2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09152022_18:27

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Summit View Academy
Alexander Fangman
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

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

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

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

Please enter your name and date below to certify.
Alexander J Fangman

9/15/22

2022-23 Phase One: Executive Summary for Schools_09152022_18:33

2022-23 Phase One: Executive Summary for Schools

Summit View Academy
Alexander Fangman
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2022-23 Phase One: Executive Summary for Schools

Description of the School

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

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

School'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.

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

Notable Achievements and Areas of Improvement

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

three years.

As with all schools throughout the Pandemic, Summit View Academy saw its scores on State Assessments decline. In 20-21 this was especially significant in the areas of Reading and Math for all students and students with Special Needs. ODW on KSA for both 5th and 8th grade showed 63% and 60% of students scoring P/D which was well above the state average. During the 2019 KPREP assessment, the Writing and Social Studies were the top in the district and above the state average. Grades 6-8 had an overall score of 59.1 which fell in the "high" category and was the highest in the district. The school also receives Title I funding to help support students that are not achieving grade level standards. This includes a primary, intermediate, and middle school intervention team to close academic gaps. The preschool program received a 5 Star Rating in the Kentucky All STARS Tiered Quality Rating and Improvement System. We are fortunate enough to Areas of Improvement include utilizing the Whatever I Need (WIN)/Response to Intervention block to not only provide interventions to students below grade level but also to offer challenging enrichment opportunities to students.

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

Additional Information

CSI/TSI (including ATSI) 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.

The School Improvement Plan was developed collaboratively with a variety of stakeholders including members of the Administration, Teacher Leaders, District personnel, and the SBDM Council. The plan seeks to improve student achievement through the systemic implementation of the PLC process in grades K-8 in all content areas. In grades K-5 the primary areas of focus will be ELA and Math, while grades 6-8 will implement these protocols across the content areas of ELA, Math, SCI, and Social Studies. During these meetings teacher teams will focus on planning standards based instruction and evaluating the effectiveness of this Tier I instruction through the analysis of Common Formative/Summative Assessments.

Through this breakdown of student achievement data, action plans will be developed based on teacher/standards/students to close achievement gaps and implement needs based instruction.

MTSS procedures/structures have also been overhauled to allow for implementation of interventions with fidelity and monitoring the effectiveness of these interventions. Protocols for meetings, data analysis, and next steps for students have been created and will be implemented throughout the school year to address skill deficits in Academics and SEB.

Special Education processes for monitoring have been implemented to ensure Individual Education Plans are followed with fidelity. IEP progress data is reviewed bi-weekly to pinpoint students not making progress and develop action plans for closing gaps in understanding. The Administration regularly reviews teacher schedules, progress monitoring data, and instruction in the resource/collab setting to ensure evidenced based practices are being implemented.

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 grade levels. All safety procedures are reviewed with students and staff annually and multiple practice opportunities are conducted during the school year. Summit View Academy utilizes an electronic newsletter to send home to parents weekly. Teachers send home grade level/teacher specific newsletters at least two times per month. The school and many of the teachers use Remind and/ or Bright Arrow for text messaging. This allows for two-way communication with parents. The school also has a webpage, Facebook page, and uses Twitter to keep families and the community informed of important dates, events and extra-curricular programs

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report_09152022_18:28

2022-23 Phase One: School Safety Report

Summit View Academy
Alexander Fangman
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

2022-23 Phase One: School Safety Report - 2022-23 Phase One: School Safety Report_09152022_18:28 - Generated on 12/15/2022

Summit View Academy

Table of Contents

2022-23 Phase One: School Safety Report - 2022-23 Phase One: School Safety Report_09152022_18:28 - Generated on 12/15/2022

Summit View Academy

2022-23 Phase One: School Safety Report
School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes

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

2022-23 Phase One: School Safety Report - 2022-23 Phase One: School Safety Report_09152022_18:28 - Generated on 12/15/2022

Summit View Academy

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

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

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

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

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

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

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

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

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

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

2022-23 Phase One: School Safety Report - 2022-23 Phase One: School Safety Report_09152022_18:28 - Generated on 12/15/2022

Summit View Academy

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

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

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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

9. 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) and are the drills maintained in the appropriate drill log for the given school year?

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

10. During the month of January during the <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) and is a copy maintained on file in the school office?

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

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?
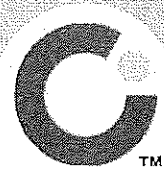
If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
Yes

2022-23 Phase One: School Safety Report - 2022-23 Phase One: School Safety Report_09152022_18:28 - Generated on 12/15/2022

Summit View Academy

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools_10192022_18:57

2022-23 Phase Two: The Needs Assessment for Schools

Summit View Academy
Alexander Fangman
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

At the school leadership level: the Administration, MTSS Team, Teacher Team Leads, and SBDM Council review Diagnostic and Summative data to determine the school improvement plan which includes curriculum, staffing, and training needs. This data

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

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

Review of Previous Plan

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

Goal 1: Proficiency

1) Implementation of Professional Learning Communities to analyze student summative data: This lead to increased proficiency marks on District created Common Assessments, however; KSA and MAP tests indicated no significant growth. As a result, team leads and the administrative team will participate in training on Professional Learning Communities through Solution Tree in order to further embed PLC practices and structures into the fabric of the school.

2) Purchase of Tier I SEL curriculum "Second Steps" that will be taught weekly by classroom teachers for students. This will allow the school to decrease the amount of students scoring as Priority 1 and 2 on the Terrace Metrics SEL screener.

Separate Academic Indicator

1) Students in all grade-levels will be given frequent, grade-level appropriate instruction and practice in writing constructed responses in all content areas. This continues to be an area of focus for the school and through PLCs feedback has been given that a full training on writing across content areas is necessary to increase student achievement.

Achievement Gap

1) Teachers will be trained on Supplementary Aides and Services for each of their students that qualify for Special Education Services.

2) During PLCs teacher teams will analyze Common Formative/Summative Assessment data to determine instructional needs. Teams will plan evidence based instruction to improve achievement for students that qualify for Special Education services.

3) The Administrative Team will conduct learning walks for each certified staff member to ensure the implementation of the Cycle of Quality Instruction, and other

evidence based practices to close achievement gaps. The Administration will also calibrate walk feedback and evaluations.

4) The Special Education Team will hold data PLCs twice a month to analyze student data and adjust plans based on need.

Impact Survey

1) Summit View Academy will increase the percentage of teachers that feel that professional learning sessions are valuable from 24% to 62%. The PD plan of the school has not been fully implemented tot his point; but stakeholders will be able to give feedback soon. This will remain a goal for the 22-23 school year.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Trend data was analyzed from 18-19, 20-21, and 21-22 (see attachment below). Out of these data sets SVA has decreased students receiving Special Education services scoring in the Novice category in Grades 3-5 RDG and SCI. The school has also seen a return to pre-pandemic levels of achievement in 3rd, 4th, 6th Grade ELA. 4th Grade Math increased by 14 percentage points from 2018-2019. Overall Proficiency increased from 20-21 to 21-22 in ELA for grades 3rd, 4th, 5th, 6th, and 8th. Overall Proficiency increased from 20-21 to 21-22 in Math for grades 4th, 5th, 6th, and 8th. 4th Grade Science has also increased Proficiency every year since 18-19 35.6% P/D to 43% P/D in 21-22.

MAP data trends have remained the same with P/D projects in RDG hovering between 55-56% and Math between 32-35%. 4th and 5th Grade Math have increased their Projected proficiency based on the Fall 22-23 Administration with both grade levels projected to have over 65% P/D in the area of Math.

ATTACHMENTS

Attachment Name

⊞ SVA Running Data

Current State

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

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.

• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

Grades 3-5 scored 53% P/D in ELA, 51% P/D in Math, 43% P/D in 4th Grade Science, 33% in 5th Grade SS, and 38% P/D in WRTG on the KSA for 21-22. Spring MAP projections placed students in these grades at 54% P/D in ELA and 42.2% P/D in Math.

Grades 6-8 scored 49% P/D in ELA, 41% P/D in Math, 18% P/D in SCI, 33% P/D in SS, and 38% P/D in WRTG. Spring MAP projections placed students in these grades at 55.6% P/D in ELA and 35.9% P/D in Math.

Common Assessment average for grades 3-5 in ELA was 82.53 and Math was 81.88

Common Assessment average for grades 6-8 in ELA was 66.84 and Math was 65.58

ATTACHMENTS

Attachment Name

⊞ SVA Running Data

Priorities/Concerns

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

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

Example: Sixty-eight percent (68%) of students in the achievement gap scored below

proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Priority Areas of Improvement are the following with data percentages:

ELA 5th Grade overall proficiency was 40%

ELA 6th Grade overall proficiency was 53%

ELA 7th Grade overall proficiency was 42%

ELA 8th Grade overall proficiency was 52%

Students receiving SPED services overall proficiency in Grades 3-5 ELA was 17%, with 50% scoring Novice. Students receiving Special Education services overall proficiency in Grades 6-8 ELA was 13%, with 60% scoring Novice.

Students receiving Special Education services overall proficiency in Grades 3-5 Math was 20%, with 57% scoring Novice. Students receiving Special Education services overall proficiency in Grades 6-8 Math was 10%, with 53% scoring Novice.

Strengths/Leverages

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

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

3rd Grade ELA scored 57% in overall proficiency

4th Grade ELA scored 64% in overall proficiency

6th Grade ELA scored 53% in overall proficiency

8th Grade ELA scored 52% in overall proficiency

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

4th Grade SCI has increased proficiency every year since 18-19 and scored 43% P/D this grade level continues to grow in their knowledge of standards to align tasks to their rigor.

ATTACHMENTS

Attachment Name

📄 School Key Elements

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

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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

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

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

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.
Summit View Academy will focus on the following processes and practices to enhance the learning environment for student:

Design and Deploy Standards, Design and Deliver Instruction, Review/Analyze/Apply Data: Teachers will go through training on the PLC process through Solution Tree to better understand the culture and structures of effective PLCs. Throughout the year teacher teams will attend District Grade level cadres to review content timelines, assessments, and instructional practices. This will be monitored and enhanced through weekly collaborative team meetings where teachers analyze formative/ summative assessment data to design and enhance instructional practices.

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

remain in the classroom and learn at high levels as the central purpose of the school.

ATTACHMENTS

Attachment Name

📄 School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 School Key Elements		• 6 • 7
田 SVA Running Data	Compilation of SVA KSA, MAP, and CA Data from 18-19 moving forward	• 3 • 4

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction. Teachers also attend grade level cadres to review timelines, assessments, and discuss instructional practices with colleagues across the District.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	The school leadership conducts monthly instructional learning walks in every staff member's classroom. Feedback is calibrated to the Cycle of Quality Instruction and lesson plans are reviewed in Collaborative Team meetings to ensure assigned tasks are to the depth/rigor of standards. Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Teacher collaborative teams are tasked with administering weekly formative assessments and summative assessments through Performance Matters. This digital platform allows administration to monitor a Balanced Assessment System as well as teachers to have data desegregated and regularly available to decide next steps to close academic gaps. Formative assessments are balanced with Summative assessments to determine effective unit planning for each grade level. If a teacher team has an imbalance in the system, the team will

	review their assessments or instruction to calibrate their results.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction. This also occurs with team leads and the SBDM Council to monitor effectiveness of programs and adjustments to the school Improvement plan.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Common Assessments have been developed within teacher content cadres and administered in line with District timelines to monitor student learning throughout the school year. This occurs in all content areas and the school houses a dashboard that reviews this data with teacher teams and adjusts based on student need throughout the school year. Through assessment analysis (by teacher, standard, and student) teams are able to identify students that need intervention and remediation.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Teacher professional development is geared towards establishing a culture that is Trauma informed, but also holds high standards. Collaborative team meetings operate under the belief that all students can, and are worth the effort, to learn at high levels. The latest Quality of School Climate Survey administered to students showed that 99% of our student body stated that their school is a caring place, 96% of students shared that their teachers welcome them to their classrooms, and 97% answered that they have a caring adult in the school setting.

2022-23 Phase Two: School Assurances_10192022_18:39

2022-23 Phase Two: School Assurances

Summit View Academy
Alexander Fangman
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2022-23 Phase Two: School Assurances
Introduction

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

Federal Programs

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

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

● **Yes**

o No

o N/A

COMMENTS

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

● Yes

o No

o N/A

COMMENTS

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

● Yes

o No

o N/A

COMMENTS

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

● Yes

o No

o N/A

COMMENTS

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

program—

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

10. The school provides materials and training to help parents to work with their

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

• **Yes**

o No

o N/A

COMMENTS

Title I Schoolwide Programs

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

• **Yes**

o No

o N/A

COMMENTS

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

• **Yes**

o No

o N/A

COMMENTS

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

• **Yes**

o No

o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

Title I Targeted Assistance School Programs
23. 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.

o Yes
o No
● **N/A**
COMMENTS

24. 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.

 o Yes

 o No

 ● N/A

 COMMENTS

25. 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.

 o Yes

 o No

 ● N/A

 COMMENTS

26. 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.

 o Yes

 o No

 ● N/A

 COMMENTS

27. 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.

 o Yes

 o No

 ● N/A

 COMMENTS

28. 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.

o Yes

o No

● **N/A**

COMMENTS

29. 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.

o Yes

o No

● **N/A**

COMMENTS

30. 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.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

Comprehensive School Improvement Plan (CSIP)

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

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

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

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

Requirements for Building an Improvement Plan
- The required goals for elementary/middle schools include the following:
    o State Assessment Results in reading and mathematics
    o State Assessment Results in science, social studies and writing
    o Achievement Gap
    o English Learner Progress
    o Quality of School Climate and Safety

- The required goals for high schools include the following:
    o State Assessment Results in reading and mathematics
    o State Assessment Results in science, social studies and writing
    o Achievement Gap
    o English Learner Progress
    o Quality of School Climate and Safety

- o Postsecondary Readiness
- o Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1 (State your proficiency goal.): : By 2025, Summit View Academy will increase math proficiency for students in grades 3-5 from 51% to 70% in 2025 and for students in grades 6-8 from 41% to 60% as measured by the school report card proficiency data.
: By 2025, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 51% to 70% in 2025 and for students in grades 6-8 from 49% to 69% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Summit View Academy will increase reading proficiency for students in grades 3-5 from 51%% in 2022 to 56% and for students in grades 6-8 from 49% to 54% as measured by state assessment data.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Teachers will participate in summer, and throughout the school year, professional learning sessions dedicated to the deconstruction of the KAS. This will allow for instruction to match the rigor and depth of the standard.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher's classroom. Feedback is calibrated to the Cycle and is used to improve teacher performance.	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
		Teachers and administration will work to create a balanced assessment system that comprises formative, summative, and benchmark assessment. Teachers	Implementation of this assessment system will lead to better student outcomes on common	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will create formative assessments that allow for learning gaps to be addressed before administering summative assessments.	and benchmark assessments.		
		Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A
		Teachers and Administration will undergo training through Solution Tree to solidify the PLC process and ensure it becomes a part of the school culture. This will allow teacher teams to identify learning gaps for students by teacher, standard, student and design needs-based instruction. Teacher leaders will use this to provide feedback to teams on their progress as a PLC.	PLC implementation, KSA scores	Learning Walks, Team Lead Meetings, Common Assessments, PLC observations	$19,000
		Teachers will undergo training on Tier I classroom management via the NKCES. This training will infuse	SEB Data review, Common Assessment scores, KSA Scores	SEB monthly data review, Common Formative Assessment Scores	$200

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		restorative practices and trauma informed care to be preventative in helping students remain in the classroom. These practices will empower teachers to raise student achievement through a variety of strategies.			
		The Leadership Team and Team Leads will triangulate Common Assessment Data, Learning Walk Trends, and PLC observations to determine professional learning needs for staff. This will be implemented throughout the school year to meet the needs for staff to better impact Tier I instruction.	Increased scores on MAP and KSA	Common Formative Assessments, Learning Walks, Common Assessments, Team Lead Meetings	N/A
Objective 1: By 2023, Summit View Academy will increase math proficiency for students in grades 3-5 from 51%% in 2022 to 54% and for students in grades 6-8 from 41% to 46% as measured by state assessment data.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Teachers will participate in summer, and throughout the school year, professional learning sessions dedicated to the deconstruction of the KAS. This will allow for instruction to match the rigor and depth of the standard.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data	High quality instructional practices in each teacher's classroom. Feedback is calibrated to the Cycle	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	and is used to improve teacher performance.		
		Teachers and administration will work to create a balanced assessment system that comprises formative, summative, and benchmark assessment. Teachers will create formative assessments that allow for learning gaps to be addressed before administering summative assessments.	Implementation of this assessment system will lead to better student outcomes on common and benchmark assessments.	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
		Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A
		Teachers and Administration will undergo training through Solution Tree to solidify the PLC process and ensure it becomes a part of the school culture. This will allow	PLC implementation, KSA scores	Learning Walks, Team Lead Meetings, Common Assessments, PLC observations	$19,000

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teacher teams to identify learning gaps for students by teacher, standard, student and design needs-based instruction. Teacher leaders will use this to provide feedback to teams on their progress as a PLC.			
		Teachers will undergo training on Tier 1 classroom management via the NKCES. This training will infuse restorative practices and trauma informed care to be preventative in helping students remain in the classroom. These practices will empower teachers to raise student achievement through a variety of strategies.	SEB Data review, Common Assessment scores, KSA Scores	SEB monthly data review, Common Formative Assessment Scores	$200
		The Leadership Team and Team Leads will triangulate Common Assessment Data, Learning Walk Trends, and PLC observations to determine professional learning needs for staff. This will be implemented throughout the school year to meet the needs for staff to better impact Tier 1 instruction.	Increased scores on MAP and KSA	Common Formative Assessments, Learning Walks, Common Assessments, Team Lead Meetings	N/A

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, Summit View Academy will increase the score for the Separate Academic Indicator for grades 3-5 from 63.1% in 2022 to 73.9% in 2025 and students in grades 6-8 from 56.3% in 2018 to 73.25% in 2025					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By 2022, Summit View Academy will increase Writing proficiency for students in grade 5 from 38% in 2022 to 45% and for students in grade 8 from 42% to 46% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Deliver Support	Students in all grade levels will be given frequent, grade-level appropriate instruction and practice in writing constructed responses in all content areas. Students will use the constructed response strategy RACE. A dedicated writing block has been established in 4th and 5th grade to enhance this process.	Increased proficiency scores on KSA	Student constructed response analysis from common assessments. Writing review conducted at the end of the year	N/A
		On-Demand Writing scrimmages will be held twice a year to analyze overall strengths and weaknesses for students. School level writing expectations have been established for writing at each grade level and students will be given high quality instruction in the area of writing.	Increased proficiency scores on KSA	Review of student work samples after each scrimmage to discuss student strengths and areas of improvement Writing review conducted at the end of the year.	N/A
Objective 1: By 2023, Summit View Academy will increase Science proficiency for students in grade 4 from 43% in 2022 to 47% and for students in grade 7 from 18% to 24% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Deliver Support	The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher	High quality instructional practices in each teacher's classroom. Feedback is calibrated to the Cycle and is used to improve teacher performance.	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: By 2023, Summit View Academy will increase Social Studies proficiency for students in grade 5 from 33% in 2022 to 38% and for students in grade 8 from 47% to 55% as measured by state assessment data.		planning and alignment to the standards.			
		Teachers will attend District cohort meetings to discuss Curriculum, Instruction, and assessment around grade level Science standards. This will lead to real time adjustments for instruction and positive impacts on student achievement.	Improved KSA scores	Classroom learning walks, Common Assessments Scores, PLCs	N/A
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Deliver Support	The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher's classroom. Feedback is calibrated to the Cycle and is used to improve teacher performance.	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
		Teachers will attend District cohort meetings to discuss Curriculum, instruction, and assessment around grade level Science standards. This will lead to real time adjustments for instruction and positive impacts on student achievement.	Improved KSA scores	Classroom learning walks, Common Assessments Scores, PLCs	N/A

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students with an IEP will score 40% P/D in the area of Reading as evidenced by scores on Common Assessments and KAS	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	All teachers will be trained on Supplementary Aides and Services for students with an IEP.	Student engagement in classroom, increased scores on formative and common assessments	Teacher plans reflect accommodations for students with disabilities, Common Assessment analysis	N/A
		Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The Special Education Department will have data PLCs twice a month to discuss students not making progress on their IEP goals. Teachers will also compare results from Common Assessments to adjust services as needed.	Increased student achievement on Common and Benchmark assessments	Administration will attend SPED PLCs and participate in discussion around student progress	N/A
		General Education and Special Education staff will undergo training on effective co-teaching practices as an evidenced based intervention to raise achievement in the General Education setting.	Increased student achievement on Common and Benchmark assessments	Classroom Learning walks, PLCs focused on Formative Assessment Analysis	N/A
Objective 2: Students with an IEP will score 40% P/D in the area of Math as evidenced by scores on Common Assessments and KAS	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support	All teachers will be trained on Supplementary Aides and Services for students with an IEP.	Student engagement in classroom, increased scores on formative and common assessments	Teacher plans reflect accommodations for students with disabilities, Common Assessment analysis	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
		General Education and Special Education staff will undergo training on effective co-teaching practices as an evidenced based intervention to raise achievement in the General Education setting.	Increased student achievement on Common and Benchmark assessments	Classroom Learning walks, PLCs focused on Formative Assessment Analysis	N/A

4: English Learner Progress

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

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

5: Quality of School Climate and Safety

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: SVA will increase the amount of students reporting positive interactions with peers from 36% in 2022 to 46% in 2023	KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Teachers will undergo training on Tier I classroom management via the NKCES. This training will infuse restorative practices and trauma informed care to be preventative in helping students remain in the classroom. These practices will empower teachers to raise student achievement through a variety of strategies.	SEB Data review, Common Assessment scores, KSA Scores, Supervision	SEB monthly data review, Common Formative Assessment Scores	$200
		The Leadership team will review SEB data monthly to ensure proper supports are in place for all students. Calibration around discipline procedures and the Code of Conduct will occur during these meetings as well as frequent communication around these areas.	SEB Data review, Common Assessment scores, KSA Scores, Supervision	SEB monthly data review, Common Formative Assessment Scores	N/A
		Staff will be trained on MTSS procedures and processes. This includes when to submit a referral for students needing additional supports, to include all Tier I efforts being a prerequisite.	SEB Data review, Common Assessment scores, KSA Scores, Supervision	MTSS referral review weekly at Leadership Team Meetings, MTSS progress check meetings	N/A

8: Other (Optional)

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Summit View Academy will increase the percentage of teachers indicating that professional learning sessions are valuable from 34% in 2022 to 42% in 2023	KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	6 hours of the SVA PD plan will be set aside to dedicate to building specific needs throughout the year. These sessions will be designed by quantifying Common Assessment Scores, Classroom Walk Data, and PLC observations by the Leadership Team. Sessions will be differentiated based on teacher need identified by data.	Increased KSA scores, Increased positive responses from the Impact Survey	Common Assessment scores, Classroom walk data, PLC observations	N/A
		Team Leads will be utilized to bring professional learning needs to the administration and construct a PD plan that meets the needs of all staff.	Increased KSA scores, Increased positive responses from the Impact Survey	Common Assessment scores, Classroom walk data, PLC observations	N/A

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: The Principal will lead the School Leadership team in creating Systems/Processes for analyzing school data and driving continuous improvement. The School Leadership team will conduct a book study on the systemic implementation of PLCs using the title "Learning By Doing" by Rick DuFour. This literature will allow the Leadership team to provide effective coaching and feedback to collaborative teacher teams on analyzing data, unit planning, and next steps on Tier I instruction. The intentional process of analyzing student performance by teacher/standard/student will allow teachers to identify academic gaps for students and professional learning needs of staff. The Leadership Team will also train staff on evidence-based practices surrounding trauma informed care, restorative practices, and present levels on IEPs to help staff create proactive practices that help students remain in the Tier I classroom. The School Leadership team, and teacher team leads, will also undergo training on the PLC process with Solution Tree to ensure this becomes embedded in the school culture and helps to close achievement gaps for students. The Leadership team will facilitate PLC meetings focused on data broken down between teacher/standard/student and drive the professional learning needs of teacher teams to close achievement gaps. Classroom Learning Walk data is quantified on a monthly basis and discussed at PLCs and staff meetings to promote strong Tier I instruction that reaches the needs of all students. Systemic processes have been put in place to allow for transparency around Common Assessment data, Classroom Learning Walk Data, and PLC progress for all grade levels and contents which in turns drives improvement efforts at the school level. Professional Development is designed using triangulated data from the above indicators to close gaps in knowledge for school staff.

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: The Master Schedule in grades 6-8 was overhauled to allow for effective PLCs to take place amongst content partners as well as maximizing student time in the Tier I classroom. Students with disabilities are strategically placed using the scheduling tool provided by the Special Education Department in the Kenton County School District. This allowed for better placement of students into resource and collaborative settings to maximize access to highly effective staff. The School Principal, in collaboration with Special Education Teachers, reviewed curriculum and resources available for instruction and is working to update items as needed.

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

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

Response: General Education teachers have been trained on the present levels of their students, both academically and behaviorally, so that they can meet their needs in the Tier I setting. This falls in line with the implementation of the Tier I classroom management plan as well as restorative practices.

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

SVA Staff have been trained on co-teaching strategies with the Special Education collaborator in their classroom. During this time, staff teachers created norms and expectations for their co-teaching classrooms that laid out instructional strategies, when common planning will take place, how student behavior will be managed, and effective ways to give feedback to students.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement co-teaching strategies to increase student achievement	Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. *The Journal of Special Education Apprenticeship*, 2(2), 1-17.	☒
		☐
		☐
		☐
		☐

Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. *The Journal of Special Education Apprenticeship, 2*(2), 1-17.

Summit View Academy will be using lead teachers and district staff to implement co-teaching and collaborative planning with general education and special education teachers with all grade levels. The study cited above was reviewed and approved by teacher leaders, parents, school and district leadership team who made the recommendation to implement this co-teaching evidence-based practice. This study was conducted in a large suburban school district implementing co-teaching as a new service delivery model for special education students. We will strength this existing strategy to increase proficiency and mastery of grade level standards of students with disabilities. In order to implement co-teaching effectively, we will evaluate the instructional schedules of all co-teaching teams to provide access to core instruction that meets the standards for all students. We will limit using caution not to exceed a 33% general education to special education student ratio. We have provided professional learning for staff on the implementation of the five types of co-teaching models: team-teaching, station teaching, parallel teaching and alternative teaching. To effectively plan for positive student outcomes, lesson planning norms have been created by teams. General education and special education teachers have created a recursive time to collaborate weekly to intentionally plan for teaching of grade level standards. This would also include sharing lesson plans via technology by a deadline to allow plan for mastery before the start of the lesson. School administrators will work to ensure that teacher personalities and skill sets match when developing co-teaching teams. School administration will analyze collaborative feedback to effectively provide differentiated professional learning to co-teaching teams. Co-teaching learning walk trend data will be monitored monthly after baseline data is established. The effectiveness of co-teaching will be monitored through student weekly and common assessment proficiency on grade level standards as well as progress on IEP goals and objectives. Triangulation of this data will be used to evaluate the effectiveness of the co-teaching evidence- based practice.

Based on our review of the evidence and the data for our school, we believe that this is Level IV evidence. While limited to qualitative data, this is a national evidence-based practice and promising on-going quantitative studies are being conducted. The study was similar to our school's population of a large suburban school district.