



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09172023_18:25

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Summit View Academy
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United States of America

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The **Comprehensive School Improvement Plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the schools 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Alexander J. Fangman 9/17/2023



2023-2024 Phase One: Executive Summary for Schools_09042023_10:42

2023-2024 Phase One: Executive Summary for Schools

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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?

Summit View Academy is a unique school in the Kenton County School District. The school is the only P-8 school in the district. Summit View Academy is located on a large campus in the heart of Independence, Kentucky. Independence is a rapidly growing suburban/ residential community supported by a working partnership of students, educators, families, and community dedicated to providing quality education opportunities for students. Summit View Academy services students in grades preschool through eighth grade. The student body is made up of about 1400 students with diverse cultures. 43% of the students qualify for free/reduced lunch and currently about 12% are minority. The school has 150 staff members, including 92 certified staff members, 3 certified counselors, 4 assistant principals, and 1 principal.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Summit View Academy engages all stakeholders (staff, families, students, and District personnel) in a comprehensive data analysis through a recursive process. Staff are engaged as collaborative teams based on content or similarly taught students. These collaborative teams are tasked with reviewing diagnostic, summative, and formative data at the school level to create action plans for Tier I instruction to meet the academic needs of their students. Diagnostic data allows teachers to strategically plan for student academic deficits throughout a Unit of Standards, Formative data allows teachers to diagnose adjustments needed during the course of teaching the unit, and summative data indicates students' mastery of standards and opportunities for spiraled review and needs based instruction.

At the school leadership level: the Administration, MTSS Team, Teacher Team Leads, and SBDM Council review Diagnostic and Summative data to determine the school improvement plan which includes curriculum, staffing, and training needs. This data is revisited as well to progress monitor the CSIP on a weekly basis with School Administration and monthly with Team Leads/SBDM Council members.

SEB data is reviewed in the same recursive processes to make adjustments based on student needs. This weekly with the leadership team and school staff to make adjustments to student support plans. Teacher Team Leads review this data monthly and is shared with the SBDM Council once a quarter. The MTSS team

reviews student data at the Tier II level every 8-10 weeks and Tier III level every 4-6 to check progress and adjust plans as needed.

The PTSA is an active stakeholder at SVA and the Principal serves on the Board of Directors for this organization. Parent input is crucial to an effective school and the Principal works in tandem with this committee to elicit feedback on school improvement, engage families, and enhance the learning environment for all students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The mission at Summit View Academy is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready. Summit View Academy's school goals focus on becoming a Blue school, increasing Reading and Math MAP scores, increasing Common Assessment scores, increasing KSA scores in all content areas, improving attendance rates, and increasing the number of students participating in extra-curricular activities beyond the school day. In regards to academic improvement, Summit View Academy is working to implement a Balanced Assessment system to inform instruction, as well as data driven PLCs to put specific plans in place for remediation and enrichment for students. PBIS expectations are also an essential piece of the school culture. The expectations at Summit View Academy is that students follow the STAR (Safe, Think, Attitude, Responsibility) Expectations to lead to student success. The expectations are taught explicitly to all students at the beginning of the school year. The behaviors are reinforced positively and students are recognized frequently. The STAR expectations are re-taught after extended breaks. The PBIS committee meets to review expectations and to develop plans for additional areas.

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.

Summit View Academy has seen progress in its growth in addressing special populations, specifically students with disabilities. While overall scores remain consistent from the previous year, Summit View Academy has increased proficiency scores for SWD in Elem RDG, Math, SCI, Writing and SS. Significantly closing achievement gaps was an area of focus for the school and this work will continue in the future. Overall proficiency increased in 5th Grade SS by 10 percentage points and 5th Grade ODW by 22 percentage points. This trend also continued for 4th Grade SCI growing ten percentage points overall. As a result of this growth, SVAs Grades K-5 was ranked a Green/High Achieving school with the Separate Academic

Indicator being ranked Blue due to both achievement and change status. The school also receives Title I funding to help support students that are not achieving grade level standards. This includes a primary, intermediate, and middle school intervention team to close academic gaps. The preschool program received a 5 Star Rating in the Kentucky All STARS Tiered Quality Rating and Improvement System. We are fortunate enough to Areas of Improvement include utilizing the Whatever I Need (WIN)/Response to Intervention block to not only provide interventions to students below grade level but also to offer challenging enrichment opportunities to students.

Achieving proficiency for students with disabilities continues to be in area of growth. The students with disabilities are showing limited growth on state assessments. The school leadership team and staff will utilize the district Multi-Tiered System of Supports (MTSS) pyramid to provide support to students. The Master schedule of the school has been overhauled to allow for content PLCs to take place at all grade levels. The school will continue to work on the creation of formative assessment to be utilized between common assessments. Teachers are analyzing data and making informed decision about next steps with students on a regular basis. Administrators are frequently providing feedback during informal and formal observations. The feedback is directly tied to the Cycle for Quality Instruction. As a staff, we are triangulating assessment data to determine what factors are causing the students to not make growth in reading and math. Through these protocols teachers are able to analyze assessment results to improve Tier I instruction in real time. The MTSS team analyzes interventions that are in place to ensure that Tier I instruction is rigorous, aligned to state standards and engaging.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Based on the 22-23 KSA data, grades 6-8 at Summit View Academy have been designated for Targeted Support and Improvement, in the are of students with disabilities, for the second consecutive year. Strategies to address this designation include further implementation of an effective Co-Teaching model and remediation through IXL. These evidence based strategies will be monitored for effectiveness to enhance achievement for this student population

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report_09252023_09:44

2023-2024 Phase One: School Safety Report

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School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.
Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.
Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.
Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.
Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
8/24/23

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
8/10/23

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.
Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for Schools_10162023_11:09

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

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is revisited as well to progress monitor the CSIP on a weekly basis with School Administration and monthly with Team Leads/SBDM Council members.

SEB data is reviewed in the same recursive processes to make adjustments based on student needs. This weekly with the leadership team and school staff to make adjustments to student support plans. Teacher Team Leads review this data monthly and is shared with the SBDM Council once a quarter. The MTSS team reviews student data at the Tier II level every 8-10 weeks and Tier III level every 4-6 to check progress and adjust plans as needed.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Proficiency

Goal 1 (State your proficiency goal.): : By 2025, Summit View Academy will increase math proficiency for students in grades 3-5 from 51% to 70% in 2025 and for students in grades 6-8 from 41% to 60% as measured by the school report card proficiency data.

By 2025, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 51% to 70% in 2025 and for students in grades 6-8 from 49% to 69% as measured by the school report card proficiency data.

Goal 2 (State your science, social studies, and writing goal.): By 2025, Summit View Academy will increase the score for the Separate Academic Indicator for grades 3-5 from 63.1% in 2022 to 73.9% in 2025 and students in grades 6-8 from 56.3% in 2018 to 73.25% in 2025

SVA did not achieve its proficiency goals as laid out above, as a result Comprehensive Instructional Resources were purchased for K-8 ELA and 6-8 Math to provide teachers with resources to address achievement gaps. Teachers have also undergone training on the PLC process to better understand how to deconstruct and deploy standards aligned curriculum in line with best teaching practices.

Achievement Gaps

Objective 1: Students with an IEP will score 40% P/D in the area of Reading as evidenced by scores on Common Assessments and KAS

Objective 2: Students with an IEP will score 40% P/D in the area of Math as evidenced by scores on Common Assessments and KAS

Goal 4 (State your English Learner goal.): By 2025 Summit View Academy will increase the percentage of students scoring Proficient on ACCESS testing from 30.8% to 40% in grades K-8.

SVA did not achieve its gap closure goals as laid out above in the previous improvement plan. Training has been provided to staff on how to implement the following strategies for the 23-24 school year:

1) High Quality Collaborative Classroom Indicators

2) Implementation of student IEPs to include Supp. Aides and Services

SVA will train staff on effective co-teaching models in the Tier I classroom to ensure that all students receive high quality instruction. This includes the implementation of student supplementary aides and services during instruction.

Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025 Summit View Academy will increase the amount of students identifying positive interactions with peers from 36% to 55%

In an effort to reach this goal, SVA has implemented SEB approaches at the Tier I/II/III level to ensure High Quality instruction is occurring. This also includes additional safety measures at school including the elimination of lockers, clear backpacks/water bottles, and an electronic hall pass system to track students throughout the school day. The Administrative team also reviews SEB data monthly to ensure adjustments to this plan are done in real time.

Impact Survey

Goal 8 (State your separate goal.): By 2025 Summit View Academy will increase the percentage of teachers indicating that professional learning sessions are valuable from 34% in 2022 to 65%.

SVA will continue to prioritize staff professional learning and input on areas of growth to improve this indicator. Team Leads are consulted on the PD plan and conversations around data occur monthly to ensure a complete understanding of the process.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Trend data was analyzed from 20-21 and 21-22 (see attachment below). Out of these data sets SVA has decreased students receiving Special Education services scoring in the Novice category in Grades 3-5 RDG, Soc. Studies, Writing and SCI. SVA has also put an increased focus on closing the achievement gap for students with disabilities and the school has ranked 3rd in the KCSD for ELA/Math/and Writing for these students. The school has also a consistent level of achievement in 4th, 6th, and 7th Grade ELA. 4th Grade Math remained steady at 57% of students scoring P/D, 5th Grade Math increased by 16 percentage points from 21-22. Overall Proficiency increased from 20-21 to 21-22 in ELA for grades 3rd, 4th, 5th, 6th, and 8th. Overall Proficiency increased from 20-21 to 21-22 in Math for grades 4th, 5th, 6th, and 8th. 4th Grade Science has also increased Proficiency every year since 18-19 35.6% P/D to 43% P/D in 21-22, to 53% P/D for 22-23. K-5 Social Studies has also seen an increase in P/D scores moving from 38% in 21-22 to 41% in 22-23. This same trend continues with K-5 ODW which saw P/D increase from 38% in 21-22 to 60% in 22-23.

MAP data trends have remained the same with P/D projects in RDG hovering between 52% and Math between 47%. 4th and 5th Grade Math have increased their Projected proficiency based on the Fall 22-23 Administration with both grade levels projected to have over 60% P/D in the area of Math.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

Grades 3-5 scored 49% P/D in ELA, 50% P/D in Math, 53% P/D in 4th Grade Science, 41% in 5th Grade SS, and 60% P/D in WRTG on the KSA for 22-23. Spring MAP projections placed students in these grades at 52% P/D in ELA and 56.3% P/D in Math.

Grades 6-8 scored 46% P/D in ELA, 35% P/D in Math, 23% P/D in SCI, 46% P/D in SS, and 38% P/D in WRTG. Spring MAP projections placed students in these grades at 50% P/D in ELA and 41.6% P/D in Math.

Common Assessment average for grades 3-5 in ELA was 83 and Math was 77

Common Assessment average for grades 6-8 in ELA was 43.34 and Math was 33.03

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Priority Areas of Improvement are the following with data percentages:

ELA 3rd Grade overall proficiency was 44%

Math 3rd Grade overall proficiency was 41%

ELA 5th Grade overall proficiency was 45%

ELA 6th Grade overall proficiency was 52%

Math 6th Grade overall proficiency was 41%

ELA 7th Grade overall proficiency was 51%

Math 7th Grade overall proficiency was 40%

ELA 8th Grade overall proficiency was 36%

Math 8th Grade overall proficiency was 24%

Students receiving SPED services overall proficiency in Grades 3-5 ELA was 30%, with 27% scoring Novice. Students receiving Special Education services overall proficiency in Grades 6-8 ELA was 12%, with 59% scoring Novice.

Students receiving Special Education services overall proficiency in Grades 3-5 Math was 23%, with 50% scoring Novice. Students receiving Special Education services overall proficiency in Grades 6-8 Math was 9%, with 51% scoring Novice.

As a results of these achievement scores, SVA was classified as a TSI school focusing on the learning of students receiving IEP services. This will continue to be an area of focus for the school to ensure all students receive high quality instruction in the Gen Ed/Resource setting.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

4th Grade ELA scored 57% in overall proficiency

4th Grade Math scored 57% in overall proficiency

5th Grade Math scored 54% in overall proficiency

6th Grade ELA scored 52% in overall proficiency

7th Grade ELA scored 51% in overall proficiency

The PLC processes, including standards based formative assessments, utilized by these grade levels can be implemented across all grade levels to plan needs based instruction before summative assessments.

4th Grade SCI has increased proficiency every year since 18-19 and scored 53% P/D this grade level continues to grow in their knowledge of standards to align tasks to their rigor. 5th Grade SS increased their P/D from 33% to 41% and 5th Grade ODW grew from 38% P/D to 60%.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data [Results](#)

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

● b. Upload your completed template in the attachment area directly below.

ATTACHMENTS

Attachment Name

 School Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

Summit View Academy will focus on the following processes and practices to enhance the learning environment for student:

Design and Deploy Standards, Design and Deliver Instruction, Review/Analyze/Apply Data: Teachers will go through training on the PLC process through Solution Tree to better understand the culture and structures of effective PLCs. Throughout the year teacher teams will attend District Grade level cadres to review content timelines, assessments, and instructional practices. This will be monitored and enhanced through weekly collaborative team meetings where teachers analyze formative/summative assessment data to design and enhance instructional practices. This goes hand in hand with adoption of Comprehensive Instructional Resources for K-8 ELA and 6-8 Math. The professional learning that will occur to merge these resources with effective teaching practices will deepen teacher expertise and increase student achievement.

Establishing Learning Culture and Environment: Teachers will participate in professional learning on Trauma Informed practices three times throughout the year. This will be monitored and refined through the creation of a Tier I Classroom Management Plan that will focus on routines, procedures, and positive ways to deal with undesired behaviors. This will reinforce the dedication of staff to help students remain in the classroom and learn at high levels as the central purpose of the school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction. Teachers also attend grade level cadres to review timelines, assessments, and discuss instructional practices with colleagues across the District.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	The school leadership conducts monthly instructional learning walks in every staff member’s classroom. Feedback is calibrated to the Cycle of Quality Instruction and lesson plans are reviewed in Collaborative Team meetings to ensure assigned tasks are to the depth/rigor of standards. Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	Teacher collaborative teams are tasked with administering weekly formative assessments and summative assessments through Performance Matters. This digital platform allows administration to monitor a Balanced Assessment System as well as teachers to have data desegregated and regularly available to decide next steps to close academic gaps. Formative assessments are balanced with

Key Elements of the Teaching and Learning Environment – School

		Summative assessments to determine effective unit planning for each grade level. If a teacher team has an imbalance in the system, the team will review their assessments or instruction to calibrate their results.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction. This also occurs with team leads and the SBDM Council to monitor effectiveness of programs and adjustments to the school improvement plan.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	Common Assessments have been developed within teacher content cadres and administered in line with District timelines to monitor student learning throughout the school year. This occurs in all content areas and the school houses a dashboard that reviews this data with teacher teams and adjusts based on student need throughout the school year. Through assessment analysis (by teacher, standard, and student) teams are able to identify students that need intervention and remediation.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	Teacher professional development is geared towards establishing a culture that is Trauma informed, but also holds high standards. Collaborative team meetings operate under the belief that all students can, and are worth the effort, to learn at high levels. The latest Quality of School Climate Survey administered to students showed that 99% of our student body stated that their school is a caring place, 96% of students shared that their teachers welcome them to their classrooms, and 97% answered that they have a caring adult in the school setting.



2023-2024 Phase Two: School Assurances_10162023_20:20

2023-2024 Phase Two: School Assurances

Summit View Academy
Alexander Fangman
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Independence, Kentucky, 41051
United States of America

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2023-24 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ☒ Yes

- ☐ No
- ☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ☒ Yes

- ☐ No
- ☐ N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement Plan_11122023_11:01

2023-2024 Phase Three: Comprehensive School Improvement Plan

Summit View Academy
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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



Phase III Template



TSI Attachment

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Summit View Academy's school improvement plan we continue to focus on Tier I instruction for all students, with a specific focus on students with disabilities in grades 6-8. These grade levels have been identified as TSI, with an overall indicator score of 22.5 on the 22-23 Kentucky Summative Assessment. Tier I instruction will also be a specific focus for Grades 6-8 as achievement scores declined in RDG, Math, and Separate Academic Indicators.

As a result, additional strategies have been added to the School Improvement Plan that include the adoption of Comprehensive Instructional Resources in K-8 ELA and 6-8 Math to address inequities in the teaching of standards. Teachers will meet in PLCs and District Cadres to make adjustments and blend these curriculums with evidence based practices meant to raise student achievement.

All Co-Teaching teams have been trained on effective co-teaching practices which includes evidence based strategies, establishing co-teaching norms, plans for communication/co-planning, a rubric identifying High Quality Collaborative Classrooms, and explicit understanding/access to student Supplementary Aides and Services/Accommodations.

The Leadership team will conduct learning walks in all classrooms, with a specific focus on co-teaching/resource classrooms, and provide High Quality Instructional Feedback. This data will be utilized to design professional development sessions for staff to close gaps in practices.

All staff have been trained in the PLC process to allow instructional trends to be driven by data and displayed by teacher, student, standard. This process will allow teacher teams to identify problems of practice, as well determine remediation needs by individual students.

The recursive review of schoolwide data will occur to allow for adjustments to this plan throughout the year and to identify trends in successful implementation of improvement strategies.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Phase III Template		
 TSI Attachment		

Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- 1) Tier I instruction is an area of focus for Summit View Academy, this is reflected in the need to increase Proficient/Distinguished scores in ELA/Math for grades K-8

2) Summit View Academy is identified by the State of KY for Targeted Support and Improvement in regards to students with disabilities. Instruction at the Tier I level, along with resource time, will be an area of focus for school improvement efforts

3) On Demand Writing scores will be a priority that is addressed by our School Improvement plan and strategies for grades 6-8 as this was one of the lowest scoring components on KSA.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP:1 Design and Deploy Standards: Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction. Teachers also attend grade level cadres to review timelines, assessments, and discuss instructional practices with colleagues across the District.

KCWP 2: Design and Deliver Instruction: The school leadership conducts monthly instructional learning walks in every staff member’s classroom. Feedback is calibrated to the Cycle of Quality Instruction and lesson plans are reviewed in Collaborative Team meetings to ensure assigned tasks are to the depth/rigor of standards. Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction.

KCWP 4: Review, Analyze and Apply Data: Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction. This also occurs with team leads and the SBDM Council to monitor effectiveness of programs and adjustments to the school Improvement plan.

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	3-5: 71.6 (Green) 6-8: 58.7 (Yellow)	3-5: 1.5 (Green) 6-8: -3.9 (Orange)
State Assessment Results in science, social studies and writing	3-5: 74.6 (Green) 6-8: 52.2 (Yellow)	3-5: 11.5 (Blue) 6-8: -4.1 (Orange)
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	3-5: 77.3 (Green) 6-8: 68.2 (Green)	3-5: -1.1 (Yellow) 6-8: -3.4 (Yellow)

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2027, Summit View Academy will increase math proficiency for students in grades 3-5 from 52% to 70% in 2027 and for students in grades 6-8 from 35% to 60% as measured by the school report card proficiency data. By 2027, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 50% to 70% in 2027 and for students in grades 6-8 from 46% to 69% as measured by the school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Summit View Academy will increase reading proficiency for students in grades 3-5 from 52% in 2023 to 60% and for students in grades 6-8 from 46% to 54% as measured by state assessment data.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Teachers in Grades K-8 ELA will utilize Comprehensive Instructional Resources to increase achievement scores for students. Teachers will be trained on this resource through the District and also meet as Teacher Cadres to make adjustments throughout the year to impact instruction.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards as well as where Element 2 will be used throughout individual class periods.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		Teachers and Administration will undergo training through Solution Tree to solidify the PLC process and ensure it becomes a part of the school culture. This will allow teacher teams to identify learning gaps for students by teacher, standard, student and design needs-based instruction. Within Grade Level PLCs teams will focus on Element 2 of the Cycle of Instruction, eliciting responses from all students. Teacher	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	

Goal 1 (State your reading and math goal.): By 2027, Summit View Academy will increase math proficiency for students in grades 3-5 from 52% to 70% in 2027 and for students in grades 6-8 from 35% to 60% as measured by the school report card proficiency data.

By 2027, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 50% to 70% in 2027 and for students in grades 6-8 from 46% to 69% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		leaders will use this to provide feedback to teams on their progress as a PLC.			
		On-Demand Writing scrimmages will be held twice a year to analyze overall strengths and weaknesses for students. School level writing expectations have been established for writing at each grade level and students will be given high quality instruction in the area of writing. This will include open response questions in specific content areas of RDG/Math/SCI/SS	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		Teachers will participate in District content cadres to make adjustments to instructional practices, common assessments, and discussion of implementation of KAS. K-8 ELA and 6-8 Math will review implementation of new Comprehensive Instructional Resources and make adjustments based on data.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
Objective 2: By 2024, Summit View Academy will increase math proficiency for students in grades 3-5 from 52% in 2023 to 60% and for students in grades 6-8 from 46% to 54% as	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Teachers in Grades 6-8 Math will utilize Comprehensive Instructional Resources to increase achievement scores for students. Teachers will be trained on this resource through the District and also meet as Teacher	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	

Goal 1 (State your reading and math goal.): By 2027, Summit View Academy will increase math proficiency for students in grades 3-5 from 52% to 70% in 2027 and for students in grades 6-8 from 35% to 60% as measured by the school report card proficiency data.

By 2027, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 50% to 70% in 2027 and for students in grades 6-8 from 46% to 69% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
measured by state assessment data.	KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Cadres to make adjustments throughout the year to impact instruction.			
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards as well as where Element 2 will be used throughout individual class periods.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		Teachers and Administration will undergo training through Solution Tree to solidify the PLC process and ensure it becomes a part of the school culture. This will allow teacher teams to identify learning gaps for students by teacher, standard, student and design needs-based instruction. Within Grade Level PLCs teams will focus on Element 2 of the Cycle of Instruction, eliciting responses from all students. Teacher leaders will use this to provide feedback to teams on their progress as a PLC.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		On-Demand Writing scrimmages will be held twice a year to analyze overall strengths and weaknesses for students. School level writing	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	

Goal 1 (State your reading and math goal.): By 2027, Summit View Academy will increase math proficiency for students in grades 3-5 from 52% to 70% in 2027 and for students in grades 6-8 from 35% to 60% as measured by the school report card proficiency data.

By 2027, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 50% to 70% in 2027 and for students in grades 6-8 from 46% to 69% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		expectations have been established for writing at each grade level and students will be given high quality instruction in the area of writing. This will include open response questions in specific content areas of RDG/Math/SCI/SS			
		Teachers will participate in District content cadres to make adjustments to instructional practices, common assessments, and discussion of implementation of KAS. K-8 ELA and 6-8 Math will review implementation of new Comprehensive Instructional Resources and make adjustments based on data.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By 2026, Summit View Academy will increase the score for the Separate Academic Indicator for grades 3-5 from 74.6% in 2023 to 80.5% in 2026 and students in grades 6-8 from 52.2% in 2023 to 73.25% in 2026					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024 Summit View Academy will increase the overall Separate Academic Indicator Score for Grades 3-5 from 74.6% to 77%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	On-Demand Writing scrimmages will be held twice a year to analyze overall strengths and weaknesses for students. School level writing expectations have been established for writing at each grade level and students will be given high quality instruction in the area of writing. This will include open response questions in specific content areas of RDG/Math/SCI/SS	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards as well as where Element 2 will be used throughout individual class periods.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		Teachers and Administration will undergo training through Solution Tree to solidify the PLC process and ensure it becomes a part of the school culture. This will allow teacher teams to identify learning gaps for students by teacher, standard, student and design needs-based instruction. Within Grade	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	

Goal 2 (State your science, social studies, and writing goal.): By 2026, Summit View Academy will increase the score for the Separate Academic Indicator for grades 3-5 from 74.6% in 2023 to 80.5% in 2026 and students in grades 6-8 from 52.2% in 2023 to 73.25% in 2026

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Level PLCs teams will focus on Element 2 of the Cycle of Instruction, eliciting responses from all students. Teacher leaders will use this to provide feedback to teams on their progress as a PLC.			
Objective 2: By 2024 Summit View Academy will increase the overall Separate Academic Indicator Score for Grades 6-8 from 52.2% to 59%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	On-Demand Writing scrimmages will be held twice a year to analyze overall strengths and weaknesses for students. School level writing expectations have been established for writing at each grade level and students will be given high quality instruction in the area of writing. This will include open response questions in specific content areas of RDG/Math/SCI/SS	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards as well as where Element 2 will be used throughout individual class periods.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		Teachers and Administration will undergo training through Solution Tree to solidify the PLC process and ensure it becomes a part of the school culture.	HQI Practices in all classrooms, Increased Common Assessment	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	

Goal 2 (State your science, social studies, and writing goal.): By 2026, Summit View Academy will increase the score for the Separate Academic Indicator for grades 3-5 from 74.6% in 2023 to 80.5% in 2026 and students in grades 6-8 from 52.2% in 2023 to 73.25% in 2026

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		This will allow teacher teams to identify learning gaps for students by teacher, standard, student and design needs-based instruction. Within Grade Level PLCs teams will focus on Element 2 of the Cycle of Instruction, eliciting responses from all students. Teacher leaders will use this to provide feedback to teams on their progress as a PLC.	scores, Increased achievement on KSA		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024 Summit View Academy will increase the overall Indicator Score for Students with Disabilities from 22.5 to 32	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	All Co-Teaching teams have been trained on effective co-teaching practices which includes evidence-based strategies, establishing co-teaching norms, plans for communication/co-planning, a rubric identifying High Quality Collaborative Classrooms, and explicit understanding/access to student Supplementary Aides and Services/Accommodations.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		The leadership team will conduct Learning Walks in all collaborative classrooms and resource settings to ensure High Quality Instructional Practices are occurring in the Tier I and Resource classrooms. This data will be quantified to design professional learning for staff to close gaps in practice.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		Teacher teams will meet weekly to discuss student progress with a specific focus on students with disabilities. Teachers will keep a dashboard to track student data to determine the success of Tier I instruction and make adjustments to student plans.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	
		Special Education PLCs will be held twice a month to review data and	HQI Practices in all classrooms, Increased	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ensure staff are updated on evidence based practices to ensure student success.	Common Assessment scores, Increased achievement on KSA		
		Collaborative Teaching teams will also utilize planning days with their content partners to ensure that appropriate strategies and resources are in place to address achievement gaps.	HQI Practices in all classrooms, Increased Common Assessment scores, Increased achievement on KSA	Classroom Learning walks, PLCs, Common Formative/Summative Assessments	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025 Summit View Academy will increase the percentage of students scoring Proficient on ACCESS testing from 30.8% to 40% in grades K-8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 2023 Summit View Academy will increase student Proficiency on ACCESS testing from 30.8% to 35.8%.	KCWP 1: Design and Deploy Standards	All Certified staff have been trained on the EL scaffolding toolkit. This resource will be used to help teachers unpack standards and identify specific skills students need to master in order to grow in their proficiency on state standards and assessments.	Improved ACCESS scores and Common Assessment scores	Classroom Learning Walks, PLCs, Common Assessment scores	
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 4: Review, Analyze, and Deliver Support	The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher’s classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	
	KCWP 6: Establishing Learning Culture and Environment				
		Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026 Summit View Academy will increase the amount of students identifying that students being mean or hurtful as not a problem in our school 50% to 65%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Teachers will undergo training on Restorative Practices throughout the school year. This training will infuse restorative practices and trauma informed care to be preventative in helping students remain in the classroom. These practices will empower teachers to raise student achievement through a variety of strategies.	SEB Data review, Common Assessment scores, KSA Scores, Supervision	SEB monthly data review, Common Formative Assessment Scores	
		The Leadership team will review SEB data monthly to ensure proper supports are in place for all students. Calibration around discipline procedures and the Code of Conduct will occur during these meetings as well as frequent communication around these areas.	SEB Data review, Common Assessment scores, KSA Scores, Supervision	SEB monthly data review, Common Formative Assessment Scores	
		Staff will be trained on MTSS procedures and processes. This includes when to submit a referral for students needing additional supports, to include all Tier I efforts being a prerequisite.	SEB Data review, Common Assessment scores, KSA Scores, Supervision	MTSS referral review weekly at Leadership Team Meetings, MTSS progress check meetings	

8: Other (Optional)

Goal 8 (State your separate goal.): By 2024 Summit View Academy will increase the percentage of teachers indicating that teacher satisfaction is important from 39% to 65% based on the 23-24 IMPACT survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Summit View Academy will increase the percentage of teachers indicating that teacher satisfaction is important from 39% to 65% based on the 23-24 IMPACT survey.	KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Professional Learning sessions will take place during SVA staff meetings. These sessions will be designed by quantifying Common Assessment Scores, Classroom Walk Data, and PLC observations by the Leadership Team. Sessions will be differentiated based on teacher needs identified by data.	Increased KSA scores, Increased positive responses from the Impact Survey	Common Assessment scores, Classroom walk data, PLC observations	N/A
		Team Leads will be utilized to bring professional learning needs to the administration and construct a PD plan that meets the needs of all staff.	Increased KSA scores, Increased positive responses from the Impact Survey	Common Assessment scores, Classroom walk data, PLC observations	N/A
		Survey data will be utilized to pinpoint areas of improvement and allow staff to provide feedback on initiatives within the school setting. Team Leads will also progress monitor the school plan with the building principal to provide feedback on next steps and improvement initiatives.	Increased KSA scores, Increased positive responses from the Impact Survey	Common Assessment scores, Classroom walk data, PLC observations	N/A

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: The Principal will lead the School Leadership team in creating Systems/Processes for analyzing school data and driving continuous improvement. The School Leadership team will conduct a book study on the systemic implementation of PLCs using the title “Cultures Built to Last: Systemic PLCs at Work” by Rick DuFour. This literature will allow the Leadership team to provide effective coaching and feedback to collaborative teacher teams on analyzing data, unit planning, and next steps on Tier I instruction. The intentional process of analyzing student performance by teacher/standard/student will allow teachers to identify academic gaps for students and professional learning needs of staff. The Leadership Team will also train staff on evidence-based practices surrounding trauma informed care, restorative practices, and present levels on IEPs to help staff create proactive practices that help students remain in the Tier I classroom. The entire teaching staff will also undergo training on the PLC process with Solution Tree to ensure this becomes embedded in the school culture and helps to close achievement gaps for students. The Leadership team will facilitate PLC meetings focused on data broken down between teacher/standard/student and drive the professional learning needs of teacher teams to close achievement gaps. Classroom Learning Walk data is quantified on a monthly basis and discussed at PLCs and staff meetings to promote strong Tier I instruction that reaches the needs of all students. The Leadership Team will also calibrate on walk feedback provided in the Tier I/II/III setting as well as reviewing lesson plans with the admin team to ensure we are reaching the level of the standard in all classrooms. Systemic processes have been put in place to allow for transparency around Common Assessment data, Classroom Learning Walk Data, and PLC progress for all grade levels and contents which in turns drives improvement efforts at the school level. Professional Development is designed using triangulated data from the above indicators to close gaps in knowledge for school staff.
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: The Master Schedule in grades 6-8 was overhauled to allow for effective PLCs to take place amongst content partners as well as maximizing student time in the Tier I classroom. Resource time occurs outside of core instruction via a building wide RTI block and a teacher enrichment block during 4th period. Students with disabilities are strategically placed using the scheduling tool provided by the Special Education Department in the Kenton County School District. Each collaborative classroom is below the recommended 33% set by the Kentucky Department of Education. This allowed for better placement of students into resource and collaborative settings to maximize access to highly effective staff. The School Principal, in collaboration with Special Education Teachers, have reviewed curriculum and resources available for instruction to ensure that resources align to student IEP goals. Students with disabilities are struggling in Reading and Math, to target this deficit SVA will use effective co-teaching practices in place in the Gen Ed setting, now the intentional focus will be on alignment of curriculum to standards and SDI. This will be accomplished through targeted planning between Gen Ed staff and Special Education staff to ensure implementation of SDI in the Tier I setting along with identifying instructional remediation that will occur via IXL software. The Leadership team will also review lesson plans and provide feedback to ensure SAS and SDI are occurring in the Gen Ed setting. Teacher teams will work in PLCs, which are an identified strategy of improvement, to name and claim SWD and evaluate progress on a regular basis. Instructional resources were also identified as an inequity and the intervention toolkits for HMH, Desmos, and AMPLIFY for K-8 ELA and 6-8 Math will be utilized in resource instruction to ensure alignment to standards aligned IEP goals for SWD.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: The School Action plan is reviewed monthly with the Leadership Team, Teacher leaders, and the SBDM Council at Summit View Academy. These data sets include:

- 1) Common Formative/Summative Assessment data
- 2) Quarterly Failure Percentages
- 3) SEB Referrals
- 4) SPED Compliance Data
- 5) Progress on IEP Goals
- 6) Learning walk data

This review will allow for action steps to be developed in real time and address specific plans for students with disabilities and train/equip staff to address those needs.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:
Strategy #1: Co-Teaching is an evidence-based strategy specifically targeted to address learning gaps in the Tier I setting by having a Special Education teacher acting as an instructional partner with a General Education Teacher. Staff have been trained in effective use of this process and strategies that enhance achievement of students with disabilities. This includes Alternative teaching, Parallel teaching, Team teaching, and Station Teaching. Summit View Academy will schedule students with disabilities into co-teaching classrooms for ELA/Math to ensure they receive this evidence-based intervention. Targeted Learning Walks will be conducted in these classrooms to identify proficient practices and areas of growth based on a rubric of High-Quality Collaborative Classrooms. This data will be quantified to develop professional learning for staff and close gaps in practice. Along with learning walks, Common Assessment data will be used to progress monitor the effectiveness of this intervention with a specific focus on students with disabilities.

Strategy #2: The primary areas of need, based on the Kentucky Summative Assessment, are students with disabilities and English language learners. Currently our overall indicator score for students with disabilities is 22.5. Our school will continue to work on the strengthening of our co teaching models as this will help support both populations. In addition to continuing the monitoring of our co-teaching model in place, we will additionally be utilizing IXL to deliver needs-based instruction to students based upon the results of MAP and common assessments to address the needs of students on standards

acquisition. The effectiveness of IXL will be monitored through student common assessment proficiency on grade level standards. Triangulation of this data along with progress towards IEP goals will be used to evaluate the effectiveness of IXL as an evidence- based practice.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploade d in CIP
Train staff to implement co-teaching strategies to increase student achievement	Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. <i>The Journal of Special Education Apprenticeship</i> , 2(2), 1-17.	☒
Utilization of IXL to provide needs-based instruction on standards acquisition	The Impact of IXL Math and IXL ELA on Student Achievement in Grades Pre-K to 12 (March 15, 2019). Retrieved 11/21/23 https://www.ixl.com/ESSA/ESSA-Research-Report.pdf .	x
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Challenge: Students with Disabilities

Evidence Citation: The Impact of IXL Math and IXL ELA on Student Achievement in Grades Pre-K to 12 (March 15, 2019). Retrieved 11/21/23
<https://www.ixl.com/ESSA/ESSA-Research-Report.pdf>.

Estimated Evidence Level: Quasi-Experimental Level II-Moderate Evidence

Study Discussion: This evaluation of IXL’s impact on mathematics and English language arts achievement meets the required rigor of the What Works Clearinghouse (WWC) standards for quasi-experimental studies with reservation and Every Student Succeeds Act (ESSA) Tier II standard for evidence-based interventions. This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in math and reading. In addition, students with higher levels of IXL usage were more likely to have greater growth in both subjects.

Intervention	Outputs	Short Term Outcomes (0-1 year)	Midterm Outcomes (2-3 years)	Long-term Outcomes (4+years)	Monitoring Data
Interventions in Math, Reading, Social Studies, and Science that will include activities that: -Provides needs-based instruction that allows for recoupment of skill deficits and allows for equitable access to current courses of study. -Is informed directly by student data -Is monitored by trained content level teachers to ensure that appropriate skills are addressed.	# of student receiving needs-based support with IXL Student schedules # of students exiting Tier II and III interventions # of students reaching proficient/distinguished on common assessments.	Increase in individual student scores in reading, math, social studies, and science. Increased access to needs-based instruction for all students. Decrease in the number of students scoring novice on KSA assessment Exit TSI status	Continued reduction in the number of students scoring novice in KSA assessment Decrease in the number of students requiring Tier II/III interventions	Achievement of 4 year CSIP goals Increase in the number of students only receiving Tier I supports	-MTSS progress checks -SPED progress on IEP Goals -Common Assessments -KSA Scores showing increased levels of proficiency, specifically SWD