2019-20 Phase One: Continuous Improvement Diagnostic for Schools_09062019_13:26

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Summit View Academy
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Last Modified: 09/06/2019
Status: Locked

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Title I Annual Review[*] Diagnostic

Phase Four: January 1 - December 31
• 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.

Please enter your name and date below to certify.

Lesley Smith 9/6/19

2019-20 Phase Two: The Needs Assessment for Schools_10152019_11:13

2019-20 Phase Two: The Needs Assessment for Schools

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Last Modified: 10/30/2019
Status: Open

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Summit View Academy analyzes a variety of pieces of data throughout the year. The process is very strategic and on-going to support and monitor past and current student and school level progress. Data is analyzed with all stakeholders and occurs during professional learning sessions, weekly Professional Learning Community (PLC) meetings, monthly District Curriculum and Assessment meetings, and during grade level and/or content specific PLC meetings. Regularly, SBDM council members analyzes data and provides recommendations for school improvement. District consultants assist with the analysis of content specific data for all grades. All meetings are documented through agendas with specific notes that are kept in the google drive for easy reference for all stakeholders. Formative and summative assessment data is reviewed for individual students with teachers and district consultants. Based on the data, interventions and instructional strategies are discussed and identified. Annually, we meet as a staff to review state and local assessment scores in a professional learning session after school. During the professional learning session, specific content area scores are discussed, a plan of action is created to improve scores, and teachers create specific, actionable goals. On-going and frequent, the leadership team meets with district consultants to review data and determine instructional recommendations for staff and school. The school's Multi-Tiered System of Support (MTSS) team meets weekly to review student concerns, develop a plan of action for students struggling and review Response to Intervention (RTI) data for students receiving Tier II and Tier III interventions. Teachers regularly submit progress monitoring data that is reviewed and feedback is given. The Positive Behavior Intervention Support (PBIS) team meets monthly to review expectations and to analyze discipline data. Discipline and attendance data is shared with staff on a monthly basis and data is compared to previous years.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

- In grade 3 in the area of Reading, overall 58.65% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 55.88% of the students scored Proficient/Distinguished. 32.1% of students with disabilities in the area of Reading scored Proficient/Distinguished. - In grade 4 in the area of Reading, overall 59.73% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a decrease from 2018 when 69.09% of the students scored Proficient/Distinguished. 18.2% of students with disabilities in the area of Reading scored Proficient/Distinguished. - In grade 5 in the area of Reading, overall 64.03% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 60.33% of the students scored Proficient/Distinguished. 27.8% of students with disabilities in the area of Reading scored Proficient/Distinguished. -In grades 3-5 in the area of Reading, 28.1% of students with disabilities scored Proficient/Distinguished. This is an increase from 2017. - In grade 3 in the area of Math, overall 66.34% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 55.15% of the students scored Proficient/Distinguished. 17.9% of students with disabilities in the area of Math scored Proficient/Distinguished.- In grade 4 in the area of Math, overall 46.31% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a decrease from 2018 when 48.18% of the students scored Proficient/Distinguished. 9.1% of students with disabilities in the area of Math scored Proficient/Distinguished.- In grade 5 in the area of Math, overall 62.3% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a major increase from 2018 when 47.94% of the students scored Proficient/Distinguished. 22.3% of students with disabilities in the area of Math scored Proficient/Distinguished.-In grades 3-5 in the area of Math, 17.6% of students with disabilities scored Proficient/Distinguished. This is an increase from 2018. - In grade 5 in the area of Social Studies, overall 66.6% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a major increase from 2018 when 55.37% of the students scored Proficient/Distinguished. In grade 5 in the area of Social Studies, 22.2% of students with disabilities scored Proficient/Distinguished. This is a decrease from 2018.- In grade 5 in the area of Writing, 67.54% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 61.6% of the students scored Proficient/Distinguished.In grade 5 in the area of Writing, 22.2% of students with disabilities scored Proficient/Distinguished. This is a decrease from 2018.- In grade 4 in the area of Science, 35.57% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a decrease from 2018 when 38% of the students scored Proficient/Distinguished.-In grade 4 in the area of Science, 0% of the students with disabilities scored Proficient/Distinguished in 2019.- In grade 6 in the area of

Reading, overall 65.31% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a decrease from 2018 when 63.92% of the students scored Proficient/Distinguished. 21.1% of students with disabilities in the area of Reading scored Proficient/Distinguished. - In grade 7 in the area of Reading, overall 63.61% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 57.49% of the students scored Proficient/Distinguished. 12.9% of students with disabilities in the area of Reading scored Proficient/Distinguished. - In grade 8 in the area of Reading, overall 69.14% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 67.35% of the students scored Proficient/Distinguished. 24% of students with disabilities in the area of Reading scored Proficient/Distinguished. -In grades 6-8 in the area of Reading, 18.6% of students with disabilities scored Proficient/Distinguished. This is a decrease from 2018. - In grade 6 in the area of Math, overall 52.3% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 45.22% of the students scored Proficient/Distinguished. 10.5% of students with disabilities in the area of Math scored Proficient/Distinguished. - In grade 7 in the area of Math, overall 60.17% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a major increase from 2018 when 42.91% of the students scored Proficient/Distinguished. 0.6% of students with disabilities in the area of Math scored Proficient/Distinguished. - In grade 8 in the area of Math, overall 53.13% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 51.02% of the students scored Proficient/Distinguished. 8% of students with disabilities in the area of Math scored Proficient/Distinguished. - In grades 6-8 in the area of Math, 6.9% of students with disabilities scored Proficient/Distinguished. This is a decrease from 2018. - In grade 8 in the area of Social Studies, overall 67.19% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 64.29% of the students scored Proficient/Distinguished. -In grade 8 in the area of Social Studies, 20% of students with disabilities scored Proficient/Distinguished. This is a decrease from 2018. - In grade 8 in the area of Writing, 41.01% of the students scored Proficient/Distinguished in 2018 on KPREP. This is a decrease from 2018 when 56.64% of the students scored Proficient/Distinguished. -In grade 8 in the area of Writing, 12% of students with disabilities scored Proficient/Distinguished. This is a increase from 2018. - In grade 7 in the area of Science, 31.60% of the students scored Proficient/Distinguished in 2019 on KPREP. This is an increase from 2018 when 26.1% of the students scored Proficient/Distinguished.-In grade 7 in the area of Science, 5.1% of students with disabilities scored Proficient/Distinguished. Non-Academic Current State:The attendance goal for grades K-5 is 96.98% with a chronic attendance goal of 5.94%. K-5 end of year attendance was 96.65%, missing the goal by .33% and chronic attendance at 7.95%. The attendance goal for grades 6-8 is 96.48% with a chronic attendance goal of 8.55%. 6-8 end of year attendance was 95.85%, missing the goal by .63% and chronic attendance at 9.2%, missing the goals by .65%

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

- In grade 4 in the area of Reading, overall 59.73% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a decrease from 2018 when 69.09% of the students scored Proficient/ Distinguished. 18.2% of students with disabilities in the area of Reading scored Proficient/ Distinguished. - In grade 4 in the area of Math, overall 46.31% of the students scored Proficient/ Distinguished in 2019 on KPREP. This is a decrease from 2018 when 48.18% of the students scored Proficient/Distinguished. 9.1% of students with disabilities in the area of Math scored Proficient/Distinguished.- In grade 4 in the area of Science, 35.57% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a decrease from 2018 when 38% of the students scored Proficient/Distinguished.-In grade 4 in the area of Science, 0% of the students with disabilities scored Proficient/Distinguished in 2019.-In grades 6-8 in the area of Reading, 18.6% of students with disabilities scored Proficient/Distinguished. This is a decrease from 2018.-In grades 6-8 in the area of Math, 6.9% of students with disabilities scored Proficient/Distinguished. This is a decrease from 2018. -For grades 3-5 in the area of Reading and Math, the area of growth scored in the Low range.-For grades 6-8, the school lost a start because of the area of disability. The percentage of students scoring Proficient/Distinguished in content areas has decreased from the previous year.

Trends

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

For grades 3-5 in the area of Reading, students with disabilities scoring novice has increased over the last three years. For grades 3-5 in the area of Math, students with disabilities scoring novice has increased over the last three years. There was a slight decrease from 2018 to 2017.For grades 6-8 in the area of Reading, students with disabilities scoring novice has increased over the last three years. There was a slight decrease from 2016 to 2017.For grades 6-8 in the area of Math, students with disabilities scoring novice has decreased over the last three years.
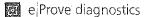
Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes 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
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

School Improvement Strategies - 1- Deployment of Standards, 2- Delivery of Instruction, 3- Assessment Literacy, 4- Review, Analyze, and Apply Data Results, and 5- Design, Align, and Deliver Support Processes with Sub-group Focus. All certified teachers have created a data notebook that includes: 1) Lesson Plans, 2) Formative/Summative Assessments, 3) Student Data, 4) Professional Practices Rubric (PPR) On-going Instruction Feedback, 5) Evaluation Information and 6) College and Career Readiness Activities. Each of the specific items in the folders will show evidence of effective instructional strategies, feedback, and next steps for school improvement. Lesson Plans - all certified teachers submit weekly lesson plans for review by the leadership team. The leadership team will provide feedback on lesson plans a minimum of one time monthly. Feedback will be specific and based on Tier 1 instruction and effective interventions. Formative/ Summative Assessments: Teachers create mid-point and summative assessments that are directly aligned to standards. Assessments will be reviewed by consultants and leadership team to ensure questions align with standard and are rigorous. The assessments are common across grade level and content areas. This process is on-going and occurs yearly. An assessment calendar has been developed for each grade level to continuously monitor student understanding of standards and plan next steps in instruction. Student Data - Classroom and individual student data will be kept in a student data file. The data will include summative/formative assessment data, MAP data, DIBELS, and KPREP. Formative/summative assessment data. All of the data will be input into the grade specific file for teachers to analyze. Evaluation Information- All required evaluation documents are included in the teacher notebook. Professional Growth Plans must be connected to the teacher's area of growth. The Professional Practices Rubric (PPR) is used to document evidence throughout the year. College and Career Readiness- Teachers from all grade levels will include lessons and activities related to college and career readiness. The school has a Failure is Not an Option policy. The policy is reviewed and revised each year. The policy includes a structure and support for students so they do not fail. Students have multiple opportunities to receive remediation and classwork/homework help from staff members. Information regarding students missing assignments and/or failing will be monitored weekly. Information will be communicated to parents. Professional Learning Community (PLC) Meetings - All PLC meetings will be focused on student achievement and instructional strategies. Student specific data will be reviewed weekly. Core Instruction for All Students - Work will be led through the district Multi-Tiered System of Supports (MTSS) to discuss, plan and implement strong Tier I instruction and to place students into Tier II and III interventions as needed. Students who are in need of additional interventions will be placed in interventions or needs based instruction groups during RTI. Progress monitoring will be completed and reviewed for those students in Tier II and Tier III interventions. Specially Designed Instruction (SDI) - Student Individual Education Program (IEPs) will be reviewed to maximize instructional support. SDI will be monitored through informal instructional walks. Specific data for individual students with IEPs will be analyzed and discussed during special education

meetings. Teachers will receive specific training on co-teaching and Special Designed Instruction (SDI).

Strengths/Leverages

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

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Overall Elementary - Proficiency 76.5 Medium, Separate Academic Indicator 78.3 HighOverall Middle - Proficiency 80.5 High, Separate Academic Indicator 70.2 High, Growth 59.1 HighIn the area of reading, all grades except for 4th grade increased the percentage of Proficient/ Distinguished from the previous year (3rd 2.75%, 5th 3.63%, 6th 1.14%, 7th 6.14%, 8th 1.74%)When comparing the same group of students, grades 4th, 6th and 8th all had gains in the area of Reading.In 8th grade, 81.05% of students had growth in ReadingWhen comparing the same group of students, all grades except for 4th had growth in the area of Math.In the area of Math, all grades except for 4th grade increased the percentage of Proficient/Distinguished from the previous year (3rd 11.4%, 5th 14.28%, 6th 7.06%, 7th 17.27%, 8th 2.13%)In 6th grade, 88.29% of students had growth in Math.In 7th grade, 88.44% of students had growth in Math. In 5th grade, there was a 20.92% increase in the number of students scoring Proficient/Distinguished in the area of Social Studies.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Assurances_10152019_10:42

2019-20 Phase Two: School Assurances

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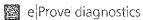United States of America

Last Modified: 10/15/2019
Status: Open

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

The Every Student Succeeds Act (ESSA) requires each high school to report data regarding ineffective teachers. An ineffective teacher receives a summative rating or rate of "ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a finished evaluation in a prescribed standard identified as the performance criteria in the Kentucky Framework for Teaching.

For purposes, this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question submitted will be used as data from the 2018-19 school year. Once you have completed the survey return to the 2018-19 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances of the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ○ Yes
- ○ No
- ○ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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.

- ◉ Yes
- ○ No
- ○ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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

Title I Targeted Assistance School Programs

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

○   Yes

○   No

◉   N/A

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

○   Yes

○   No

◉   N/A

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

○   Yes

○   No

◉   N/A

Schools Identified for Targeted Support and Improvement

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

- ◉ Yes
- ○ No
- ○ N/A

Schools Identified for Targeted Support and Improvement

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● Yes
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ● Yes
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ● Yes
- ○ No
- ○ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ● Yes
- ○ No
- ○ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics

2019-20 Phase Two: School Safety Report_10152019_10:50

2019-20 Phase Two: School Safety Report

Summit View Academy
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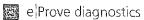
Last Modified: 10/15/2019
Status: Open

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2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time 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, should not be reported herein until the 2022-2023 school year and beyond.

yes

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

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

yes

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

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

yes

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

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

yes

5. 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)?

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

yes 8/27/19

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

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

yes 8/19/19

7. 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)?

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

yes

8. 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)?

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

yes

9. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Three: Executive Summary for Schools_11222019_13:28

2019-20 Phase Three: Executive Summary for Schools

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051-7538
United States of America

Last Modified: 11/22/2019
Status: Open

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2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: 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. In the Summer of 2015, both Summit View Elementary and Summit View Middle School were merged and Summit View Academy was formed. 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 stu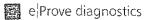dents, educators, families, and community dedicated to providing quality education opportunities for students. Summit View Academy services students in grades preschool through eighth grade. The student body is made up of about 1500 students with a diverse culture. 43% of our students qualify for Free/Reduced Lunch and currently about 11% of our students are minority. The school has 105 certified staff members, 3 certified counselors, 1 school psychologist, 4 assistant principals, and 1 principal.

School's Purpose

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

Summit View Academy is the only P-8 school in Kenton County. The school is unique because it focuses on STEAM not only in enrichment classes but also in general education classes. The staff works with parents, teachers, and students on ways to incorporate STEAM into instruction. The mission of Summit View Academy is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready. Our school goals focus on becoming a Five Star School, increasing Reading and MAP scores, increasing KPREP scores in all content areas, improving the attendance rate, and increasing the number of students participating in activities beyond the school day. The school has identified the ROYAL Habits that align to the school's focus and beliefs. The ROYAL Habits are the character traits that we are developing in all students, as the work to become ROYAL: Resilient Leader, Open Communicator, Creative VisionarY, Active Learner, Lifelong Innovator. These ROYAL Habits have been communicated to the parents, students, and community as a part of the school's mission and culture. Characteristics of these habits are displayed in the murals throughout the school so that the students are constantly exposed to them. All students have experienced a series of lessons around the murals and each individual habit. Throughout the school year, we focus on a single ROYAL Habit through motivational quotes, activities, and recognizing students exhibiting the habit. The PBIS Expectations have become a huge part of the school culture. The expectations at Summit View Academy is that students follow the STAR Expectations (Safe, Think, Attitude, Responsibility) to lead to student success. The expectations are taught explicitly to all students at the beginning of the school year. The behaviors are reinforced positively and students are recognized frequently. The STAR expectations are re-taught after extended breaks. The PBIS committee meets frequently to review expectations and develop plans for additional areas.

Notable Achievements and Areas of Improvement

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

Summit View Academy is a unique school in the Kenton County School District, as this is the school's fifth year as a P-8 school. The assessment scores will still be reported separately for students in grades 3-5 and students in grades 6-8. Areas of achievement for the scores are the writing scores and social studies scores for grade 5 and the overall. The writing and social studies scores are one of the top in the district and above the state average. Grades 6-8 had an overall growth score of 59.1 which fell in the "high" category and was the highest in the district.The school utilizes the Read to Achieve grants for students in grades K-3. The grant allows students who are struggling with reading to be serviced through a research based program. The school also receives Title I funding to help support students who are not achieving grade level standards. Our preschool program received a 5 Star Rating in the Kentucky All STARS Tiered Quality Rating and Improvement System. We are fortunate enough to have received several STEAM and Wellness related grants for after school opportunities. The grants include Girls Rocket Camp, Bike Club, Wellness grant, Nintendo partnership, and Project Lead the Way for elementary and middle school.Areas of improvement include utilizing the WIN (Whatever I Need)/Response to Intervention block to not only provide interventions to students but also to provide challenging enrichment activities through a Genius Hour block. During the block of time, students also participate in STEAM focused lessons that engage students to think critically and problem solve with their peers. Another area of improvement is ensuring students in the Gap population are continuing to show improvement across content areas at all grade levels. Many of the students in the Gap group, especially students with disabilities, are not achieving Proficient or Distinguished on the state assessments. Students are also not consistently meeting growth for reading and math. The school leadership team and staff will utilize the district's Multi-Tiered System of Supports (MTSS) pyramid. The MTSS team analyzes interventions that are in place and ensures that Tier I instruction is rigorous, aligned to state standards, and engaging. We use district consultants to assist in classroom observations and providing feedback, as well as analyzing assessment data with teachers. The school team needs to ensure that all students are being challenged through rigorous classroom instruction. We continue to work on the creation of formative assessments and mid-point checks to ensure that students are mastering the standards, and if they are not, then providing the supports to help them reach mastery. Teachers are analyzing data and making informed decisions about their students. Regularly, assessment data is reviewed with staff members and instructional strategies are being discussed. Administrators are frequently providing feedback during informal and formal observations and discussions about best practices are taking place through an electronic feedback form. As a staff, we are triangulating assessment data to determine what factors are causing the students to not make adequate growth in reading and math.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Summit View Academy strives to provide a safe and nurturing learning environment for students at all levels. All safety procedures are reviewed with students and staff annually and multiple practice opportunities are conducted during the school year. All administrators are certified in the safety training called ALICE, which is an emergency lockdown system used throughout the Kenton County School District. All staff and students are trained following ALICE procedures and the

procedures are reinforced throughout the school year. Communication is a priority with our staff and families. All classroom doors are locked during the school day. The school utilizes an electronic newsletter to send home important information on a bi-weekly basis. Additional newsletters are sent home as needed to ensure all families are informed. Teachers send home grade level/teacher specific newsletters at least two times a month. The school and many of the teachers use the Remind and Bright Arrow text messaging tool to communicate with families more efficiently. The school also has a webpage, Facebook page, and uses Twitter to keep families and the community informed of important dates, events, and extracurricular programs.

Attachment Summary

Attachment Name	Description	Associated Item(s)

e Prove diagnostics

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_12042019_21:46

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051-7538
United States of America

Last Modified: 12/04/2019
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

• For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

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

b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.
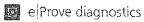
N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
SVA CSIP Goal Builder 2019-20		°

Comprehensive School Improvement Plan (CSIP) – Summit View Academy 2019-20

Rationale

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

Operational Definitions

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

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

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

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

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

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1: By 2024, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 58.9% to 79.45% in 2024 and for students in grades 6-8 from 60.7% to 80.35% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2020, Summit View Academy will increase the combined reading proficiency for students in grades 3-5 from 60.8% in 2019 to 64.7% and for students in grades 6-8 from 66.2% to 69.5% as measured by state assessment data.	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants and principals will observe in classrooms to provide specific feedback on instruction. The Cycle for Quality Instruction will be utilized to provide effective feedback.	

Goal 1: By 2024, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 58.9% to 79.45% in 2024 and for students in grades 6-8 from 60.7% to 80.35% as measured by the school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Follow up observations and support will occur based on feedback.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	The district consultants will meet with content specific teachers to review assessment data, review/revise formative and summative assessments and to discuss specific student needs. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	Teacher lesson plans, PPR Walks, MAP Data, KPREP Data, MTSS, Teacher Data Notebooks Student Involvement Data (Goal 3)	Teachers will implement Social Emotional Learning (SEL) lessons a minimum of 30 minutes weekly to all students. The school counselors have developed a curriculum and timeline for all teachers to follow and implement. Students needing additional support will receive Tier II and/or Tier III instruction based on academic and mental health needs. All staff will be trained and will receive ongoing training on Trauma Informed Care. Strategies to assist in the classroom to assist with students will be shared to assist with reducing physical and mental health needs. The school will identify students not involved in a school related activity	

Goal 1: By 2024, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 58.9% to 79.45% in 2024 and for students in grades 6-8 from 60.7% to 80.35% as measured by the school report card proficiency data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
				and assist them in finding ways to be connected to the school. The Family Resource Coordinator will assist with students needing additional support and services.	
Objective 2: By 2020, Summit View Academy will increase the combined math proficiency for students in grades 3-5 from 57% in 2019 to 61.3% and for students in grades 6-8 from 55.2% to 57.7% as measured by state assessment data	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA

Goal 1: By 2024, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 58.9% to 79.45% in 2024 and for students in grades 6-8 from 60.7% to 80.35% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants and principals will observe in classrooms to provide specific feedback on instruction. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	$500
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	Teacher lesson plans, PPR Walks, MAP Data, KPREP Data, MTSS, Teacher Data Notebooks Student Involvement Data (Goal 3)	Teachers will implement Social Emotional Learning (SEL) lessons a minimum of 30 minutes weekly to all students. The school counselors have developed a curriculum and timeline for all teachers to follow and implement. Students needing additional support will receive Tier II and/or Tier III instruction based on academic and mental health needs. All staff will be trained and will receive ongoing training on Trauma Informed Care. Strategies to assist in the classroom to assist with students will be shared to assist with reducing physical and mental health needs. The Family Resource Coordinator will assist with students needing additional support and services. The school will identify students not involved in a school related activity and assist them in finding ways to be connected to the school.	$500

2: Separate Academic Indicator

Goal 2: By 2024, Summit View Academy will increase proficiency for the Separate Academic Indicator for grades 3-5 from 59.8% in 2019 to 79.9% in 2024 and students in grades 6-8 from 46.5% in 2018 to 73.25% in 2024.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By 2020, Summit View Academy will increase Science proficiency for students in grade 4 from 35.6% in 2019 to 42% and for students in grade 7 from 31.6% to 38.44% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessment measures.	Quality Assessments	District consultants, principals, and teachers will work together to develop and revise rigorous assessments that are directly aligned to the Next Generation Science Standards. The assessments will be quality controlled by a team to ensure rigor and alignment to standards. Formative assessments giving in the classroom will be directly aligned to Next Generation Science Standards.	$300
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS TCT	The district consultants and principals will meet with content specific teachers in the area of Science to review assessment data, review/revise formative and summative assessments and to discuss specific student needs. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions.	

Goal 2: By 2024, Summit View Academy will increase proficiency for the Separate Academic Indicator for grades 3-5 from 59.8% in 2019 to 79.9% in 2024 and students in grades 6-8 from 46.5% in 2018 to 73.25% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2020, Summit View Academy will increase Social Studies proficiency for students in grade 5 from 76.3% in 2019 to 78.67% and for students in grade 8 from 67.1% to 70.39% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants and principals will observe in classrooms to provide specific feedback on instruction. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	$500
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS	The district consultants and principals will meet with content specific teachers in the area of Social Studies to review assessment data, review/revise formative and summative assessments and to discuss specific student needs. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions.	NA
Objective 3: By 2020, Summit View Academy will increase On-Demand Writing proficiency for students in grade 5 from 67.5% in 2019 to 70.7% and for students in grade 8 from 41% to 46.9% as measured by state assessment data	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants and principals will observe in classrooms to provide specific feedback on instruction. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	NA

Goal 2: By 2024, Summit View Academy will increase proficiency for the Separate Academic Indicator for grades 3-5 from 59.8% in 2019 to 79.9% in 2024 and students in grades 6-8 from 46.5% in 2018 to 73.25% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure congruency is present between standards, learning targets, and assessment measures.	Summative Assessment Data	District consultants and Writing cluster leaders will design assessments that are given to all students in a scrimmage format. This will occur two times per year. After the assessment is given, all teachers will analyze data, determine next steps, and provide interventions as needed.	$500
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS	The district consultants and principals will meet with content specific teachers in the area of On-Demand Writing to review assessment data, review/revise formative and summative assessments and to discuss specific student needs. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions.	NA

3: Achievement Gap

Goal 3: By 2024, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 24.5% in 2019 to 62.25% and for students in grades 6-8 from 22.9% in 2019 to 61.45% in 2024 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2020, Summit View Academy will increase reading proficiency for students with disabilities for grades 3-5 from 24.5% to 32.05% and for students in grades 6-8 from 29.2% to 36.28% as measured by state assessment data.	KCWP 1: Design and deploy standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Agenda and Sign-in Sheet	Special education teachers will participate in on-going professional learning opportunities around specially designed instruction and co-teaching/collaboration. A special education cohort will be identified in the building to provide additional support in training throughout the year.	$500
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS IEP Goals & Objectives PBIS/Discipline Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data, including data for students with disabilities. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data. Discipline data will be reviewed to ensure equality between general education students and students with disabilities.	NA

Goal 3: By 2024, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 24.5% in 2019 to 62.25% and for students in grades 6-8 from 22.9% in 2019 to 61.45% in 2024 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants, special education consultants and principals will observe in classrooms to provide specific feedback on instruction. Observations will occur during resource and co-taught classrooms. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	NA
Objective 2: By 2019, Summit View Academy will increase math proficiency for students with disabilities for grades 3-5 from 24.6% to 32.14% and for students in grades 6-8 from 16.6% to 24.94% as measured by state assessment data.	KCWP 1: Design and deploy standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Agenda and Sign-in Sheet	Special education teachers will participate in on-going professional learning opportunities around specially designed instruction and co-teaching/collaboration. A special education cohort will be identified in the building to provide additional support in training throughout the year.	NA

Goal 3: By 2024, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 24.5% in 2019 to 62.25% and for students in grades 6-8 from 22.9% in 2019 to 61.45% in 2024 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS IEP Goals & Objectives PBIS/Discipline Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data, including data for students with disabilities. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data. Discipline data will be reviewed to ensure equality between general education students and students with disabilities.	NA
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants, special education consultants and principals will observe in classrooms to provide specific feedback on instruction. Observations will occur during resource and co-taught classrooms. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	NA

4: Growth

Goal 5: By 2024, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 59.24% in Spring 2019 to 76.48%, and for math from 61.3% in Spring 2019 to 78.82%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2020, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 59.24% in Spring 2019 to 62.36%.	KCWP 1: Design and deploy standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Agenda and Sign-in Sheet PLC Agenda and Minutes	Teachers will participate in on-going professional learning opportunities around the Cycle for Quality Instruction. Teacher leaders will be identified in the building to provide additional support in training throughout the year. Feedback will be given during informal and formal observations.	NA
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	All teachers will participate in regular goal setting and celebration around assessment data. The goals will be displayed in classrooms and reviewed frequently with staff. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA

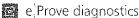| Goal 5: By 2024, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 59.24% in Spring 2019 to 76.48%, and for math from 61.3% in Spring 2019 to 78.82%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2: By 2019, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for math from 61.3% in Spring 2019 to 66.11%.	KCWP 1: Design and deploy standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Agenda and Sign-in Sheet PLC Agenda and Minutes	Teachers will participate in on-going professional learning opportunities around the Cycle for Quality Instruction. Teacher leaders will be identified in the building to provide additional support in training throughout the year. Feedback will be given during informal and formal observations.	NA
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	All teachers will participate in regular goal setting and celebration around assessment data. The goals will be displayed in classrooms and reviewed frequently with staff. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12042019_21:50

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Summit View Academy
Lesley Smith
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Last Modified: 12/13/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic
Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See achievement gap spreadsheet attached.

ATTACHMENTS

Attachment Name

📄 2019-20 Achievement Gap Identification

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Summit View Academy's school mission is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready. SVA provides support to all students, including those who are in the gap population. A tiered support system is in place for academic, behavior, and emotional needs through the Multi-Tiered System of Support (MTSS) which includes Response to Intervention for students needing additional support. Multi-Tiered System of Support (MTSS) meetings are held with teachers, administrators, counselors, school psychologist and/or other stakeholders to discuss specific needs for students and plan next steps for intervention and support. A mentoring program is in place for those students who are in need of a positive adult role model and someone to help motivate, encourage, and support them. All students receive Social Emotional Learning (SEL) instruction a minimum of 30 minutes per week. The curriculum consists of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Student success is celebrated monthly through recognizing progress in ST Math, iRead and through monthly assemblies. Through our Failure Is Not An Option Policy, students are not allowed to accept failure and are given the opportunity to turn in missing assignments and correct assignments to reach mastery of content. After school tutoring and academic support is provided to students to lead them to mastery. Saturday School and Summer School are in place as well for those students who are failing classes and/or need additional support.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Over the past two academic years, as a school we have not met our gap goals, however we have made progress in improving our gap scores in all content areas.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

In the area of Math for grades 6-8, students with disabilities increased the amount of Proficient/Distinguished to 29.2% (+10.6). This has had a steady increase over the last two years. In the area of Math, students with disabilities increased the amount of Proficient/Distinguished to 16.6% (+9.7%) for grades 3-5 and 24.6 (+7) for grades 6-8. Math has been an area of focus and we have seen increases with all students including the gap students identified.In the area of Reading, all grade levels assessed were above the state average; Grades 3-5: 9.6% and grades 6-8: 2.4% above.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

In the area of Reading, students with disabilities decreased the amount of Proficient/Distinguished from 28.1% to 24.5%. Students with disabilities struggle to achieve Proficiency each year. The content gets more difficult and the gap is widening.In the area of Math, students with disabilities are below the state average: Grades 3-5 are 3% below the state average and grades 6-8 are 1.6 below the state average. As a school we are showing improvement in Math, we still continue to be

below the state average.Grades 6-8 was designated a 4 star school but lost one of the stars because of students with disabilities not reaching proficiency.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

One area that has prevented the school from closing the achievement gap is finding adequate instructional time for students in the gap population to receive Tier I, Tier II, and Tier III instruction while protecting time for other content areas. Students who needs additional support in multiple content areas and mental health have a difficult time fitting all the instructional support into their schedule. Students often miss enrichment activities to accommodate for the additional time needed. The transient population at SVA has increased, which has made identification of students needing specific interventions more difficult.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The school and district have a Multi-Tiered System of Support (MTSS) plan in place that includes all tiers of instruction and monitoring. The MTSS provides information for quality Tier I instruction for academics, behavior and mental health as well as supports for students needing interventions. All students needing support are documented and their progress is monitored through this support system. The MTSS team meets weekly to discuss school review students in need as well student progress monitoring data. During PLC meetings, faculty meetings, and during professional development sessions data is reviewed regularly. Teachers, administrators, and district academic consultants analyze student data to make instructional decisions. Each teacher has an electronic data notebook where midpoint, formative and summative assessment data is kept. Data is analyzed as a team and instruction is planned and adjusted based on student performance. Differentiation of instruction, flashbacks, and interventions for students are planned based on this data. Academic consultants plan instruction with teachers and provide support and feedback through classroom instructional walks. Teachers, interventionists and Read to Achieve (RTA) teacher provide targeted small group instruction to students.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

The school's professional development plan was approved by the district in May 2019. As part of the school professional development plan, a Data Analysis training took place to analyze the state and school assessment data. This analysis helps drive instructional planning and differentiation of instruction for students. Ongoing professional development occurs through Professional Learning Community (PLC) meetings with each grade level team. Each individual teacher has a data notebook where classroom data for all students is stored. Students in the Gap (special education and free/reduced lunch) are identified. Data includes midpoint and summative assessment data, data analyzers and reflection, MAP assessment data, DIBELS data, and other classroom level data. This data is analyzed with teachers, developing next steps for Tier I, Tier II, and, Tier III

instruction and interventions. Tier II and Tier III interventions are implemented through small group targeted instruction during Response to Intervention. Summit View's Extended School Year was approved in 2019. Extended School Year Services include a Summer Learning Program, Me and My School for incoming kindergarten students. In addition to ongoing data analysis, teachers receive professional development on the Multi-Tiered System of Support (MTSS). Professional development around Tier I instruction occurs during PLC meetings and after school sessions. If students receive effective instruction in Tier I then the amount of students needing Tier II and Tier III interventions will decrease. Staff will also receive instruction on effective Tier II and Tier III instruction for reading and math. The MTSS will be utilized to improve student achievement in all content areas. The district is provided specific professional learning opportunities over the summer for special designed instruction and co-teaching/collaboration for special education. The professional learning sessions will continue to occur throughout the school year to provide additional strategies and resources for teachers.

III. Planning the Work

Closing the Achievement Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals -- one for reading and one for math -- in order to explicitly focus on strategies and activities tailored to the goal).

Goal: By 2024, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 24.5% in 2019 to 62.25% and for students in grades 6-8 from 22.9% in 2019 to 61.45% in 2024 as measured by the school report card.Objective 1: By 2020, Summit View Academy will increase reading proficiency for students with disabilities for grades 3-5 from 24.5% to 32.05% and for students in grades 6-8 from 29.2% to 36.28% as measured by state assessment data - KCWP 1: Design and deploy standards Objective 2: By 2019, Summit View Academy will increase math proficiency for students with disabilities for grades 3-5 from 24.6% to 32.14% and for students in grades 6-8 from 16.6% to 24.94% as measured by state assessment data.

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Closing the Achievement Gap Summary is attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2019-20 Achievement Gap Identification		•
📄 2019-20 SVA Measurable Gap Goal		•

Summit View Academy - Grades 3-5

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch: 159/394	40.36%
Disability: 59/394	14.97%
Hispanic/Latino: 16/394	4.06%
American Indian/Alaska Native: 0/394	0.00%
Asian: 0/394	0.00%
African American: 13/394	3.30%
Native Hawaiian: 0/394	0.00%
Two or More Races: 27/394	6.85%

Summit View Academy - Grades 6-8

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch: 332/705	47.09%
Disability: 98/705	13.90%
Hispanic/Latino: 34/705	4.82%
American Indian/Alaska Native: 2/705	0.28%
Asian: 3/705	0.43%
African American: 20/705	2.84%
Native Hawaiian: 1/705	0.14%
Two or More Races: 45/705	6.38%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Objective 1: By 2020, Summit View Academy will increase reading proficiency for students with disabilities for grades 3-5 from 24.5% to 32.05% and for students in grades 6-8 from 29.2% to 36.28% as measured by state assessment data.	KCWP 1: Design and deploy standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Administrators, Counselors, Teachers	Professional Development Agenda and Sign-in Sheet	$500
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	Administrators, Counselors, Teachers, District Consultants	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS IEP Goals & Objectives PBIS/Discipline Data	$0
Objective 2: By 2019, Summit View Academy will increase math proficiency for students with disabilities for grades 3-5 from 24.6% to 32.14% and for students in grades 6-8 from 16.6% to 24.94% as measured by state assessment data.	KCWP 1: Design and deploy standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Administrators, Counselors, Teachers	Professional Development Agenda and Sign-in Sheet	$500
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Administrators, Counselors, Teachers, District Consultants	Formal and Informal Observations, District Site Visits	$0

2019-20 Phase Three: Title I Annual Review Diagnostic_12022019_21:36

2019-20 Phase Three: Title I Annual Review Diagnostic

Summit View Academy
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Last Modified: 12/13/2019
Status: Open

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

    1. Describe the effectiveness of your needs assessment process.

Summit View Academy analyzes a variety data sources throughout the school year to determine the school's Needs Assessment. The process is very strategic and ongoing to support and monitor past and current progress. The school analyzes DIBELS, Brigance, MAP, KPREP and formative and summative assessment information from the classroom. The school has an electronic data tool that is used to monitor and analyze the assessment data. Data is analyzed with all stakeholders and occurs during professional development sessions, PLC meetings with grade level teams, District Curriculum and Assessment meetings, and during specific content analysis meetings. Grade level teams analyze individual student data after each mid-point and common assessment and weekly through classroom assessments. Teachers are also required to reflect after each assessment and celebrate student success. Formative and summative assessment data is reviewed for individual students with teachers and district consultants. Based on the data, interventions and instructional strategies are discussed and implemented. Annually, we meet as a staff to review state and school assessment scores in a professional development session. During this session, specific content area scores are discussed and a plan of action is created to improve scores. The leadership team meets with district consultants to review data and determine instructional recommendations for staff and school. Weekly the school's Multi-Tiered System of Support (MTSS) team meets to review student support needed, students in needs based instruction groups, and Response to Intervention data for students receiving Tier II and/or Tier III interventions. Teachers can submit requests for student support through a google form and this is reviewed weekly by the leadership and MTSS teams. Teachers submit their RTI data and the team reviews progress and provides feedback. All progress monitoring data is entered in a district and school level data base. Intervention needs are identified at every grade level, but the priority needs are in the primary grades from K-3. We currently have the Read to Achieve grant and the RTA teacher is able to serve additional students in grades K-3 needing intervention. The achievement gap is identified as an area of need for Summit View Academy. This area continues to be an area of concern for the past few years. With Title I funds, we have 2 intervention teachers and 1 instructional assistant. The staff members are able to provide needs based instruction, Tier II and/or Tier III interventions to the students who are identified as below grade level. The majority of the students receiving an intervention through Title I are making progress and beginning to close gaps. By having additional staff members providing interventions we are able to serve students in both reading and/or math.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

The goals and objectives outlined in the school improvement plan will be monitored and progress reported a minimum of one time per month. Most of the money we use out of the Title I guidelines is used to hire highly qualified teachers and an instructional assistant. In addition, ST Math, Read Naturally, Read 180, System 44, Orton Gillingham resources, and technology are purchased to assist in effectively utilizing intervention programs and the analyzing of assessments. We have also purchased Tier I reading resources to align curriculum from one grade level to the next and to create consistency in Tier I instruction. Outlined is Summit View Academy's plan for school improvement: Professional Learning Community (PLC) Meetings - all PLC meetings will be focused on student achievement and instructional strategies utilizing the Multi-Tiered System of Support (MTSS) pyramid. Student specific data will be reviewed weekly. Instructional strategies and interventions will be listed and monitored to ensure students are improving. Teachers are required to reflect after each assessment and celebrate student growth and success. Quality Tier I Instruction for All Students - Student schedules were changed to ensure all students are receiving Tier I instruction in addition to Tier II and/or Tier III as needed. All primary teachers effectively and consistently teach a systematic and sequential phonics instruction as part of their literacy block. The interventions students receive in Tier II and Tier are researched-based. District consultants will observe in all classrooms through school site visits to determine instructional effectiveness and provide teacher specific feedback on instruction. Specially Designed Instruction – Student Individual Education Program (IEPs) will be reviewed to maximize instructional support. The leadership team will monitor to ensure students receive instruction based on their individual needs and IEP. District consultants will observe in all resource and collaborative classrooms to provide specific feedback to teacher. Response to Instruction (RTI) - Students not meeting grade level standards or struggling with standards, will receive needs based instruction, Tier II and/or Tier III instruction at a minimum of 20-25 minutes per day. All RTI goals are reviewed and the data is reviewed bi-weekly to determine effectiveness of the intervention and feedback is provided as needed. Failure is Not an Option policy. The policy, in its third year of implementation, includes a structure and support for students so they do not fail or fall through the cracks. Students have multiple opportunities throughout the week to receive remediation and/or classwork/homework help from staff members. Information regarding students missing assignments and/or failing will be monitored by the team lead or designee. The information will be communicated to parents weekly so they are involved in the process

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

The MTSS team monitors progress monitoring data for students who are in Tier II and Tier III interventions. Progress checks are conducted and feedback is given to teachers based on the progress monitoring data to ensure that students are making adequate progress in the interventions. Data is also monitored and discussed for students who receive special education

services. Special education teachers participate in PLC meetings weekly. Student progress data is reviewed and strategies are shared amongst the team to best meet students' needs. Within grade level team PLC meetings, MAP data, common assessment data, and classroom data is triangulated to look at student progress as a whole and plan instruction based on students' needs. Based on data, students are placed in interventionists' groups based on greatest needs to help close achievement gaps.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

As a school, we have increased our classroom walks to give specific, quality feedback on Tier I instruction based on the cycle of quality instruction. Strategies have been shared with staff in faculty meetings and professional development opportunities on meaningful engagement and collaborative learning. District site visits are being conducted by consultants to provide feedback and support to teachers. We have prioritized our staffing and are now utilizing an instructional assistant paid for by Title I funds to monitor Read 180 software so that the classroom teacher is available for small group and needs based instruction. As a school we have also looked at the data for students in the gap group and have ensured that students are receiving targeted instruction. Tier II and Tier III interventions are aligned to support individual students' needs.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served 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 academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide 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, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Summit View Academy has hosted several events to engage school families. In the spring, we held our annual literacy and STEAM night around the theme Fairy Tales. Families are invited to come and spend the evening working through a variety of stations based on fairy tales. Students are immersed in literacy, math, science, and technology stations. The stations are designed to engage both the parents and their child/children together. Stations are set up at a variety of locations throughout the school, for families to become more familiar with the school environment. Dinner is served as a part of the evening to help set a family friendly event and to encourage family participation. Invitations are sent to all families and RSVP forms collected to monitor the number of families who participate in the event. During the summer, our school held a Summer Learning Program for students in grades preschool – 5th grade. The Summer Learning Program provided students who need extra assistance in math and reading time to provide remediation in the areas where they are having difficulty. These students work in small groups and have time to work on individualized computer programs in both reading and math. During our back to school events, we hosted two Bootcamp events that were designed to help aid students and families through key transition points at our school, as students enter 4th grade and as students enter 6th grade. These events included time to meet with the teachers by following the child's schedules, time to learn how to set up the parent version of the school's online grading system, dinner as a family, and a STEAM challenge for students while their parents were following their daily schedule. Bootcamp evenings provide parents with an opportunity to walk in their child's shoes to see what typical day is like. We also hold Meet the Teacher nights for Kindergarten, grades 1-5, and grades 6-8 for all families. To provide an additional support system, the reading interventionist goes on home visits of students that are in the program receiving interventions. The parent is provided with resources to help his/her child at home and an overview of the Title I program is reviewed. The events are all well attended and parents find the information provided very beneficial. Parent surveys are sent home to evaluate the effectiveness of various events. For the past two summers, Summit View Academy has partnered with United Way to offer a summer learning program called Me and My School for incoming Kindergarten students. Students attending preschool in Kenton County and Summit View Academy were first identified and recommended for this six week program. Additional students that were enrolled in Kindergarten were given the opportunity to enroll in the program. The program worked on skills needed to begin Kindergarten. The day allowed students to not only become immersed in Kindergarten readiness skills but also gave the students an opportunity to work together socially. Parents also received a checklist of Kindergarten readiness

skills at the registration open house. Based on the pre and post assessment data, all students in the program showed a large amount of growth. Last year's summer program had a big impact on this year's assessment scores. Brigance data for the Fall 2019 indicates that 13% of the students are Ready with Enrichments, 41% Ready and 46% are Ready with Interventions. In addition to the Kindergarten readiness activities, Summit View Academy students had an opportunity to participate in Summer Learning Educational Programs and Transition boot camps for parent/ students fourth and sixth grades at the beginning of the school year. The bootcamps offered an opportunity for students to learn about the transition to the next grade level and discuss academic and behavior expectations. The bootcamps were well attended and allowed for an increase in communication between home and school.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Summit View Academy will be hosting similar parent and family engagement events to continue our partnership with parents. The parent bootcamps for 4th and 6th grades were well attended and gave parents the opportunity to learn their child's schedule and learn the expectations for each class. A change made this year was to hold the bootcamps prior to school starting and served as a Meet the Teacher and schedule pick up as well. Students were encouraged to attend with their parents so that both parents and students were hearing the expectations together and students were able to walk through their classes prior to the school year beginning. Our literacy and STEAM night will be held again in the spring. The logistics and station format will remain the same, but possibly using a different theme other than Fairy Tales. Home visits will be conducted for students in the RTA program, as well as for students and families who need additional support on an as needed basis.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Turkey Foot Middle School
Debra Obermeyer
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Last Modified: 09/23/2019
Status: Open

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eProve diagnostics

2019-20 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. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review[*] Diagnostic

Phase Four: January 1 - December 31

- 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.

Please enter your name and date below to certify.

Holly Spritzky 9/23/2019

Turkey Foot Middle School
Debra Obermeyer
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 10/30/2019
Status: Open

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2019-20 Phase Two: The Needs Assessment for Schools

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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).
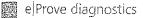
The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

At each SBDM council meeting we have made a commitment to review data to make sure we are making a positive impact with the climate and culture of our school. This data includes, attendance, office discipline referrals, suspensions, number of turkey token redeemed, number of students who are on the honor roll, number of students who are not currently passing each class, MAP results, number of students receiving school based therapy, number of students receiving Tier 2 and Tier 3 Supports, number of suicide risk assessments. Each meeting we look at the discipline data and include any other most recent data piece. The agendas and minutes are kept and posted routinely.The administration at TFMS has created a team structure for the 2019-2020 school year. This structure has created the potential for teachers to become advocates of our students and build future educational leaders. The team leaders meet with their team weekly to discuss progress of individual students. School counselors are also involved in the team meetings. This allows them to be aware of students of concern and gather any potential anecdotal data that could be relevant. The administrative team will meet with the team leads monthly. During these meetings we discuss data. For an example we shared the Kprep data with the team leader so that we can gain valuable input for rolling out the data to the entire staff. We also have looked at grade level proficiency on the MAP test. We used this data to help develop school goals and areas of focus.Each week there is an administrative meeting. This meeting includes administration, counselors, FRYSC, SRO, behavior coach, social worker and the behavior coach. We follow the following structure to ensure we are looking at a variety of data. There can also be necessary additions to the meeting agenda. Notes are taking and saved by the principal.Teachers will analyze data through PD, PLC's, faculty meetings, department meetings. There is a skeleton schedule of how the PLC's will take place. This along with data and need will dictate the agenda each week.PLCs led by the principal/ assistant principal will meet Wednesday weekly and the focus will be as follows:•Week 1: Assessment and Instruction (Common Assessment Data, MAP, Kprep)•Week 2: SEL and Behavior concerns of students (Counselor, Social Worker and Behavior Coach) (PBIS, Turkey Token, RBTL Dashboard Data)•Week 3: Culture and Relationships and Teacher Efficacy•Week 4: MTSS meetings (MTSS Student data)2019-2020 Admin Meeting AgendaWeek 11. SRO2. FRYSC/ Immunizations3.Behavior/PBIS4.Team Meeting Updates5.MTSS Referrals6.Diversion Updates7.Special Ed Parent Request8.Instructional Walk Data9.PLC PlanningWeek 210.SRO11. FRYSC/Immunizations12.Attendance13.Team Meeting Updates14.MTSS Referrals and Inadequate Progress15.Special Ed Upcoming Re-evaluations16.Instructional Observations17.Faculty Meeting PlanningWeek 318.SRO19. FRYSC/ Immunizations20.Grades21.Team Meeting Updates22.MTSS Referrals Tier 2 Concerns23.Sp Ed Parent Request24.SEL Updates25.Instructional Walk Data26.PLC PlanningWeek 427.SRO28. FRYSC/Immunizations29.Mental Health/Hospitalizations30.Team Meeting Updates31.MTSS Referrals Tier 3 Concerns32.Safety Reviews Assessments33.Sp Ed Compliance Reviews34.Instructional Observations35.Faculty Meeting Planning

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

DataAcademic Data67.64% of students are proficient on 2019 Fall Map in Reading74.37% of 6th graders59.24% of 7th graders69.64% of 8th graders71% of students were proficient on the 2018 Map in Reading57.74 of students are proficient on 2019 Fall Map in Math55.15% of 6th graders52.47% of 7th graders66.17% of 8th graders60% of students were proficient on the 2018 Map in Math23.76 % of students with IEP's are proficient on 2019 Fall Map in Reading21.51 % of students with IEP's are proficient in the 2018 Map in Reading16% of students with IEP's are proficient on 2019 Fall Map in Math9.68% of students with IEP's were proficient in the 2018 Map in Math9.68% of students with IEP's were proficient in the 2018 Map in Math62.1% of students were proficient in Reading on the 2018-19 K-Prep67.6% of students were proficient in Math on the 2017-2018 K-Prep52.1% of students were proficient in Math on the 2018-2019 K-Prep56.6% of students were proficient in Math on the 2017-2018 K-Prep35.6% of students were proficient in Writing on the 2018-2019 K-Prep56.6% of students were proficient in Writing on the 2017-2018 K-Prep68.7% of students were proficient in Social Studies on the 2018-2019 K-Prep73.1% of students were proficient in Social Studies on the 2017-2019 K-Prep28.9% of students were proficient in Science on the 2018-2019 K-Prep33.8% of students were proficient in Science on the 2017-2018 K-prepNon-Academic Data2018-2019 Attendance 96.14%2017-2018 Attendance 96.04%2018-2019 Chronic Absenteeism 7.93%2017-2019 Chronic Absenteeism 8.95%2018-2019 Total Health Visits 33652018-2019 Open Enrollment 422018-2019 Tuition 462018-2019 Total Number of Office Discipline Referrals 739, 187 resulting in out of school suspension2018-2019 Total Number of Office Referrals involving Special Education Students 114, 47 resulting in out of school suspensionSeptember 83October 149November 84December 49January 55February 87March 71April 56May 1052018 Number of Suicide Risk Assessments for the month 942018 Number of Students Receiving School Based therapy 432018 Number of Restraints and Seclusion 2

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

The overall growth of students is an area of concern. The overall growth indicator for the 2019 K-Prep is 47.1 for all students, 46.6 for economically disadvantaged student and 46.2 for students will disabilities.

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Trends

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

For a second year in a row growth of students will disabilities continues to be an area of concern. 2017-2018 K-Prep resulted in Growth score of 8 which was below the cut score of 9.5. 2018-2019 TFMS growth indicator for students with disabilities was a 46.2 which is in the low range.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes 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
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

There are three main Key Core Work Processed we will implement at Turkey Foot Middle School in order to improve student achievement. 1. Establishing Learning Culture and Environment: We have improved our PBIS, SEL and Adult Advocacy programs this year.2.Design and Deliver Instruction Admin is using the data from PPR walks to provide feedback and determine PLC topics in order to improve instruction.3.Review, Analyze and Apply Data: PLC's and Admin meetings have a skeleton agenda that includes opportunities to discuss a variety of data and that can be analyzed for school improvement.

Strengths/Leverages

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

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our proficiency indicator continuous to be in the high category. 2017-2019: 83 and 2018-2019: 76 High

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Assurances

Turkey Foot Middle School
Debra Obermeyer
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United States of America

Last Modified: 10/19/2019
Status: Open

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

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Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

Introduction

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ◉ Yes
- ○ No
- ○ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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.

○ Yes

○ No

◉ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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

Title I Targeted Assistance School Programs

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

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

- ○ Yes
- ○ No
- ◉ N/A

Schools Identified for Targeted Support and Improvement

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

- ● Yes
- ○ No
- ○ N/A

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All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ◉ Yes
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ◉ Yes
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ◉ Yes
- ○ No
- ○ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ◉ Yes
- ○ No
- ○ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Two: School Safety Report

Turkey Foot Middle School
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3230 Turkeyfoot Rd
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Last Modified: 10/27/2019
Status: Open

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2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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.

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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)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time 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, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. 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)?

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

Yes 9/26/2019

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

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

Yes 8/20/2019

7. During the first 30 instructional days of the <u>current</u> 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)?

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

Yes

8. During the month of January during the <u>prior</u> 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)?

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

yes

9. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Three: Executive Summary for Schools

Turkey Foot Middle School
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Edgewood, Kentucky, 41017
United States of America

Last Modified: 11/13/2019
Status: Open

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2019-20 Phase Three: 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?

Turkey Foot Middle School is a suburban public school in the Northern Kentucky Region located in the city of Edgewood, Kentucky. The school was originally built in 1962 and in 2010, a new Turkey Foot Middle School was completed. It is a state of the art "Green School" and one of the most energy efficient schools in the country. The school is located 10 minutes south of Cincinnati, Ohio. Turkey Foot Middle School serves the communities of Edgewood, Ft. Wright, Ft. Mitchell, Villa Hills, Crescent Springs, Park Hills and parts of Erlanger, Elsmere and Covington. We currently have nearly 1100 students in grade 6-8.

School's Purpose

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

Turkey Foot Middle School recognizes that the years of early adolescence are pivotal and abundant with individual potential and opportunity. It is our desire to care for the students personally, listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future. Our mission is to ensure that every student is prepared for the 21st Century Economy. Turkey Foot has many notable achievements and recognitions. In 2018-2019 we were recognized as a Three Star School and have maintained at least a Proficient rating since the advent of the current state testing system. In 2017-2018 Turkey Foot was identified as a TSI school in the area of disability. We are working to increase proficiency in reading and math with our GAP students through quality instruction, data analysis, targeted interventions, IEP development, progress monitoring and teacher trainings and support. We have won Energy Star awards, have been Governors Cup District Champions 28 of last 32 years and have had national qualifying Future Problem Solving team. We have a state recognized Odyssey of the Mind team and a state qualifying Forensics program. In addition to our curricular Band and Chorus programs, we also have extracurricular Jazz band and vocal groups. We serve over 100 students identified as Gifted and Talented in Leadership through a communications class. We currently offer a multitude of extra and co-curricular activities for all students and are always striving to increase the number of these opportunities. These include, but are not limited to cheerleading (side line as well as competition teams), football, wrestling, basketball, track, cross country, drama, National Junior Honor Society and archery.

Notable Achievements and Areas of Improvement

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

Turkey Foot Middle School is a student centered school focused on the whole child: social, emotional and academically. We strive to ensure that all students have a safe and welcoming environment in which to learn and grow. For the 2019-2020 we are implementing a Social Emotional Learning program titled Choose Love, we have went to the middle school model so that students are with a common team of teachers. We also provide school based counseling for students and families. For the 2019-2020 school year we have added a social worker and we are working with IN5 to improve our social emotional learning services.

Additional Information
CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

We have a strong faculty that is dedicated to our students. We also had teachers recognized for their personally achievement in the education field. We were the 2018-2019 large middle school football champions. Our 6th grade girls basketball team went undefeated and also wont the middle school basketball tournament.

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11132019_09:08

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Turkey Foot Middle School
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Last Modified: 12/17/2019
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan
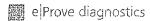
There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

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

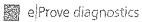b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
2020 KDE Comprehensive Improvement Plan for TFMS		•

Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 *(State your proficiency goal):* By 2024, Turkey Foot Middle School will increase the combined reading and math proficiency for all students from 57.07.1% in 2019 to 78.05% in 2024.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* - 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 - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* - KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2020, Turkey Foot Middle School will increase the reading proficiency for all students from 62.08% in 2019 to 65.87% in 2020 as measured by the percent of P/D on the KPREP data.	KCWP 4: Review, Analyze and Apply Data	Use protocol for monitoring/documentation of tiered intervention movement for student.	MAP Data, common Assessment Data, K Prep Data	Professional Development sessions to analyze school and class specific data such as common assessments, share yearly goals with staff and students, Progress checks of students in the MTSS pyramid every 4-6 weeks	
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, common Assessment Data, K Prep Data	monthly school level assessments data analysis, Progress checks of students in the MTSS pyramid every 4-6 weeks	
		Implementation of student participation in conducting student-led data conferences and goal setting	MAP Data, common Assessment Data, K Prep Data	PLC agenda's to determine expectations and best practice for goal setting, Goal setting for MAPs and other assessments with core content teachers and students	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, common Assessment Data, K Prep Data	After school content area meetings to determine mastery of standard and instructional changes need to move learning forward	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	○ KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies.	MAP Data, common Assessment Data, K Prep Data, Office discipline referral analysis	Increase in student engagement as measured by Office Discipline Referrals, Analysis of PPR walk feedback to determine instructional PLC focus, Develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities, Admin will provide effective monthly feedback to teachers in regards to tier one instruction	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	MAP Data, common Assessment Data, K Prep Data	In following with the MTSS pyramid process, administration will follow up with R-180 intervention providers to monitor individual student progress, Implementation of R-180 for students not proficient in reading, training for teachers who are implementing R-180 for an intervention	
Objective 2: By 2020, Turkey Foot Middle School will increase math proficiency for all students from 52.06% in 2019 to 56.85% in 2020 as measured by the percent of P/D on the KPREP data.	KCWP 4: Review, Analyze and Apply Data	Use protocol for monitoring/documentation of tiered intervention movement for student	MAP Data, common Assessment Data, K Prep Data	Professional Development sessions to analyze school and specific data, create and share yearly goals with staff and students, monthly school level assessment, analysis of students in the MTSS pyramid, Progress checks of students in the tiers every 4-6 weeks where administrators are assigned to intervention providers to determine progress of students specifically in M-180	
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, common Assessment Data, K Prep Data	monthly school level assessments data analysis, Progress checks of students in the MTSS pyramid every 4-6 weeks	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Implementation of student participation in conducting student-led data conferences and goal setting	MAP Data, common Assessment Data, K Prep Data	PLC agenda's to determine expectations and best practice for goal setting procedure	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, common Assessment Data, K Prep Data	After school content area meetings to determine mastery of standard and instructional changes need to move learning forward	
	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies	MAP Data, common Assessment Data, K Prep Data, Office discipline referral analysis	Increase in student engagement as measured by Office Discipline Referrals, Analysis of PPR walk feedback, Develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	MAP Data, common Assessment Data, K Prep Data, Office discipline referral analysis	Classroom behavior incident report to help determine effectiveness of Core instruction, Analysis of PPR walk feedback, Admin will provide effective monthly feedback to teachers in regards to core tier one instruction	

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*):
By 2024, Turkey Foot Middle School will increase the proficiency on demand writing score, social studies and science from 44.39 percent proficient/distinguished in 2019 to 72.2% in 2024.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2020, TFMS will increase the on demand writing scores from 35.63% in 2019 to 42.06%	• KCWP 2: Design and Deliver Instruction	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap Ensure that all users of assessment data use information to benefit student learning.	MAP Data, common Assessment Data, K Prep Data	Progress in having reading and writing strategies posted in every classroom to reinforce expectations, Revisit building wide writing continuum to insure the writing expectations are clear, Provide professional development for teachers that includes best instructional practices in reading and writing, Model instructional best practices in the area of reading and writing during monthly PLC's, Building wide writing calibration with all staff 2-3 times a year in order to determine criteria for proficient writing pieces, Building wide writing scrimmages will take place 2-3 times a year with writing workshops to follow in order to move students through the continuum of proficient writing	
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
By 2020, TFMS will increase the 7th grade science score from 28.86% in 2019 to 36.17% in 2020.	• KCWP 2: Design and Deliver Instruction	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap Ensure that all users of assessment data use information to benefit student learning.	common Assessment Data, K Prep Data	Grade level PLC to develop and analyze common assessments, practice K-Prep Science assessments so students are familiar with the test form, ex two possible correct answers.	
Objective 3 By 2020, TFMS will increase the 8th grade social studies scores from 68.68% in 2019 to 71.81% in 2020	• KCWP 2: Design and Deliver Instruction	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap Ensure that all users of assessment data use information to benefit student learning.	common Assessment Data, K Prep Data	Grade level PLC to develop and analyze common assessments	

3: Gap

Goal 3 *(State your Gap goal): By 2025, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 58.4% in 2019 to 29.4%.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Goal 3 (State your Gap goal): By 2025, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 58.4% in 2019 to 29.4%.		
• KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2020, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 58.4% in 2019, to 52.56%	• KCWP 4: Review, Analyze and Apply Data	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, common Assessment Data, K Prep Data	Math and ELA teachers will be following disability students' progress on the standards using a universal google document, Administration will review special education progress reports to determine if ARC needs to be conducted, increase in PBIS incentives to keep disability students motivated for success, weekly administration team meetings that include the FRYSC to identify students who may need help reducing physical and mental barriers to learning, Bi monthly attendance meeting to address students who are truant, weekly review of discipline data from behavior incident report and office discipline referrals	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	MAP Data, common Assessment Data, K Prep Data	During Special Education PLC's caseload managers will be required to bring student progress monitoring data to meetings to have conversations and determine if ARC's need to be called, 5% of student binders will be checked for compliance monthly. PPR walks will be conducted in resource rooms and collaborative rooms. Instructional trends will be analyzed so that appropriate PLC's can be developed to help grow teacher efficacy.	

4: Growth

Goal 5 (State your Growth goal):
By 2024, Turkey Foot Middle School will increase the percentage of students showing growth in MAP for reading from 47% in the Spring of 2019 to 73.98.65% and for math from 49.05% in the Spring of 2019 to 74.5%

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity. • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2021 TFMS will increase the percentage of students showing growth in reading MAP from 47.48% to 52.87%	• KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs	MAP Data, common Assessment Data, K Prep Data	Increase in student engagement as measured by Office Discipline Referrals, Ample classroom walks to ensure equity for quality Tier 1 instruction for all students, .Analysis of PPR walk feedback, Develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities, Progress in having reading and writing strategies posted in every classroom to reinforce expectations, Provide professional development for teachers that includes best instructional practices in reading and writing, Model instructional best practices in the area of reading and writing during monthly PLC's, Continue to share videos from the MTSS pyramid that	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
				indicate proficient instructional practices	
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. ☐	MAP Data, common Assessment Data, K Prep Data	Progress checks of students in the tiers every 4-6 weeks where administrators are assigned to intervention providers to determine progress of students, analysis of goal 3 data survey	
Objective 2 By 2020 TFMS will increase the percentage of students showing growth in math MAP from 49% in 2018 to 54.14%	• KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs	MAP Data, common Assessment Data, K Prep Data	Increase in student engagement as measured by Office Discipline Referrals, Analysis of PPR walk feedback, D Ample classroom walks to ensure equity for quality Tier 1 instruction, develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities, Progress in having reading and writing strategies posted in every classroom to reinforce expectations, Provide professional development for teachers that includes best instructional practices in reading and writing, Model instructional best practices in the area of reading and writing during monthly PLC's, Continue to share videos from the MTSS pyramid that indicate proficient instructional practices	
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency,	MAP Data, common Assessment Data, K Prep Data	Progress checks of students in the tiers every 4-6 weeks where administrators are assigned to intervention providers to determine progress of students, analysis of goal three data	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		intervention programs/strategies, SMART goal measurement, and progress monitoring checks. ☐			

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Turkey Foot Middle School
Debra Obermeyer
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/17/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Gap Group/Total number of studentsPercentage of Total School PopulationAfrican American 3.78%Asian 211.93%American Indian 10.01%Hispanic 1069.76%Native Hawaiian 30.28%Two or More Races 625.71%

ATTACHMENTS

Attachment Name

 Achievement Gap Group Identification

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

We have a population that includes, African American, Hispanic, 2 or more races, EL and students in the free and reduced category. Caucasians make up the majority of the population with Hispanic being nearly 10% of the population.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

Reading: African American, Hispanic, 2 or more races and ELMath: African American, Hispanic, 2 or more races and EL, 7th and 8th grade math for Free and ReducedWe continue to be at or above the state average for proficiency on KPrep

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

We have seen improvement in the EL population. We had 6 students exit the program for the 2019-2020 school year.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

We continue to fall behind the state average for proficiency in both math and reading with our students with disabilities. We also leg behind the state average for our students on Free and Reduced lunch.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Turkey Foot Middle School continues to have concerns with the lack of progress of our students with disabilities and our free and reduced. One reason we have not been able to show movement is because we have not had specific processes or practices as it relates specifically to these student populations. We are working to share the responsibility across all stakeholders. There needs to be a team approach or solutions based on processes to determine next steps for students in these categories.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Principal: meets bi-weekly with the team leads to determine if there are any unmet needs for students on caseloads, share expectations and develop PLC's for the faculty. Guidance Counselors: They will facilitate weekly meeting with teachers to discuss progress of all students. Regular Ed teachers: They will be responsible for sharing progress on students with disabilities on common assessments. A tool will be used to report progress toward proficiency and to share status of classroom level goals. Special Education Teachers: Continue to progress monitor

individual students on their caseloads and to call ARC's when academic progress is not being met and IEP services need to change to meet student needs.Lead Teachers: They will mentor teacher. In doing so they will review IEP's, progress monitoring data and be a source of support for the department and school.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

The professional development plan was approved in May of 2019. Students began working in ESS much earlier this year. We looks at data to determine students who were not making academic progress in the core classes. They began remediation shortly after report cards were sent home. The PD plan can be custom made for teachers based on skill level and content. Activities will provide support in the following areas: Closing the Gap, PBIS, Teacher Efficacy, Technology Integration, Content Curriculum Planning, Specific Intervention Training, Google Classroom, Using Technology for formative assessments, Quality Instruction Cycle, Data Analysis, Co Teaching and Effective Teaching and Learning.

III. Planning the Work

Closing the Achievement Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By 2020, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 58.4% in 2019, to 52.56%By 2020 Turkey Foot Middle School will increase the P/D percentage of student who fall in the free and reduced gap group from 40% to 46%.

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
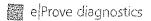Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

n/A

ATTACHMENTS

Attachment Name

⊞ Gap Goal

Attachment Summary

Attachment Name	Description	Associated Item(s)
Achievement Gap Group Identification		• I
Gap Goal		• III

eProve diagnostics

Gap Group/Total number of students	Percentage of Total School Population
African American	3.78
Asian 21	1.93
American Indian 1	0.01
Hispanic 106	9.76
Native hawaiian 3	0.28
Two or More Races 62	5.71

Measurable Gap Goal	Strategy Chosen to address goal
By 2020 Turkey Foot Middle School will increase the P/D percentage of student who fall in the free and reduced gap group from 40% to 46%.	Establishing Learning Culture and Environment
By 2020, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 58.4% in 2019, to 52.56%	Design and Deliver Instruction

Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
⍰ Enable faculty to develop	Admin, Teachers, Guidance, Team Leads	Office Discipline Referrals, Grades, MAP Growth, Common Assessment Data
Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. ⍰ Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Admin, Teachers, Guidance, Team Leads	Office Discipline Referrals, Grades, MAP Growth, Common Assessment Data