



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09202024_07:30

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)

- Progress Monitoring

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

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

Please enter your name and date below to certify.
Jason Loreaux 9-20-24



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2024-2025 Phase One: Executive Summary for Schools

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2024-2025 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. 41% of the students qualify for free/reduced lunch and currently about 15% are minority. The school has 150 staff members, including 89 certified staff members, 3 certified counselors, 4 assistant principals, and 1 principal.

School Stakeholders

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

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

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

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

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

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

School's Purpose

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

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

Notable Achievements and Areas of Improvement

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

Summit View Academy has seen progress in its growth in addressing math and reading throughout the elementary and middle school. Over the last three years, Summit View has steadily increased its performance in Math KSA at the elementary level by increasing from 2021: 51% 2022: 52% 2023: 56% proficient and distinguished. In reading 2021: 53% 2022: 50% 2023: 52% proficient and distinguished according to KSA data on the elementary side.

On the middle school side, the school has experienced tremendous growth in math and reading. The math scores have increased over the last three years by going from 2021: 41% 2022 35%, 2023 49%. In reading, they have increased from 2021 49% 2022 46% to 2023 53%. In addition, the students with disabilities have been a major focus for Summit View Academy. Over the last two years, Summit View Academy has been classified as a TSI school in the area of students with disabilities on the middle school side. According to the recent 2024 KSA data, Summit View Academy is no longer classified as a TSI school in any area. Although the middle school KSA scores for students with disabilities is still not where Summit View Academy would like, there was still a very slight increase from a Math and Reading index score of 27.3 to 27.4. The elementary school science scores have had a recent dip. Over the last three years the scores have changed from 2021 43% 2022 52% to 2023 42%. In addition, the social studies scores have also experienced a slight dip from 33% to 44% to 42%. The writing scores have gone from 2021 38% 2022 64% 2023 38%. Overall, in the area of science, social studies and writing, the elementary side experienced a significant decline. On the middle school side, the social studies, science and writing scores have significantly increased according to the 24 KSA data from 52.2 to 67.5. This is a significant increase. The elementary side was rated green for their math and reading scores and orange for their science, social studies, and writing scores. The middle school side is rated blue for its math and reading score, as well as blue for their science, social studies, and writing scores.

According to the data, Summit View Academy still has areas of improvement in certain areas. Although the school is not listed as TSI, the elementary school and middle school will continue to focus on the students with disabilities. On math and reading, the students with disabilities on the elementary and middle school side scored in the orange category according to 2024 KSA data. Strategies to address this designation include further implementation of an effective Co-Teaching model and remediation through IXL. These evidence based strategies will be monitored for effectiveness to enhance achievement for this student population. In addition, emphasis on science, social studies and writing has to happen on the elementary level. This will include an emphasis on common formative assessments and data review. In addition, intention instructional walks during instructional time, along with intentional feedback to lesson plans.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase One: School Safety Report_09202024_07:32

2024-2025 Phase One: School Safety Report

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2024-2025 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)?

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

Yes

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

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

Yes

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

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

Yes.

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

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for Schools_09202024_07:42

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted 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 were documented.

Summit View Academy engages all stakeholders (staff, families, students and district personnel) in a comprehensive data analysis through a recursive process. Staff are engaged as collaborative teams based on content or similarly taught students. These collaborative teams are tasked with reviewing diagnostic summative and formative data at the school level to name and claim students and make adjustments to instruction. This is done weekly during grade level professional learning communities. Agendas are created and teams use a data analysis form to analyze data. The diagnostic data allows teachers to strategically plan for student academic deficits through a unit of standards, formative data allows teachers to diagnose adjustments needed during the course of teaching the unit, and summative data indicates students' mastery of standards and opportunities for spiral review and needs based instruction. There are grade level timelines for all grades and content areas to help teachers know when to give formative and summative assessments.

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

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

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

Review of Previous Plan

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

Proficiency:

The first goal as indicated by the previous year's plan was that by 2024 Summit View Academy will increase reading proficiency for students in grades 3-5 from 52% in 2023 to 60% and for students in grades 6-8 from 46% to 54% as measured by state assessment data.

Although the increase in the elementary school was minuscule, it did still increase from 52% to 53%. The middle school also experienced an increase from 46% to 54%, which means that they did meet their goal.

The second goal as indicated by the previous year's plan was that by 2024 Summit View Academy will increase math proficiency for students in grades 3-5 from 52% in

2023 to 60% and for students in grades 6-8 from 46% to 54% as measured by state assessment data.

The elementary school was able to increase their math proficiency from 52% to 59%. The middle school also experienced an increase from 46% to 49%.

By 2024 Summit View Academy will increase the overall Separate Academic Indicator Score for Grades 3-5 from 74.6% to 77%

By 2024 Summit View Academy will increase the overall Separate Academic Indicator Score for Grades 3-5 from 74.6% to 77%

Summit View Academy did not achieve its goal for the elementary side. It decreased significantly from 74.6 to 66.4. The middle school side met its goal by increasing from 52.2 to 82.8. A new comprehensive resource was purchased for the elementary teachers to use for social students. They have received training on the program. Teachers have also undergone training on the PLC process to better understand how to deconstruct and deploy standards aligned curriculum in line with best teaching practices.

Achievement Gaps:

By 2024 Summit View Academy will increase the overall Indicator Score for Students with Disabilities from 22.5 to 32.

Summit View Academy did not meet this goal, but did show slight improvement. Training has been provided to staff on how to implement the following strategies:

- 1. High Quality Collaborative Classroom Indicators*
- 2. Implementation of student IEPs to include Supplementary Aides and Services*

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

Strategies to capitalize on:

One of the main strategies that was successful from the 23-24 school year were the learning walks that the administration did for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs were held to monitor teacher planning and alignment to the standards as well as where Element 2 will be used throughout individual class periods. The main way it influences this year's plan is that administration will continue to implement this process. To build on it, administration is partnering with teachers to allow staff to see other staff teach to help learn and grow from each other.

Another strategy that was successful from the 23-24 school year was that teachers and administration will undergo training through Solution Tree to solidify the PLC process and ensure it becomes a part of the school culture. This will allow teacher teams to identify learning gaps for students by teacher, standard, student and

design needs-based instruction. Within Grade Level PLCs teams will focus on Element 2 of the Cycle of Instruction, eliciting responses from all students. Teacher leaders will use this to provide feedback to teams on their progress as a PLC. This influences this year's plan by continuing to implement the PLC processes that were learned and implemented in the previous school year. In addition, to build on the professional learning communities, Summit View Academy is implementing staff to staff observations to continuously improve the pedagogy of all staff.

Other:

Summit View Academy will increase the percentage of teachers indicating that teacher satisfaction is important from 39% to 65% based on the 23-24 IMPACT survey.

Summit View Academy did not meet this goal. It decreased from 39% to 28%. In order to increase teacher satisfaction, teachers have been given more of a voice through the use of Team Lead meetings. In addition, teachers have been trained and empowered to lead professional learning opportunities for their colleagues. In addition, teachers are able to learn and grow from one another through the implementation of staff to staff observations.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic Needs:

SVA elementary Math 2022 to 2024 51% to 59%

SVA elementary Reading 2022 to 2024 53% to 53%

SVA elementary Science 2022 to 2024 43% to 44%

SVA elementary Social Studies 2022 to 2024 33% to 43%

SVA elementary writing 2022 to 2024 38% to 39%

SVA middle school math 2022 to 2024 41% to 49%

SVA middle school Reading 2022 to 2024 49% to 54%

SVA middle school Science 2022 to 2024 18% to 26%

SVA middle school Social Studies 2022 to 2024 33% to 47%

SVA middle school Writing 2022 to 2024 38% to 70%

SVA Students with disabilities indicator score on the middle school in 2022 was very low and now they are categorized as low.

According to KSA data over the past two years Summit View Academy has experienced gains in every academic area with the exception of a consistent score for elementary reading.

The specific areas of growth for the 2024-2025 school year: A continued focus for the 2024 school year is the separate academic indicators (science, social studies and writing) on the elementary side. Although they have experienced minimal gains over the last two years, the indicator score is low for 2024. In addition, students with disabilities is still a focus for the current school year.

Cultural Needs:

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

Behavior:

There was a significant decrease in behavior referrals from 984 in 2022-2023 to 742 in 2023-2024.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.

- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

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

KSA Data: SVA elementary Math 2024 59%

KSA Data: SVA elementary Reading 2024 53%

KSA Data: SVA elementary Science 2024 44%

KSA Data: SVA elementary Social Studies 2024 43%

KSA Data: SVA elementary writing 2024 39%

KSA Data: SVA middle school math 2024 49%

KSA Data: SVA middle school Reading 2024 54%

KSA Data: SVA middle school Science 2024 26%

KSA Data: SVA middle school Social Studies 2024 47%

KSA Data: SVA middle school Writing 2024 70%

According to district common assessments: Summit View Academy is very consistent with the district common assessment average in all areas (within 7% points) with the exception of a few. 5th grade math is 10% points higher than the district average. 3rd grade math is 19 points below the district average in math.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summ

gap learners.

Students receiving special education services overall proficiency in grades 3-5 ELA was 21 % with 48% scoring novice. Students receiving special education services in 6-8th grade had an overall proficiency in ELA of 11% and 57% were identified as novice.

Students receiving special education services overall proficiency in grades 3-5 Math was 27 % with 48% scoring novice. Students receiving special education services in 6-8th grade had an overall proficiency in Math of 11% and 57% were identified as novice.

Summit View Academy social studies and writing scored a low index, which resulted in an indicator score of low performance. Although there has continuously been growth over the last two years, the drop in scores from 2023 to 2024 resulted in a low performing indicator score.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Current Academic State:

The current academic state of Summit View Academy has a positive academic trend. According to the most recent KSA Data the school is performing in either a very high or high for all students in almost all academic areas. The middle school did perform

as a very high performing school for all students in both indicator scores of math and reading and social studies, science and writing. The data listed shows the strength of the academic plan from 2023-2024 since all areas are performing at a high level. The school will utilize the same successful approach of implementing data analysis during professional learning communities. In addition, administration will continue to observe and give specific feedback to teachers to help improve the instruction happening in the classrooms.

KSA Data: SVA elementary Math 2024 59%

KSA Data: SVA elementary Reading 2024 53%

KSA Data: SVA elementary Science 2024 44%

KSA Data: SVA elementary Social Studies 2024 43%

KSA Data: SVA elementary writing 2024 39%

KSA Data: SVA middle school math 2024 49%

KSA Data: SVA middle school Reading 2024 54%

KSA Data: SVA middle school Science 2024 26%

KSA Data: SVA middle school Social Studies 2024 47%

KSA Data: SVA middle school Writing 2024 70%

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

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

a. Complete the [Key Elements Template](#).

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

ATTACHMENTS

Attachment Name



School Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

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

Design and deliver instruction and review, analyze, and apply data: Teachers will continue to implement that PLC structures that were taught and implemented in the 2023-2024 school year. Throughout the year, teacher teams will attend grade level professional learning cadres to review content timelines, assessments, and instructional practices. This will be monitored and enhanced weekly through collaborative team meetings where teachers analyze formative and summative assessment data to design and enhance instructional practices. Staff will continue to utilize the comprehensive high quality instructional resources that were implemented in the 2023-2024 school year for K-8 ELA and 6-8 Math. There will be a continued focus to merge the resources with effective teaching practices to deepen teacher expertise and increase student achievement.

Attachment Summary

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

Key Elements of the Teaching and Learning Environment – School

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

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

Key Elements of the Teaching and Learning Environment – School

		system, the team will review their assessments or instruction to calibrate their results.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing needs-based instruction. This also occurs with team leads and the SBDM Council to monitor effectiveness of programs and adjustments to the school Improvement plan.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	No	Common Assessments have been developed within teacher content cadres and administered in line with District timelines to monitor student learning throughout the school year. This occurs in all content areas and the school houses a dashboard that reviews this data with teacher teams and adjusts based on student need throughout the school year. Through assessment analysis (by teacher, standard, and student) teams are able to identify students that need intervention and remediation.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	No	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 98% 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 99% answered that adults from their school care about them.



2024-2025 Phase Two: School Assurances_09202024_07:38

2024-2025 Phase Two: School Assurances

Summit View Academy
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United States of America

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Three: Comprehensive School Improvement Plan_09202024_07:40

2024-2025 Phase Three: Comprehensive School Improvement Plan

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

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2024-2025 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

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

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

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. The **measures** may be quantitative or qualitative but are observable in some way.

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

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

Requirements for Building an Improvement Plan

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

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

The required goals for high schools include the following:

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

Using the Comprehensive School Improvement Plan Template

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

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan \(CSIP\) Template](#).

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

ATTACHMENTS

Attachment Name



CSIP Phase 3

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

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

Summit View Academy's school improvement plan will continue to focus on Tier I instruction for all students, with specific focus on students with disabilities. In addition, teams will meet in PLCs to make adjustments to their instruction based on the design and results of their common formative assessments.

All co-teaching teams have been trained on effective co-teaching practices which include evidence based strategies, establishing coteaching norms, plans for communication/co-planning, a rubric identifying high quality collaborative classrooms, and explicit understanding/access to student Supplementary Aides and Services/Accommodations.

The leadership team will conduct learning walks in all classrooms with a specific focus on co-teaching/resource classrooms and provide high quality instructional feedback. This data will be utilized to design professional development sessions for staff to close gaps in practices.

All staff have been trained in the PLC process to allow instructional trends to be driven by data. Through the PLC process, teachers are individualizing education to help meet the individual needs of the students. The process helps determine the remediation needs of individual students.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Phase 3	CSIP Phase 3	•

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Updated June 2023

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

- Due to the low proficiency and high novice scores for students with disabilities in all grades in math and reading, Summit View Academy will be focusing on the tier 1 instruction in math and reading along with the resource time for students with disabilities.
- **On Demand Writing scores will be a priority that is addressed by our School Improvement plan and strategies for grades 3-5 as this was one of the lowest scoring components on KSA.**

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

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

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

KCWP 4: Review, Analyze and Apply Data: Teachers are organized into collaborative teacher teams that are tasked with analyzing diagnostic, summative, and formative data. Meetings with teams occur on a weekly basis and revolve around evidence of student mastery and designing

needs-based instruction. This also occurs with team leads and the SBDM Council to monitor effectiveness of programs and adjustments to the school Improvement plan.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	3-5: 77.2	3-5: 2.8
	6-8: 81.3	6-8: 11.3
State Assessment Results in science, social studies and writing	3-5: 58.2	3-5: -8.2
	6-8: 82.8	6-8: 15.3

Updated June 2023

English Learner Progress	N/A	N/A
Quality of School Climate and Safety	3-5: 74.1 6-8: 64.6	3-5: -1.6 6-8: -1.8

Explanations/Directions

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

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
objectives for each goal.					

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

1: State Assessment Results in Reading and Mathematics

Goal 1: From 2024 to 2029, Summit View Academy will increase math proficiency for students in grades 3-5 from 59% (P/D) to 79% (P/D) in 2029 and for students in grades 6-8 from 49% (P/D) to 75% (P/D) as measured by the school report card proficiency data.

From 2024 to 2029, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 53% (P/D) to 78% (P/D) in 2029 and for students in grades 6-8 from 54% (P/D) to 79% (P/D) as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, Summit View Academy will increase reading proficiency for students in grades 3-5 from 53% (P/D) in 2024 to 58% (P/D) and for students in grades 6-8 from 54% (P/D) to 59% (P/D) as measured by state assessment data.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Deliver Support	Focus on unit and lesson plan internalization processes to enhance lesson plans in reading and math Learning walk feedback will reference the KCSD cycle of quality instruction Analyze reading assessment data using Performance Matters to name and claim students and figure out appropriate next steps. Teachers in Grades K-8 ELA will continue to utilize Comprehensive Instructional Resources to increase achievement scores for	Common Formative Assessments District Common Assessments MAP Growth MAP Fluency and Reading Diagnostic KSA	School Instructional Walk Data Dashboard District Data Dashboard	0

Goal 1: From 2024 to 2029, Summit View Academy will increase math proficiency for students in grades 3-5 from 59% (P/D) to 79% (P/D) in 2029 and for students in grades 6-8 from 49% (P/D) to 75% (P/D) as measured by the school report card proficiency data.

From 2024 to 2029, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 53% (P/D) to 78% (P/D) in 2029 and for students in grades 6-8 from 54% (P/D) to 79% (P/D) as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students. This is the second year of implementation. Teachers will meet as teacher cadres to adjust throughout the year to impact instruction.			
Objective 2: By 2025, Summit View Academy will increase math proficiency for students in grades 3-5 from 59% (P/D) in 2024 to 63% (P/D) and for students in grades 6-8 from 49% (P/D) to 54% (P/D) as measured by state assessment data.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Deliver Support	Focus on unit and lesson plan internalization processes to enhance lesson plans in reading and math Learning walk feedback will reference the KCSD cycle of quality instruction Analyze math assessment data using Performance Matters to name and claim students and figure out appropriate next steps.	Common Formative Assessments District Common Assessments MAP Growth MAP Fluency and Reading Diagnostic KSA	School Instructional Walk Data Dashboard District Data Dashboard	0

Goal 1: From 2024 to 2029, Summit View Academy will increase math proficiency for students in grades 3-5 from 59% (P/D) to 79% (P/D) in 2029 and for students in grades 6-8 from 49% (P/D) to 75% (P/D) as measured by the school report card proficiency data.

From 2024 to 2029, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 53% (P/D) to 78% (P/D) in 2029 and for students in grades 6-8 from 54% (P/D) to 79% (P/D) as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers in Grades 6-8 Math will utilize Comprehensive Instructional Resources to increase achievement scores for students. Teachers will be trained on this resource through the district and also meet as Teacher Cadres to make adjustments throughout the year to impact instruction. Implementation walks will take place throughout the year by administration and instructional consultants to ensure fidelity of the instructional resource.			

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

Goal 2 (State your science, social studies, and writing goal.):

From 2024 to 2029, Summit View Academy will increase the score for Social Studies for grade 5 from 43% (P/D) in 2024 to 73% (P/D) in 2029

From 2024 to 2029, Summit View Academy will increase the score for Social Studies for grade 8 from 47% (P/D) in 2024 to 75% (P/D) in 2029

From 2024 to 2029, Summit View Academy will increase the score for Science for grade 4 from 43% (P/D) in 2024 to 73% (P/D) in 2029

From 2024 to 2029, Summit View Academy will increase the score for Science for grade 7 from 26% (P/D) in 2024 to 63% (P/D) in 2029

From 2024 to 2029, Summit View Academy will increase the score for combined writing for grade 5 from 39% (P/D) in 2024 to 69% (P/D) in 2029

From 2024 to 2029, Summit View Academy will increase the score for combined writing for grade 8 from 70% (P/D) in 2024 to 85% (P/D) in 2029

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By 2025, Summit View will increase its 5th grade social studies score from 43% (P/D) to 49% (P/D).</p> <p>By 2025, Summit View will increase its 8th grade social studies score from 47% (P/D) to 53% (P/D).</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Deliver Support</p>	<p>Focus on unit and lesson plan internalization processes to enhance lesson plans in reading and math</p> <p>Learning walk feedback will reference the KCSD cycle of quality instruction</p> <p>Analyze assessment data using Performance Matters to name and claim students and figure out appropriate next steps.</p> <p>On-Demand Writing scrimmages will be held twice a year to analyze overall strengths and weaknesses for students. School level writing expectations have been</p>	<p>Common Formative Assessments</p> <p>District Common Assessments</p> <p>On-Demand Writing</p>	<p>School Instructional Walk Data Dashboard</p> <p>District Data Dashboard</p>	0

Goal 2 (State your science, social studies, and writing goal.):

From 2024 to 2029, Summit View Academy will increase the score for Social Studies for grade 5 from 43% (P/D) in 2024 to 73% (P/D) in 2029
 From 2024 to 2029, Summit View Academy will increase the score for Social Studies for grade 8 from 47% (P/D) in 2024 to 75% (P/D) in 2029
 From 2024 to 2029, Summit View Academy will increase the score for Science for grade 4 from 43% (P/D) in 2024 to 73% (P/D) in 2029
 From 2024 to 2029, Summit View Academy will increase the score for Science for grade 7 from 26% (P/D) in 2024 to 63% (P/D) in 2029
 From 2024 to 2029, Summit View Academy will increase the score for combined writing for grade 5 from 39% (P/D) in 2024 to 69% (P/D) in 2029
 From 2024 to 2029, Summit View Academy will increase the score for combined writing for grade 8 from 70% (P/D) in 2024 to 85% (P/D) in 2029

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>established for writing at each grade level and students will be given high quality instruction in the area of writing.</p> <p>To increase social studies, the high quality instructional resource TCM was adopted in grades k-5.</p>			

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
<p>Objective 1: By 2025 Summit View Academy will increase the proficiency for Students with Disabilities in reading for 3rd-5th from 21% (P/D) to 29% (P/D).</p> <p>By 2025 Summit View Academy will increase the proficiency for Students with Disabilities in reading for 6th-8th from 11% (P/D) to 23% (P/D).</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Deliver Support</p>	<p>All Co-Teaching teams have been trained on effective co-teaching practices which includes evidence-based strategies, establishing co-teaching norms, plans for communication/co-planning, a rubric identifying High Quality Collaborative Classrooms, and explicit understanding/access to student Supplementary Aides and Services/Accommodations.</p> <p>The leadership team will conduct Learning Walks in all collaborative classrooms and resource settings to ensure High Quality Instructional Practices are occurring in the Tier I and Resource classrooms. This data</p>	<p>Common Formative Assessments</p> <p>District Summative Assessments</p> <p>IEP goal and objective progress data</p> <p>MAP Growth</p> <p>MAP Fluency and Diagnostic</p> <p>KSA</p>	<p>Sped Data Dashboard</p> <p>School Walk Data Dashboard</p> <p>District Data Dashboard</p>	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>will be quantified to design professional learning for staff to close gaps in practice.</p> <p>Teacher teams will meet weekly to discuss student progress with a specific focus on students with disabilities. Teachers will keep a dashboard to track student data to determine the success of Tier I instruction and make adjustments to student plans.</p> <p>Special Education PLCs will be held twice a month to review data and ensure staff are updated on evidence based practices to ensure student success.</p> <p>Collaborative Teaching teams will also utilize planning days with their content partners to ensure that appropriate strategies and resources are in place to address achievement gaps.</p>			
Objective 2: By 2025 Summit View Academy will increase the proficiency for Students with Disabilities in	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Deliver Support	All Co-Teaching teams have been trained on effective co-teaching practices which includes evidence-based strategies,	Common Formative Assessments	Sped Data Dashboard School Walk Data Dashboard	0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>math for 3rd-5th from 27% (P/D) to 34% (P/D).</p> <p>By 2025 Summit View Academy will increase the proficiency for Students with Disabilities in math for 6th -8th from 11% (P/D) to 23% (P/D).</p>		<p>establishing co-teaching norms, plans for communication/co-planning, a rubric identifying High Quality Collaborative Classrooms, and explicit understanding/access to student Supplementary Aides and Services/Accommodations.</p> <p>The leadership team will conduct Learning Walks in all collaborative classrooms and resource settings to ensure High Quality Instructional Practices are occurring in the Tier I and Resource classrooms. This data will be quantified to design professional learning for staff to close gaps in practice.</p> <p>Teacher teams will meet weekly to discuss student progress with a specific focus on students with disabilities. Teachers will keep a dashboard to track student data to determine the success of Tier I instruction and make adjustments to student plans.</p>	<p>District Summative Assessments</p> <p>IEP goal and objective progress data</p> <p>MAP Growth</p> <p>MAP Fluency and Diagnostic</p> <p>KSA</p>	<p>District Data Dashboard</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Special Education PLCs will be held twice a month to review data and ensure staff are updated on evidence based practices to ensure student success.</p> <p>Collaborative Teaching teams will also utilize planning days with their content partners to ensure that appropriate strategies and resources are in place to address achievement gaps.</p>			

4: English Learner Progress

Goal 4 (State your English Learner goal.): From 2024 to 2029, Summit View Academy will increase the percentage of students exiting the EL program based on getting a 4.5 score on the ACCESS test from 12% to 57%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025 Summit View will increase the percentage of students scoring proficient on the ACCESS test from 12% to 21%	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	<p>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.</p> <p>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.</p>	ACCESS scores Common Formative Assessment scores District Common Assessments KSA	District Data Dashboard Performance Matters reports School Instructional Walk Dashboard	0

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): From 2024 to 2029, Summit View will increase the Quality of School Climate and Safety indicator score for grades 3rd - 5th from 74 to 90.

From 2024 to 2029, Summit View will increase the Quality of School Climate and Safety indicator score for grades 6th-8th from 65 to 85.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, Summit View will increase its Quality of School Climate and Safety indicator score for grades 3 rd -5 th from 74 to 77	KCWP 6: Establishing Learning Culture and Environment	<p>Teachers will undergo training on Restorative Practices throughout the school year. This training will infuse restorative practices and trauma informed care to be preventative in helping students remain in the classroom. These practices will empower teachers to raise student achievement through a variety of strategies.</p> <p>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.</p>	Quality of School Climate and Survey	<p>SEB monthly data review</p> <p>District SEB Data Dashboard</p> <p>Behavior Referral Reports</p>	0

Goal 5 (State your climate and safety goal.): From 2024 to 2029, Summit View will increase the Quality of School Climate and Safety indicator score for grades 3rd - 5th from 74 to 90.

From 2024 to 2029, Summit View will increase the Quality of School Climate and Safety indicator score for grades 6th-8th from 65 to 85.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Digital Citizenship standards embedded into special area curriculum PBIS Committee Monthly Meetings to identify trends and promote points of celebration.			
Objective 2: By 2025, Summit View will increase the Quality of School Climate and Safety indicator score for grades 6 th -8 th from 65 to 69.	KCWP 6: Establishing Learning Culture and Environment	Teachers will undergo training on Restorative Practices throughout the school year. This training will infuse restorative practices and trauma informed care to be preventative in helping students remain in the classroom. These practices will empower teachers to raise student achievement through a variety of strategies. 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	Quality of School Climate and Survey	SEB monthly data review District SEB Data Dashboard Behavior Referral Reports	0

Goal 5 (State your climate and safety goal.): From 2024 to 2029, Summit View will increase the Quality of School Climate and Safety indicator score for grades 3 rd - 5 th from 74 to 90.					
From 2024 to 2029, Summit View will increase the Quality of School Climate and Safety indicator score for grades 6 th -8 th from 65 to 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		frequent communication around these areas. Digital Citizenship standards embedded into special area curriculum PBIS Committee Monthly Meetings to identify trends and promote points of celebration.			

8: Other (Optional)

Goal 8 (State your separate goal.): From 2024 to 2028, Summit View Academy will increase the percentage of teachers reporting favorably on the Kentucky Impact Survey in the area of School Leadership from 31% to 66%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2026, Summit View Academy will increase the percentage of teachers reporting favorably on the Kentucky Impact Survey in the area of School Leadership from 31% to 49%.	<p>KCWP 4: Review, Analyze, and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Professional Learning sessions will take place during SVA staff meetings. These sessions will be designed by quantifying Common Assessment Scores, Classroom Walk Data, and PLC observations by the Leadership Team. Sessions will be differentiated based on teacher needs identified by data.</p> <p>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.</p> <p>Survey data will be utilized to pinpoint areas of improvement and allow staff to provide feedback on initiatives within the school setting. Team Leads will also progress monitor the school plan with the building principal to provide feedback on</p>	<p>School Staff Survey Results</p> <p>2026 Kentucky Impact Survey Results</p>	2026 Kentucky Impact Survey Results	0

Goal 8 (State your separate goal.): From 2024 to 2028, Summit View Academy will increase the percentage of teachers reporting favorably on the Kentucky Impact Survey in the area of School Leadership from 31% to 66%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		next steps and improvement initiatives.			

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

N/A

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:

N/A

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:

N/A

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:

N/A

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

TSI/ATSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
		<input type="checkbox"/>
		<input type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

<p>Turnaround Team:</p> <p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response: N/A</p>
<p>Identification of Critical Resources Inequities:</p> <p>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.</p> <p>Response: N/A</p>

CSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
		<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
		<input type="checkbox"/>
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