacy to the Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align their Writing instruction with the KCAS. As tasks are assigned and analyzed the state standards for instruction and scoring should adhere closely in order to give a true picture of the students knowledge and skills. The SGS Writing Policy should be followed as a guide for quality writing. The Elements of Close Reading must be taught as part of our PLC and SLC so that our students can perform at their best on state tests. These are: Text Annotatiojn, Text Coding, Text Structure, Vocabulary and Text-Dependent Questions, and Citing Textual Evidence (Inferential Comprehension)	Direct Instruction	08/06/2015	05/20/2016	\$0 - No Funding Required	EMariani, and all K - 12 teaching staff.

## Goal 2:

Reduce Novice in all areas of accountability by implementing the Novice Reduction Key Core Work Processes

# Comprehensive School Improvement Plan

Silver Grove School

## Measurable Objective 1:

demonstrate a proficiency by reducing novice performance levels utilizing the strategies within the Novice Reduction Key Core Work Processes by 05/29/2020 as measured by KBE approved accountability measures.

## Strategy1:

Novice Reduction Key Core Work Processes - Using the strategies within the Novice Reduction Key Core Work Processes we will reduce novice performance levels to reach our proficiency goals.

Category: Continuous Improvement

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

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will ensure Tier 1 instruction is at the appropriate level of rigor and aligned with the intent of the standards	Policy and Process	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create an aligned curriculum document that maps out the necessary standards to be taught and assessed	Policy and Process	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

Activity - Novice Reduction Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to learn best practice and research based strategies supported by the Novice Reduction Key Core Work Processes to ensure novice reduction goals are met	Professional Learning	11/01/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support through RTI models to increase performance levels	Academic Support Program	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and Administration

Activity - Backward Designed Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support to effectively design instruction and assessment with backward design model	Professional Learning	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration



# Comprehensive School Improvement Plan

Silver Grove School

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

## Goal 1:

Maintain an Average Freshman Graduation Rate above 85% every year.

## Measurable Objective 1:

collaborate to ensure 0 % student dropouts by presenting students and guardians with all options available to the students, and by taking a personal interest in all students. by 05/29/2020 as measured by maintaining an AFGR above 90 with zero dropouts.

## Strategy1:

Reducing Barriers to Learning - Through a series of events and contacts we want to reach out to our community by engaging parents, providing activities, and promoting goodwill toward our school.

Category: Continuous Improvement

Research Cited: Parent To Parent Initiative

Activity - Family Literacy Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Emphasizing the importance of early literacy in order to close the achievement gap, family literacy nights will engage parents and community by providing activities at school that are open to the public. Two Family Literacy Nights are the cornerstones of this initiative. Literacy activities that can be completed with family input, Dramatic performances, book fairs and other programs will help to promote early literacy skills. These nights will make parents and community members feel welcome at school, and provide parents/guardians with a toolbox of ideas to work with their child at home on literacy skills critical to being a successful student.	Community Engagement	11/14/2016	04/17/2017	\$250 - District Funding	J. Kaeff,, D. Huninghake, elementary teachers, and the Culture Committee

Activity - Publicly Celebrate Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to celebrate the success of any current student achievement we want to recognize students who show excellent improvement, effort, or achievement. This will be a motivational tool to inspire students to do their best. This will be done quarterly. The Student of the Month recognition will continue on a monthly basis based on teacher recommendations.	Academic Support Program	09/09/2016	05/22/2017	\$100 - District Funding	JKaeff,

# Comprehensive School Improvement Plan

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Activity - PEP Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities designed to provide instruction and experiences that will help students understand the importance of proper nutrition being essential to proper growth and development and to provide instruction and experiences in health-related physical activity supports fitness and a healthier lifestyle. Students will learn how healthy living affects academic success.	Behavioral Support Program	09/02/2016	05/22/2017	\$40000 - Grant Funds	JEltzroth, Brett Kies

Activity - Counseling Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counseling program will continue to focus on Academic, Personal/Social and Career. Professional school counselors will conduct an annual school wide needs assessment and organize small group counseling, individual counseling, and advisory (whole school) lessons to address the determined needs each school year on both proactive and reactive levels.	Academic Support Program	08/04/2016	05/26/2017	\$40000 - Grant Funds	WMurray, Principal, FRYSC Coordinator, and JKaeff

Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRYSC and the preschool/kindergarten teacher will offer United Way Born Learning Academy to assist parents in utilizing everyday moments as learning opportunities.	Academic Support Program	09/19/2016	05/15/2017	\$2500 - Other	JKaeff and MSchultz

Activity - Positive Parent Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a phone log documenting calls home (in the PLP in Infinite Campus) identifying good student work in the classroom. Teachers will also be provided with Positive postcards to send home reminding parents and students of the great things that happen at Silver Grove School. This will cultivate positive relationships among parents, students and staff.	Community Engagement	08/29/2016	05/22/2017	\$0 - No Funding Required	All classroom teachers

## Strategy2:

Individual Student Meetings - Staff will begin the school year by meeting with 100 % of our students in grades 6 through 12 in order to discuss previous years state test scores and set goals for the upcoming year. There will be quarterly student/staff meetings to discuss the results of the report card.

Category: Persistence to Graduation

Research Cited: Student Support Team

Activity - ILP Meetings with students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILP Coordinator will meet with each middle school student at least twice per year to establish an ILP and complete the plan with checks and dates to follow up.	Career Preparation/Orientation	10/04/2016	05/15/2017	\$0 - No Funding Required	S Kleymeyer, WMurray

# Comprehensive School Improvement Plan

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Activity - Curriculum PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in the district will meet twice a month with the Principal and Curriculum coach to analyze student work and discuss any barriers to learning for each individual student and to identify solutions to individual student problems that may be affecting student achievement. .	Academic Support Program	08/16/2016	05/16/2017	\$0 - No Funding Required	All classroom teachers, Mr. Murray and Mrs. Kleymeyer

Activity - Student Conferences with Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student conferences will be set up to analyze test score data, report card grades, and establish long and short term goals to improve academic achievement.	Academic Support Program	10/17/2016	04/28/2017	\$0 - No Funding Required	JKaef, WMurray, and all students

Activity - Continuing Education Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and high school teaching staff will be available during the 12th grade SLC's to assist the seniors with planning, application, and financial aid for entrance into college. There will be additional college activities scheduled.	Career Preparation/ Orientation	09/12/2016	03/31/2017	\$0 - No Funding Required	WMurray, J Kaeff

## Goal 2:

Reduce Novice in all areas of accountability by implementing the Novice Reduction Key Core Work Processes

### Measurable Objective 1:

demonstrate a proficiency by reducing novice performance levels utilizing the strategies within the Novice Reduction Key Core Work Processes by 05/29/2020 as measured by KBE approved accountability measures.

### Strategy1:

Novice Reduction Key Core Work Processes - Using the strategies within the Novice Reduction Key Core Work Processes we will reduce novice performance levels to reach our proficiency goals.

Category: Continuous Improvement

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

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create an aligned curriculum document that maps out the necessary standards to be taught and assessed	Policy and Process	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

# Comprehensive School Improvement Plan

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support through RTI models to increase performance levels	Academic Support Program	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and Administration

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will ensure Tier 1 instruction is at the appropriate level of rigor and aligned with the intent of the standards	Policy and Process	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Novice Reduction Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to learn best practice and research based strategies supported by the Novice Reduction Key Core Work Processes to ensure novice reduction goals are met	Professional Learning	11/01/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Backward Designed Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support to effectively design instruction and assessment with backward design model	Professional Learning	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

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

**Goal 1:**

Increase the % of students who are College and Career Ready at the high school level based on the and ACT tests.

**Measurable Objective 1:**

69% of Twelfth grade students will achieve college and career readiness to the state average in reading and language usage in English Language Arts by 05/29/2017 as measured by college and career ready assessments.

**Strategy1:**

CCR prep work - In tested grades, the staff will introduce, prepare students, and follow up by conferencing with the students about their performance on the CCR tests.

Category: Continuous Improvement

Research Cited: Quality Core

# Comprehensive School Improvement Plan

Silver Grove School

Activity - Problem Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly use formative assessments to determine mastery of student understanding of content. An emphasis of instruction will be on understanding charts, graphs, and visual representations when reading for information. Students will then be required to predict, judge, evaluate, and/or summarize based on the information provided. Questions that ask the student to do independent thinking will be a regular part of instruction.	Direct Instruction	08/04/2016	05/29/2017	\$0 - No Funding Required	Laura Coleman, Linda Prather

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors and selected sophomores will take a practice ACT test early in the school year to determine performance level and areas of weakness (a second practice test will be given in February). The Science teacher and the juniors will work on test strategies, content knowledge, and independent thinking in preparation for the ACT test. All juniors will be enrolled in an ACT Prep Course to prepare students for their part of the test.	Academic Support Program	08/04/2016	05/29/2017	\$1700 - Title I Schoolwide	WMurray, JSprague

Activity - Professional Learning Communities/Student Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet monthly to plan the Literacy Activities that will be taught to the Student Learning Communities, (SLCs). Student Learning Communities will focus on improving student achievement in Reading and Writing. SLCs are determined by student need after analyzing results of MAP, and classroom assessments.	Professional Learning	08/04/2016	05/26/2017	\$0 - No Funding Required	Middle and High school teaching staff.

Activity - Students must understand the Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given direct instruction using the Ky Core Academic Standards and exposed to content vocabulary for all academic subjects. Instruction and assessment will focus on the understanding of KCAS. Formative and summative assessments will be KPREP-like. Rubrics will indicate student expectations that include the use of content terminology to express themselves clearly on state tests. Teachers will use Vocabulary Activities from various sources ie. Marzano vocabulary, Steck-Vaughn Vocabulary in Context, the Vocabulary Instructional Menu, and the Common Core Vocabulary as sources of activities to build and connect vocabulary.	Direct Instruction	08/04/2016	05/29/2017	\$0 - No Funding Required	All teachers in Math, English/Language Arts, grades K - 12. Representative teachers will continue to attend the Content Standard Network meetings.

# Comprehensive School Improvement Plan

Silver Grove School

Activity - Applied Learning/CTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided on-line access to CTE classes that align with the career pathways identified in the ILP's, as well as opportunities to attend Vocational School where they will learn applied learning math/language arts lessons through CTE classes (Career and Technical Education).	Career Preparation/Orientation	08/04/2016	05/29/2017	\$0 - No Funding Required	Campbell COunty Area Vocational School

Activity - KYOTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and staff will utilize the KYOTE resources to further support college readiness opportunities	Academic Support Program	09/01/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

## Goal 2:

Reduce Novice in all areas of accountability by implementing the Novice Reduction Key Core Work Processes

### Measurable Objective 1:

demonstrate a proficiency by reducing novice performance levels utilizing the strategies within the Novice Reduction Key Core Work Processes by 05/29/2020 as measured by KBE approved accountability measures.

### Strategy1:

Novice Reduction Key Core Work Processes - Using the strategies within the Novice Reduction Key Core Work Processes we will reduce novice performance levels to reach our proficiency goals.

Category: Continuous Improvement

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

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create an aligned curriculum document that maps out the necessary standards to be taught and assessed	Policy and Process	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

Activity - Novice Reduction Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will continue to learn best practice and research based strategies supported by the Novice Reduction Key Core Work Processes to ensure novice reduction goals are met	Professional Learning	11/01/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support through RTI models to increase performance levels	Academic Support Program	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and Administration

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Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will ensure Tier 1 instruction is at the appropriate level of rigor and aligned with the intent of the standards	Policy and Process	08/03/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

Activity - Backward Designed Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support to effectively design instruction and assessment with backward design model	Professional Learning	01/03/2017	08/31/2017	\$0 - No Funding Required	Teachers and administration

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

**Goal 1:**

Increase percentage of distinguished programs in the A&H, PLCS and writing

**Measurable Objective 1:**

demonstrate a proficiency in increasing the percentage of distinguished programs for A&H, PLCS, and writing by 05/29/2020 as measured by Program Reviews and KBE approved accountability measures.

**Strategy1:**

Program Review Support - The district and school level administration will support A&H, PLCS, and writing by providing opportunities, funds and professional learning opportunities

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Music	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The music teacher will be supported to increase student opportunities and engagement in the area of music education and participation	Academic Support Program Extra Curricular	08/04/2016	05/29/2020	\$3000 - General Fund	Music teacher and administration

Activity - Art	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school level administration will support the increase and implementation of art opportunities for students	Academic Support Program Extra Curricular	08/04/2016	05/29/2020	\$3000 - General Fund	Art teacher and administration

# Comprehensive School Improvement Plan

Silver Grove School

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<b>Activity - Writing</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
District and school level administration will support the teachers to increase writing support and opportunities to positively impact student achievement	Academic Support Program Extra Curricular	08/04/2016	05/29/2020	\$0 - No Funding Required	Teachers and administration

<b>Activity - PLCS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
District and school level administration will support teachers by increasing opportunities for PLCS activities and engagement	Academic Support Program Extra Curricular	08/04/2016	05/29/2020	\$3000 - General Fund	Teachers and administration



# **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?**

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.

## **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.**

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'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.**

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.