2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09212025_19:34

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Summit View Academy
Jason Loreaux
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools 3

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Jason Loreaux 9-21-2025

2025-2026 Phase One: Executive Summary for Schools_09212025_19:37

2025-2026 Phase One: Executive Summary for Schools

Summit View Academy
Jason Loreaux
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase One: Executive Summary for Schools 3

2025-2026 Phase One: Executive Summary for Schools

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 1300 students with diverse cultures. 48% 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 and Tier III level every 8-10 weeks 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 supplementary 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. This was last reviewed in 2019. 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 extracurricular 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 Respectful, Responsible, Safe 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 RRS expectations are re-taught after extended breaks. The PBIS committee meets to review expectations and to develop plans for additional areas.

Notable Achievements

Describe the school's notable achievements in the last three years.

Summit View Academy has seen progress in its growth in addressing math and reading throughout the elementary and middle school. Over the last three years, Summit View has steadily increased its performance in Math on the KSA at the elementary level by increasing from 52% to 56% to 60% proficient and distinguished. The 2024-2025 CSIP goal 1 states that SVA will increase its math scores from 59% - 79%. Although we haven't reached the current mark for this past year, we have continued to steadily climb in our proficiency rating. In reading the school has steadily increased with 50% to 52% to 59% proficient and distinguished according to KSA data on the elementary side. This rate does currently match the 24-25 CSIP goal for improving reading over the next five years. On the middle school

side, the school has experienced tremendous growth in math and reading. The math scores have increased over the last three years by going from 35% to 49% to 46%. In reading, they have slightly increased from 46% to 53% to 53%. In addition, the students with disabilities have been a major focus for Summit View Academy. Although the middle school KSA scores for students with disabilities are still not where Summit View Academy would like, there was still a very slight increase in Math proficiency over the last years from 7% to 11% to 16%. The proficiency in Reading has remained relatively constant from 13% to 11% to 13%. The elementary school social studies scores have also experienced a slight dip from 44% to 42% to 37%. The writing scores have experienced a significant decline from 64% to 38% to 28%.Overall, in the area of science, social studies and writing, the elementary side experienced a significant decline. On the middle school side, the social studies, science and writing scores have significantly increased.

According to the data, Summit View Academy still has areas of improvement in certain areas. The elementary school and middle school will focus on the students with disabilities. On math and reading, the students with disabilities on the elementary and middle school side scored in the orange category according to 2024 KSA data. The 2025 KSA indicator statuses have not been released. The strategy to address this designation includes further implementation of an effective Co-Teaching model. This evidence based strategy will be monitored for effectiveness to enhance achievement for this student population. In addition, emphasis on science, social studies and writing has to happen on the elementary level. The elementary school social studies scores have experienced a slight dip from 44% to 42% to 37%. The writing scores have experienced a significant decline from 64% to 38% to 28%. In order to address these areas there will be an emphasis on common formative assessments and data review. In addition, intention instructional walks during instructional time, along with intentional feedback to lesson plans. There will also be a revamping of the elementary side writing policy. To strengthen Tier 1 instruction across all content areas, the school will focus on refining instructional practices through professional development on high-yield strategies based on the data that is provided during administrative instructional walks, alignment of lessons to grade-level standards in grade level PLCs, and the consistent use of the cycle of quality instruction. Teachers will also receive targeted support in planning using the universal backward design model. Collaborative team structures, such as PLCs, will be leveraged to analyze student work, share best practices, and monitor progress toward grade-level expectations. These steps will help ensure that Tier 1 instruction remains strong and effective for all students.

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 Middle school reading and math. Significantly closing achievement gaps was an area of focus for the school and this work will continue in the future. Overall proficiency increased in reading on the elementary side by 6 percentage points. 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 4 Star Rating in the Kentucky All STARS Tiered Quality Rating and Improvement System.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

According to the data, Summit View Academy still has areas of improvement in certain areas. The elementary school and middle school will focus on the students with disabilities. On math and reading, the students with disabilities on the elementary and middle school side scored in the orange category according to 2024 KSA data. The 2025 KSA indicator statuses have not been released. The strategy to address this designation includes further implementation of an effective Co-Teaching model. This evidence based strategy will be monitored for effectiveness to enhance achievement for this student population. In addition, emphasis on science, social studies and writing has to happen on the elementary level. The elementary school social studies scores have experienced a slight dip from 44% to 42% to 37%. The writing scores have experienced a significant decline from 64% to 38% to 28%. In order to address these areas there will be an emphasis on common formative assessments and data review. In addition, intention instructional walks during instructional time, along with intentional feedback to lesson plans. There will also be a revamping of the elementary side writing policy. To strengthen Tier 1 instruction across all content areas, the school will focus on refining instructional practices through professional development on high-yield strategies based on the data that is provided during administrative instructional walks, alignment of lessons to grade-level standards in grade level PLCs, and the consistent use of the cycle of quality instruction. Teachers will also receive targeted support in planning using the universal backward design model. Collaborative team structures, such as PLCs, will be leveraged to analyze student work, share best practices, and monitor progress toward grade-level expectations. These steps will help ensure that Tier 1 instruction remains strong and effective for all students.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase One: School Safety Report_09212025_20:03

2025-2026 Phase One: School Safety Report

Summit View Academy
Jason Loreaux
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase One: School Safety Report 3

2025-2026 Phase One: School Safety Report

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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff 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.

Yes.

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 most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

11. 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.

12. 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 documentation maintained on file in the school office?

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

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes.

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

Yes.

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes,

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes.

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes.

2025-2026 Phase Two: The Needs Assessment for Schools_10082025_13:54

2025-2026 Phase Two: The Needs Assessment for Schools

Summit View Academy
Jason Loreaux
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools 3

2025-2026 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 they will address 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where the meetings were documented.

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 name and claim students and make adjustments to instruction. This is done weekly during grade level professional learning communities. Agendas are created and teams use a data analysis form to analyze data. The diagnostic data allows teachers to strategically plan for student academic deficits through 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 spiral review and needs based instruction. There are grade level timelines for all grades and content areas to help teachers know when to give formative and summative assessments.

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. The administration reviews teacher specific data on a weekly basis to help guide the training needs of specific grade levels or teachers. This is reviewed on a weekly basis and reflected in the administration weekly agendas. The training needs take place monthly and are reflected in team level PLCs. In addition, KSA data is analyzed by the administration to help identify school needs in August and in October. It is shared with staff in September and October during grade level PLCs, and teachers do a breakdown on their specific data from the previous year to identify needs. This is documented through PLC agendas and administrative meeting agendas. The MTSS Team meets every 8 weeks to review tier II and tier III data and make adjustments to the specific learning needs of students based on triangulated data. This is reflected in PLC agendas every 8 weeks. Teacher Team Leads meet once a month. During this time they review school summative and diagnostic data to discuss and implement adjustments to the school action plan. This is reflected in the Team Lead Agendas that take place monthly.

SEB data is reviewed in the same recursive processes to make adjustments to student needs. This is reviewed weekly with the administrative team, which is reflected in the administrative team meeting agenda. In addition, it is reviewed monthly with team leads during the team lead meeting and is reflected in the agenda. In addition, the MTSS Team meets every 8 weeks to review SEB tier II and tier III progress and make specific adjustments to students' needs based on triangulated data.

This data is revisited as well to progress monitor the CSIP on a weekly basis with school administration and monthly with team leaders/SBDM Council Members.

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 will your results inform this year's plan?

Proficiency Goal for Reading and Mathematics:

The first objective of goal 1 from the previous year's plan was by 2025, Summit View Academy will increase reading proficiency for students in grades 3-5 from 53% (P/D) in 2024 to 58% (P/D) and for students in grades 6-8 from 54% (P/D) to 59% (P/D) as measured by state assessment data.

Summit View exceeded the goal of 58% (P/D) for grades 3-5 by increasing from 53% (P/D) in 2024 to 59% (P/D) in 2025. For Students in grades 6-8, Summit View declined slightly from 54% (P/D) in 2024 to 53% (P/D) in 2025.

The second objective of goal 1 from the previous year's plan was by 2025, Summit View Academy will increase math proficiency for students in grades 3-5 from 59% (P/D) in 2024 to 63% (P/D) and for students in grades 6-8 from 49% (P/D) to 54% (P/D) as measured by state assessment data.

Summit View did not meet the goal of 63% (P/D) for grades 3-5 but did increase from 59% (P/D) in 2024 to 60% (P/D) in 2025. For Students in grades 6-8, Summit View increased from 49% (P/D) in 2024 to 53% (P/D) in 2025 just slightly missing the goal of 54% (P/D).

Summit View exceeded its goal for grades 3-5 in Reading proficiency. This increase is attributed to the 2nd year of implementation of a new Reading program and a strong focus on data analysis. Teachers also participated in training on lesson internalization. For grades 6-8, Summit View declined slightly from 54% to 53% in Reading proficiency. In math, Summit View did not meet our goal for grades 3-5 or 6-8, however we did increase proficiency scores in all grades. For grades 3-5 a new comprehensive resource was adopted and is being implemented for the 2025-2026 school year. In all grades, teachers are participating in training on lesson internalization and using PLCs to analyze data and collaborate on lesson planning.

Proficiency Goal for Science, Social Studies, and Writing:

The first objective of goal 2 from the previous year's plan was by 2025, Summit View will increase its 5th grade social studies score from 43% (P/D) to 49% (P/D) and Summit View will increase its 8th grade social studies score from 47% (P/D) to 53% (P/D).

Summit View did not meet the goal to increase 5th grade social studies scores to 49% (P/D). Summit View actually declined from 43% (P/D) to 37% (P/D). Summit View did increase the 8th grade social studies score from 47% (P/D) to 49% (P/D).

Summit View did not meet its goal to increase proficiency in the area of Social Studies for grades 3-5 or 6-8. For the 2025-2026 school year, teachers are participating in training lesson internalization throughout the school year as well as analyzing data weekly in PLC meetings.

Achievement Gap:

The first objective of goal 1 from the previous year's plan was by 2025 Summit View Academy will increase the proficiency for Students with Disabilities in reading for 3rd-5th from 21% (P/D) to 29% (P/D) and Summit View Academy will increase the proficiency for Students with Disabilities in reading for 6th -8th from 11% (P/D) to 23% (P/D).

Summit View did not meet the goal to increase proficiency for Students with Disabilities in Reading for 3rd-5th grade. Summit View declined from 21% (P/D) to 17% (P/D). Summit View did increase proficiency for Students with Disabilities in Reading for 6th-8th grade from 11% (P/D) to 13% (P/D).

The second objective of goal 1 from the previous year's plan was by 2025 Summit View Academy will increase the proficiency for Students with Disabilities in math for 3rd-5th from 27% (P/D) to 34% (P/D) and Summit View Academy will increase the proficiency for Students with Disabilities in math for 6th -8th from 11% (P/D) to 23% (P/D).

Summit View did not meet the goal to increase proficiency for Students with Disabilities in Math for 3rd-5th grade. Summit View declined from 27% (P/D) to 15% (P/D). Summit View did increase proficiency for Students with Disabilities in Math for 6th-8th grade from 11% (P/D) to 16% (P/D).

Summit View Academy did not meet this goal, but did show slight improvement in grades 6-8.

Training on effective tier 1 collaborative teaching has continued to be implemented. In addition, a focus on learning walks during resource instructional time has been incorporated to ensure high quality instructional practices are being implemented.

Training has been provided to staff on implementation of the comprehensive resources and lesson internalization. All teachers receive on going training on effective tier 1 collaborative teaching has continued to be implemented. In addition, a focus on learning walks during resource instructional time has been incorporated to ensure high quality instructional practices are being implemented.

Strategies to capitalize on:

Strategies that was successful from the 24-25 school year were the learning walks that the administration did 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 were held to monitor teacher planning and alignment to the standards as well as where Element 2 will be used throughout individual class periods. The main way it influences this year's plan is that administration will continue to implement this process. To build on it, administration is partnering with teachers to allow staff to see other staff teach to help learn and grow from each other.

Another strategy that was successful from the 24-25 school year was that teachers and administration focused on effective PLC meetings. Continuing this focus 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. This influences this year's plan by continuing to implement the PLC processes that were learned and implemented in previous school years. In addition, to build on the professional learning communities, Summit View Academy is implementing staff to staff observations to continuously improve the pedagogy of all staff.

English Learner Progress:

The first objective of goal 1 from the previous year's plan was by 2025 Summit View will increase the percentage of students scoring proficient on the ACCESS test from 12% to 21%.

Summit View exceeded this goal by increasing the number of students scoring proficient on the ACCESS test to 22%.

Summit View focused on intentional collaboration and communication between the EL teacher and the content teachers which helped to ensure the students received the support they needed in the general education classroom.

Quality of School Climate and Safety:

The first objective of goal 1 from the previous year's plan was by 2025, Summit View will increase its Quality of School Climate and Safety indicator score for grades 3rd -5th from 74 to 77.

Summit View did not meet the goal to increase its Quality of School Climate and Safety indicator score to 77 for grades 3-5. Summit View did increase the indicator score from 74 to 75.6 .

The second objective of goal 1 from the previous year's plan was by 2025, Summit View will increase the Quality of School Climate and Safety indicator score for grades 6th-8th from 65 to 69.

Summit View did not meet the goal to increase its Quality of School Climate and Safety indicator score to 69 for grades 6-8. Summit View remained the same at 65.

Summit View teachers did undergo training on restorative practices and trauma informed care. Through our MTSS process we identified students needing SEB support and provided that support. Quarterly celebrations were held in Grades K-8 to recognize students for academic achievement and positive behavior. For this school year, teachers are undergoing training throughout the school year on de-escalation strategies and the implementation of specific structures in the classroom to promote positive behavior and academic achievement.

Trends

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

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Academic Needs:

KSA Data:

SVA Elementary Math 2023 to 2025 52% to 60%

SVA Elementary Reading 2023 to 2025 50% to 58%

SVA Elementary Science 2023 to 2025 53% to 56%

SVA Elementary Social Studies 2023 to 2025 44% to 38%

SVA Elementary Writing 2023 to 2025 64% to 30%

SVA Middle School Math 2023 to 2025 35% to 46%

SVA Middle School Reading 2023 to 2025 46% to 54%

SVA Middle School Science 2023 to 2025 23% to 32%

SVA Middle School Social Studies 2023 to 2025 30% to 49%

SVA Middle School Writing 2023 to 2025 36% to 68%

SVA Students with disabilities indicator score for the Middle School in 2023 was very low and now they are categorized as very low.

According to KSA data over the past two years Summit View Academy has experienced gains in every academic area with the exception of a consistent score for Elementary Social Studies and Writing.

The specific areas of growth for the 2025-2026 school year: A continued focus for the 2025 school year is the separate academic indicators (science, social studies and writing) for the Elementary side. The indicator score is medium for 2025. In addition, students with disabilities remains a focus for the current school year.

MAP Data (% of Projected P/D on KSA):

SVA 3rd Grade Math 44.12% to 60.90%

SVA 4th Grade Math 50.86% to 54.90%

SVA 5th Grade Math 45.26% to 57.50%

SVA 6th Grade Math 35.78% to 58.90%

SVA 7th Grade Math 34.88% to 52.50%

SVA 8th Grade Math 27.42% to 53.90%

SVA 3rd Grade Reading 45.10% to 67.30%

SVA 4th Grade Reading 56.90% to 67.00%

SVA 5th Grade Reading 49.47% to 50.50%

SVA 6th Grade Reading 53.45% to 48.50%

SVA 7th Grade Reading 57.67% to 46.10%

SVA 8th Grade Reading 48.79% to 60.50%

SVA's MAP data over the last two years shows significant growth in Reading and Math in all grades 3rd through 8th with the exception of 6th & 7th grade Reading.

SVA Common Assessment Running Averages Data:

SVA Elementary Math 2023 to 2025 84.15% to 76.93%

SVA Elementary Reading 2023 to 2025 84.21% to 65.78%

SVA Middle School Math 2023 to 2025 33.03% to 55.34%

SVA Middle School Reading 2023 to 2025 43.34% to 38.25%

SVA's common assessment data declined over the last two years except for Middle School Math.

Cultural Needs:

According to the Kentucky Impact Survey 2023-2024, there is still a need to improve the working conditions at Summit View Academy. The school experienced a decline in Staff-Leadership Relationships, Feedback and Coaching, Managing Student Behaviors, and School Leadership. Minimal gains of 1-3 points were made in educating all students, emotional well-being and belonging, resources, school climate, and professional learning. All scores in these areas fell below the 40th percentile. This remains a significant area for improvement.

Behavior: There was an increase in behavior referrals from 742 in 2023-2024 to 879 in 2024-2025.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
• Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Current Academic State:

The current academic state of Summit View Academy is good. According to the most recent KSA Data the school is performing in either a very high or high for all students in all academic areas with the exception of the elementary science, social studies and combined writing indicators, which were considered medium scores. The middle school did perform as a high performing school for all students in both indicator scores of reading and math and social studies, science and writing. Students with disabilities remains a focus because they scored in the very low performing indicator for math and reading in both the elementary and middle school.

KSA Data: SVA Elementary Math 2025 60%

KSA Data: SVA Elementary Reading 2025 58%

KSA Data: SVA Elementary Science 2025 56%

KSA Data: SVA Elementary Social Studies 2025 38%

KSA Data: SVA Elementary Writing 2025 30%

KSA Data: SVA Middle School Math 2025 46%

KSA Data: SVA Middle School Reading 2025 54%

KSA Data: SVA Middle School Science 2025 32%

KSA Data: SVA Middle School Social Studies 2025 49%

KSA Data: SVA Middle School Writing 2025 68%

SVA Fall MAP data (% Projected to be P/D on KSA):

SVA 2nd Grade Math: 48.10%

SVA 3rd Grade Math: 50.40%

SVA 4th Grade Math: 43.20%

SVA 5th Grade Math: 50.90%

SVA 6th Grade Math: 45.70%

SVA 7th Grade Math: 55.00%

SVA 8th Grade Math: 42.50%

SVA 2nd Grade Reading: 36.20%

SVA 3rd Grade Reading: 49.60%

SVA 4th Grade Reading: 51.00%

SVA 5th Grade Reading: 53.60%

SVA 6th Grade Reading: 40.10%

SVA 7th Grade Reading: 42.60%

SVA 8th Grade Reading: 41.00%

SVA Elementary MAP data is closely aligned to the District MAP data (within 3%). SVA Middle School MAP data is with in 9% of the District Data.

SVA MAP Fluency Data:

Kindergarten: 21% of students were flagged for possible reading difficulties.

1st Grade: 15% of students were flagged for possible reading difficulties.

2nd Grade: 10% of students were flagged for possible reading difficulties.

3rd Grade: 19% of students were flagged for possible reading difficulties.

4th Grade: 16% of students tested were flagged for possible reading difficulties.

5th Grade: 4% of students tested were flagged for possible reading difficulties.

SVA HMH Reading Growth Measure Data:

We have 48.37% of 6th graders below proficiency in Reading.

We have 43.13% of 7th graders below proficiency in Reading.

We have 35.62% of 8th graders below proficiency in Reading.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior

- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Current Climate and Culture:

Summit View's high quality teacher retention rate from 2024-2025 school year was 92.17% which is an increase from 85.37% in the 2023-2024 school year.

Summit View ended the school year with a student chronic absenteeism rate of 11% for grades Kindergarten through 8th grade.

Summit View had 879 behavior referrals for grades Kindergarten through 8th grade during the 2024-2025 school year.

All teachers have participated in professional learning for the HQIR for their subject area.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.
- The current academic state of Summit View Academy has a positive academic trend. According to the most recent KSA Data the school is performing high for all students in most academic areas. The middle school did perform as a high performing school for all students in both indicator scores of reading and math and social studies, science and writing. The data listed below shows the strength of the academic plan from the 2024-2025 school year since the majority of areas are performing at a high level.
  - KSA Data: SVA Elementary Math 2025 60%
  - KSA Data: SVA Elementary Reading 2025 58%
  - KSA Data: SVA Elementary Science 2025 56%
  - KSA Data: SVA Elementary Social Studies 2025 38%
  - KSA Data: SVA Elementary Writing 2025 30%

- KSA Data: SVA Middle School Math 2025 46%
- KSA Data: SVA Middle School Reading 2025 54%
- KSA Data: SVA Middle School Science 2025 32%
- KSA Data: SVA Middle School Social Studies 2025 49%
- KSA Data: SVA Middle School Writing 2025 68%

- Summit View has an active partnership with Northern Kentucky University and hosts practicum and student teachers each semester.
- Summit View currently has a partnership with Children's Home of Northern Kentucky who provides school-based therapy for students during the school day.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

- Summit View will continue to utilize the same successful approach of implementing data analysis during professional learning communities and allow teachers to participate in training focusing on lesson internalization. In addition, administration will continue to observe and give specific feedback to teachers to help improve instruction happening in the classroom.
- In grades K-5 all students who are in a Tier 2 or Tier 3 Reading intervention have a Reading Intervention Plan that is updated 4 times a year and shared with parents. The Reading Intervention Plan provides parents with information on their child's strengths and areas of growth in the area of Reading. It documents the intervention that the student is receiving and their progress in the intervention.
- Summit View will continue to reach out to Northern Kentucky University (and other local universities) to assist with candidate searches for staff vacancies proving difficult to fill.
- Summit View continues to refer student for school-based therapy who show a need for additional mental health support.
- We will continue to implement our HQIRs in Reading and Math to fidelity and have teachers participate in professional learning opportunities around the HQIR throughout the school year.

Evaluate the Teaching and Learning Environment

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 Processes
KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Summit View utilizes the District's Comprehensive Balanced Assessment expectations to support educational decision making. Teachers give common formative and summative assessments throughout the unit and enter student data and complete a data analysis in their grade level Data Spreadsheet. All students take the MAP reading and math assessment in the fall and spring. All students in grades k-3 take the MAP Fluency Diagnostic in the fall, winter and spring and students in grades 4-8, who score below the 65th percentile on Reading MAP, take a reading diagnostic assessment in the fall, winter and spring. All of this data is reviewed through the School-wide Data Dashboards and Assessment Tracking Dashboards. During PLCs, teachers and administration use the data analysis to discuss next steps to address student skill deficits.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Summit View implements a Multi-Tiered System of Supports to monitor student progress on Tier 1, Tier 2, and Tier 3. Data is reviewed 4 times a school year and decisions are made using specific entrance and exit criteria from the different Tiers. Our MTSS addresses both academic and SEB areas for students.

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: School Assurances_10082025_13:49

2025-2026 Phase Two: School Assurances

Summit View Academy
Jason Loreaux
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase Two: School Assurances 3

2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 under section 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- o Yes
- o No
- ● **N/A**

COMMENTS

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

- o Yes
- o No
- ● **N/A**

COMMENTS

25. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

26. In 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.

o Yes
o No
● **N/A**

COMMENTS

27. In 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.

o Yes
o No
● **N/A**

COMMENTS

28. In 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.

o Yes
o No
● **N/A**

COMMENTS

29. In 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.

o Yes
o No
● **N/A**

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve 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.

o Yes
o No
● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, 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).

o Yes
o No
● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes
o No
● **N/A**

COMMENTS

33. If identified in the previous year 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Three: Comprehensive School Improvement Plan_10082025_13:56

2025-2026 Phase Three: Comprehensive School Improvement Plan

Summit View Academy
Jason Loreaux
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

ATTACHMENTS

Attachment Name

CSIP 25-26

Attachment Summary

Attachment Name	Description	Associated Item(s)
CSIP 25-26	Summit View Academy CSIP 25-26	• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: By 2026, Summit View Academy will increase the proficiency of students with disabilities in Reading for grades 3rd-5th from 17% (P/D) to 25% (P/D).

By 2026, Summit View Academy will increase the proficiency of students with disabilities in Reading for grades 6th-8th from 13% (P/D) to 21% (P/D).

Objective 2: By 2026, Summit View Academy will increase the proficiency of students with disabilities in Math for grades 3rd-5th from 15% (P/D) to 23% (P/D).

By 2026, Summit View Academy will increase the proficiency of students with disabilities in Math in grades 6th-8th from 16% (P/D) to 24% (P/D).

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data Results

KCWP 5: Design, Align and Deliver Support

Activities:

- Special education teachers will attend District Unit/Lesson internalization trainings with their content partner to co-plan and ensure the needs of all students are being met.
- All special education teachers were trained on the implementation of the HQIR in reading and math.
- Special education teachers will observe effective co-teaching teams within the school.
- All Co-teaching teams have been trained on effective co-teaching practices which include 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 SVA leadership team, in collaboration with special education district consultants, will conduct Learning Walks in all collaborative classrooms and resource settings to ensure High Quality

Instructional practices are occurring in the Tier 1 and Resource classrooms. This data will be quantified to design professional learning for staff to close gaps in practice.

- Teacher teams, including content teachers and special education teachers, 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 1 instruction and adjust student plans.
- Special education PLCs will be held twice a month to review data and ensure staff are updated on evidence-based practices to ensure student success.
- Collaborative teaching teams utilized planning days prior to the start of the school-year with their content partners to ensure appropriate strategies and resources are in place to address achievement gaps.
- Regular review of Special Education data including IEPs and common formative/summative assessments by the SVA Leadership team.

Progress Monitoring:

- Common Formative Assessments
- District Summative Assessments
- IEP goal and objectives progress data
- MAP Growth
- MAP Fluency Diagnostic & HMH Growth Measure
- KSA

Funding:

Substitutes for planning days: SBDM- $8,000

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
From 2025 to 2029, Summit View Academy will increase math proficiency for students in grades 3-5 from 60% (P/D) to 80% (P/D) in 2029 and for grades 6-8 from 46% (P/D) to 66% (P/D) in 2029.

From 2025 to 2029, Summit View Academy will increase reading proficiency for students in grades 3-5 from 58% (P/D) to 78% (P/D) in 2029 and for grades 6-8 from 54% (P/D) to 74% (P/D) in 2029.

Objective(s):
Objective 1: By 2026, Summit View Academy will increase math proficiency for students in grades 3-5 from 60% (P/D) to 65% (P/D) in 2026 and for students in grades 6-8 from 46% (P/D) to 51% (P/D) in 2026 as measured by state assessment data.

Objective 2: By 2026, Summit View Academy will increase reading proficiency for students in grades 3-5 from 58% (P/D) to 63% (P/D) in 2026 and for students in grades 6-8 from 54% (P/D) to 59% (P/D) in 2026 as measured by state assessment data.

Strategy:
KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data Results

KCWP 5: Design, Align, and Deliver Support

Activities:

- Teachers in K-8 ELA and Math will continue to utilize Comprehensive Instructional Resources to increase achievement scores for students. Teachers will meet in cadres to adjust throughout the year. Implementation walks will take place throughout the year by administration and instructional consultants to ensure fidelity of the instructional resource.
- IXL will be utilized for needs-based instruction to target specific skills that students have not mastered as well as progress monitoring for some Tier 2 math interventions
- Amplify Boost will be used for grade Kindergarten and 1st grade for students to independently work on specific skill deficits in reading.
- Teacher teams will utilize planning days throughout the school year to create common formative assessment in Performance Matters
- Instructional walk feedback will be provided to teachers each month to ensure all students are receiving high quality instruction in all content areas.
- Teachers will attend District Unit/Lesson plan internalization planning days to enhance lesson plans in reading and math.
- An Assessment Tracking Dashboard has been created and will be utilized to track common assessment data and common formative assessment data by grade level and teacher.

- Teachers will analyze ELA and Math assessment data using Performance Matters to name & claim students and determine next steps in weekly PLCs.

Progress Monitoring:

- Common Formative Assessments
- District Summative Assessments
- IXL Diagnostic data
- MAP Growth
- MAP Fluency Diagnostic & HMH Growth Measure
- KSA

Funding:

IXL software: Title 1 funding- $18,000

Amplify Boost: Title 1 funding- $2,800

Substitute teachers for planning days: Title 1 funding- $19,000

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

From 2025 to 2029, Summit View Academy will increase the score for Social Studies for grade 5 from 38% (P/D) in 2024 to 58% (P/D) in 2029 as measured by state assessment data.

From 2025 to 2029, Summit View Academy will increase the score for Social Studies for grade 8 from 49% (P/D) in 2024 to 69% (P/D) in 2029 as measured by state assessment data.

From 2025 to 2029, Summit View Academy will increase the score for Science in grades 4 from 56% (P/D) in 2025 to 76% (P/D) in 2029 as measured by state assessment data.

From 2025 to 2029, Summit View Academy will increase the score for Science in grades 7 from 32% (P/D) in 2025 to 52% (P/D) in 2029 as measured by state assessment data.

From 2025 to 2029, Summit View Academy will increase the score for Combined Writing in grade 5 from 30% (P/D) to 50% (P/D) in 2029 as measured by state assessment data.

From 2025 to 2029, Summit View Academy will increase the score of Combined Writing in grade 8 from 68% (P/D) in 2025 to 80% (P/D) in 2029 as measured by state assessment data.

Objective(s):

Objective 1: By 2026, Summit View Academy will increase its 5th grade Social Studies score from 38% (P/D) to 43% (P/D).

By 2026, Summit View Academy will increase its 8th grade Social Studies score from 49% (P/D) to 54% (P/D).

Objective 2: By 2026, Summit View Academy will increase its 4th grade Science score from 56% (P/D) to 61% (P/D).

By 2026, Summit View Academy will increase its 7th grade Science score from 32% (P/D) to 37% (P/D).

Objective 3: By 2026 Summit View Academy will increase its 5th grade Combined Writing score from 30% (P/D) to 35%(P/D).

By 2026, Summit View Academy will increase its 8th grade Combined Writing score from 68% (P/D) to 73% (P/D).

Strategy:
KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data Results

KCWP 5: Design, Align and Deliver Support

Activities:

- Teachers teams will utilize planning days throughout the school year to create common formative assessments in Performance Matters.
- Teachers will attend District Unit/Lesson plan internalization planning days to enhance lesson plans in social studies and science and collaborate with other teachers in the district.
- Instructional walk feedback will be provided to teachers each month to ensure all students are receiving high quality instruction in all content areas.
- An Assessment Tracking Dashboard has been created and utilized to track common assessment data and common formative assessment data by grade level and teacher.
- Teachers will analyze Science & Social Studies assessment data using Performance Matters to name & claim students and determine next steps in weekly PLCs.
- IXL will be utilized for needs-based instruction to target specific skills students have not mastered
- In 5th Social Studies, teachers will utilize high-quality instructional resource adopted last school year.
- Teachers will receive training from SVA Literacy Leads regarding the revised School-wide Writing expectations during the January Faculty Meeting.
- School-wide On-Demand scrimmages will be held twice a year to analyze overall strengths & weaknesses for students.

Progress Monitoring:

- Common Formative Assessments
- District Summative Assessments
- On-Demand Scrimmages
- IXL Diagnostic data
- KSA

Funding:
IXL software: Title 1 funding- $18,000

Substitute teachers for planning days: Title 1 funding- $3200

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:
From 2025 to 2029, Summit View Academy will increase the percentage of students exiting the EL program based on the percentage of students earning a score of 4.5 on the ACCESS test from 22% to 42%.

Objective(s):
Objective 1: By 2026, Summit View Academy will increase the percentage of students earning a score of 4.5 on the ACCESS test from 22% to 27%.

Strategy:
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: Establishing Learning Culture and Environment

Activities:

- All certified staff have been trained on the EL Scaffolding Toolkit. This resource will be used to help unpack standards and identify specific skills students need to master in order to grow in their proficiency on state standards and assessments.
- 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.

Progress Monitoring:

- ACCESS scores
- Common Formative Assessments
- District Common Assessments
- KSA

Funding:
Click or tap here to enter text.

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

From 2025 to 2029, Summit View Academy will increase the Quality of School Climate and Safety indicator score for grades 3rd-5th from 77 to 90.

From 2025 to 2029, Summit View Academy will increase the Quality of School Climate and Safety indicator score for grades 6th-8th from 67 to 85.

Objective(s):
Objective 1: By 2026, Summit View Academy will increase its Quality of School Climate and Safety indicator score for grades 3rd-5th from 77 to 80.

Objective 2: By 2026, Summit View Academy will increase its Quality of School Climate and Safety indicator score for grades 6th-8th from 67 to 70.

Strategy:
KCWP 6: Establishing a Learning Culture and Environment

Activities:

- Teachers will undergo training on Restorative Practices, Trauma-Informed Care, and effective classroom management strategies throughout the school year. This training is designed to be preventative in helping students remain in the classroom. These practices will empower teachers to raise student achievement through a variety of strategies.
- 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.
- Digital Citizenship standards are embedded into special area curriculum.
- PBIS committee Monthly Meetings are held to identify trends and promote points of celebration though Dojo Rewards, Positive Behavior Referrals, Student of the Month, and Brag Tags.
- All grade levels will continue the implementation of the Second Steps curriculum once a week to add uniformity to language throughout the school.

Progress Monitoring:

- SEB data
- Behavior referral data
- Quality of School Climate and Survey

Funding:
PBIS rewards: Fund 21- $5,000