KDE Comprehensive School

Improvement Plan

Summit View Middle School

Kenton County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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?

The community of Summit View Middle School can be described as a growing suburban-residential area with few big businesses and the majority of the community commutes to jobs, shopping, etc. The City of Independence is located in the "heart" of Kenton County in Northern KY. Even though a rapidly expanding community. We are also one of the fastest growing cities in the state. The population has grown more than 65% between the 2000 and 2010 census report.

The Summit View student body is made up of 750 students, of which 91% are White/Caucasian and 9% are Minorities. 10% of our students receive Special Education services and 30.7% of the students receive Gifted and Talented services. 42.6% of the students are enrolled in our Free and Reduced Lunch Program. Summit View Middle School faces a 13.5% transient population where students are either coming into or going out of our school. 1.4% of our student body is currently homeless.   At SVMS our mission helps others understand what we are all about; we believe middle school is an important transition period in a child's life. We are focusing on individual student strengths, talents and abilities by focusing on high academic expectations with a vision of success and individual growth and development. Our 6th graders are being asked to develop skills that require them to become more independent and rely less on others for their academic careers and our 8th graders are developing skills to transition into high school as young adults.

Our staff is currently made up of 47 certified teachers, 2 certified counselors and 2 certified administrators. 1.2% of the staff is male. 6.25% or 3 teachers are National Board Certified teachers. Over the last three years SVMS has experienced a small decline of students, an average of 20 students per year. Due to this decrease our teaching staff has also declined. Our teachers work to find each child's ability and adjust their instruction to best meet that child's needs. All of our students are involved daily in RTI (Response to Instruction) which focuses on improving skills.   SVMS has implemented a 6 period day schedule and all students are able to have their academic needs met by offering a type of junior high model of classes. One way of exposing students to a variety of academic experiences is through our Encore or elective classes. We offer Chorus, Band, General Music, 2D and 3D Art, Speech and Drama, S.T.E.M., Health, Physical Education, French and Vision Quest Literacy. A challenge for our staff has been has been the change from "teaming" at the middle school to the junior high model. However, the students have embraced the concept quickly and it has not seemed to affect their academic or social needs.

We are very proud that we have increased our overall state percentile from 43%to 64% in 4 years. Our three year trend shows strong increases in Math and steady increase in writing. In Reading, Science and Social Studies we have shown small increases. But, we have received bonus points in Science, Social Studies and Math because our number of students receiving Distinguished in those areas are greater than the number of students scoring Novice. The staff at SVMS know that we have a lot of hard work ahead of us to make sure that our Gap students improve their scores. All teachers and Administrators consistently analyze a variety of data and put a name with the score to personalize the learning experience at SVMS. Meeting in weekly content PLCs and monthly faculty meetings for data analysis and professional learning is a top priority.

School's Purpose

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

At Summit View Middle School our written mission helps others understand what we are all about; we believe middle school is an important transition period in a child's life. The focus remains on individual student strengths, talents and abilities while continuing to emphasize high academic expectations with a vision of success and individual growth and development. Our 6th graders are being asked to develop skills that require them to become more independent and rely less on others for their academic careers and our 8th graders are developing skills to transition into high school as young adults.

SVMS embodies this mission statement through several programs and services, beginning with parent meetings before incoming 6th students visit SVMS. After meeting with parents we invite students to school before they leave 5th grade to begin the scheduling process. All incoming 6th graders from the elementary schools are invited to a day of transition, called Camp Jaguar. This day long transition allows our incoming 6th students to become familiar with many of the aspects of our middle school. Students participate in Team Building Activities, Bully Prevention, Locker Survival, Dress Code Fashion Show, How To Get Involved, How to Get Around and Your PBIS Procedures. All of these sessions offer students information and practice that helps them transition with ease to the middle school.   Last summer, we had 55% of our incoming 6th grade students attendance Camp Jaguar.

For all 8th grade students the expectation is for them to continue the transition into adulthood experiences. All transitioning 8th graders have the support from the middle school staff and high school staff to make decisions regarding their educational and career goals. Transition activities to the high school include: high school visits and scheduling for high school classes prior to the end of the 8th grade year. Decision making, such as scheduling, at the 8th grade level leads to a readiness and decision making in high school. Students also receive instruction in ILP development for experiences in college and career activities.

Our school offers a variety of activities based upon the interests of our students to help work toward achieving one of the three district goals, All students beginning in 4th grade will be involved in an activity outside of the classroom. Our current activities include Pep Band, Community Service Club, Art Club, Student Council Committee, Academic Team, Future Problem Solving Team. Book-Fest Club, Intramurals (bowling, golf, soccer, basketball), Student Technology Leadership Program, E-wise Energy Club, Drama Club, Yearbook Club, and Math Counts Team. Our Athletic Program includes: Football, Basketball, Volleyball, Cheer Leading, Cross Country, Track, Wrestling, Archery and new in 2014 Robotics Club. Students also have the opportunity to play sports and participate in high school programs that are not offered at SVMS. These opportunities include: Drama programs, Marching Band, Swimming and Diving, Soccer, Golf, Softball, Tennis, Softball, and Baseball. At the other end of the spectrum, our school has the opportunity to work with Summit View Elementary staff and students because we are in a connected building. This allows for many campus wide celebrations, events and activities; such as community service projects and Reading Buddies.

We are currently in the fourth year of implementation of our" Jag Swag" Positive Behavior Support Program (PBIS) which teaches students expected behaviors when they are in primary locations, such as cafeteria, restrooms, hallways and buses. With a strong PBIS program it makes for an easy transition for all elementary students coming to SVMS to get use to the procedures and expectations at SVMS. The Jag Swag program also teaches students respectful and responsible behaviors. Students receive incentives when they earn Jag Swag tickets from staff members. Our PTSA is an integral part of our school and its mission and we have 60% staff membership this year. They provide funds for student incentives and staff materials and supplies and technology at SVMS.

SVMS truly believes every student has talent and skills that make them unique. Therefore, we offer a variety of programs that support talents and abilities of our students. Student data is analyzed by teachers and administrators on a continual basis. Teachers meet in PLCs to review MAP scores, EXPLORE scores, K-PREP scores, progress monitoring, embedded common assessments and student work samples to plan instruction intended to meet the needs of each student. At SVMS, it is our expectation that every student will be successful.

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.

Notable Achievements:

 We are very proud that during the 2013-2014 school year, Summit View Middle School moved from the 47th percentile to the 64th percentile. We are also proud that as a school we met our Annual Measurable Objective set by the state which earned us the label of a "Progressing School". Our goal was 62.7 and we met AMO with 65.6. 69.1% of our 7th grade students scored Proficient or Distinguished on the science test compared to 64.2% of the state. In reading, 49.6% of all students scored Proficient/Distinguished. In math, our score improved from 42.1% in 2103 to 50.6% in 2014.

 Whether it is classroom academics, competitive academic teams, Intramural teams or competitive sports teams, SVMS is very proud its accomplishments. Our annual Walk-A-Thon has been recognized two years in a row on our local Channel 19 News for raising over $5700 for the Susan G. Koman Foundation, District PTA Reflections has earned Merit Awards yearly in Dance Choreography, Literature and Photography, with SVMS students performing their Dance choreography at the District PTA and State Levels in Kentucky.

 Other Awards include The Energy Star award every year and is a LEED Certified School Building. Our Energy Wise Club has contributed to our success and has won the Silver Award in MS Division for the School with Most Improved energy saving habits. SVMS Student Council has been recognized by the Independence Police Department for contributions to its Annual Community Food Drive, Academic Team took first place in Future Problem Solving as well as first place in other academic areas; Recognition in the County Calendar for Art; "Why I Love Am" Writing winners, and Second Place in the District Spelling Bee. In the sports arena, our Competition Cheerleading Team has taken 1st place at the NKCCA Cheerleading competition, Cheerleading: 1st Place Cheer/Dance; 2nd Place Jingle Bell Classic. Our 7th Grade Boy's Intramural Basketball team placed first in the district competition.   In Football: Ice Bowl Champions; Wrestling: "Winter Duels" 1st Place, and many wrestlers compete at state level. Many Individual Awards include; Cross Country recognition for many individual student competition times, 1 student recognized at the National level.

 In our music programs; 7th Grade Chorus placed 2nd in the Q102 Radio 2013 Chorus Contest and received $2000. In 2014, the 7th grade Chorus is in the top 9 Choirs and are in the running for $5000. SVMS students are represented on all of the following; 6th, 7th and 8th Grade Honor Choir; Kenton County All-Star Chorus; KMEA Jr. High State Chorus; Solo and Ensemble; NKY Large Group Festival 7th/8th Grade Chorus received a rating of Distinguished, 3 students member of the Northern Kentucky Select Band, 25 All-Star Band students, and 2 students were chosen for the Cincinnati Youth Wind Ensemble.

Areas of Improvement in the last three years:

 The focus at Summit View MS has been on increasing student achievement. While 49.6% of all students scored Proficient/Distinguished in reading, only 38.3% of our Gap students, 11.5% of students with disabilities, and 40.3% of Free/Reduced students are scoring P/D in reading. In math, our score improved from 42.1% in 2103 to 50.6% in 2014.

 In addition, SVMS had a decrease in the percentage of students scoring novice in all content areas this year and our percentage of novice consistently was better than the state average: 20.4% scored novice in reading compared to 21.3% for the state, 10.6% scored novice in math compared to 16.8% for the state, 8.1 scored novice in science compared to 10.8% for the state, 5.9% scored novice in social studies compared to 9.3% for the state, and 11.3% scored novice in writing compared to 12.5% for the state.

 Although, SVMS was a focus school in reading in 2013 and 2014 for our students with disabilities, we did increased the percent of Gap students scoring proficient or distinguished: math increased from 30.6% in 2103 to 36.3% in 2104, science increased from 48.4% in 2013 to 62% in 2014 and writing increased from 30.8% in 2013 to 37.2% in 2014.

 In 2014 SVMS was identified as a focus school for the third year in the area of Reading when we scored three stanines below the state

average in the area of Reading for the special education population. Therefore, the Summit View Middle School staff has been focused on improving the reading needs of all students through quality rigorous instruction, targeted remediation and data analysis with the Read 180 and System 44 reading programs. It has been imperative that we improve students skills and knowledge if they are below grade level in their performance.

   It has also been important to the staff of SVMS that our students are ensured adequate preparation for high school, college and careers. SVMS has continued the implementation and refinement of Springboard College and Career program in ELA and Math. This curriculum has been improving the reading and math skills of all students at all academic levels so they will be better prepared for high school, and ultimately, successful and ready for college and career.

   In the years to come, Summit View Middle school will work hard to become a proficient school with our K-Prep scores, striving to decrease the percentage of novice readers through remediation programs, including Read 180 and System 44 and "Do The Math Now" program. Summit View Middle School is a focus school due to scoring three stanines below the norm in the area of Reading, writing and Social Studies for the special education population. Therefore, we will focus on the the students with special needs in those areas.

   Our teachers and instructional assistants will receive job embedded professional development in effective instructional strategies, implementing and supporting READ 180 and Do The Math Now, supporting students in small group instruction and progress monitoring in the classroom. Teachers will continue to use student Lexile scores to determine reading passages used in classes and RTI to ensure passages are at or above the appropriate reading level.   Other professional development will occur in the following areas: utilizing and teaching reading strategies in all other content and at all grade levels, ensuring lessons are rigorous, real world connection, assessing for understanding, effectively using Learning targets and collaboration in the classroom.   Teachers will continue to address writing needs through Literary Design Collaborative/LDC in content classes and Mathematics Design Collaborative/MDC activities will enhance math core content by utilizing higher order thinking activities.

   Administration and District content consultants will provide job embedded professional development focused on analyzing student work, common assessments results, EXPLORE scores, as well as the many other aspects of instruction in the classroom and RTI.   Our teachers will meet weekly for PLCs to analyze assessment data, student work and make instructional decisions based upon that analysis. At SVMS, we will continue to analyze monthly data from Read 180 and System 44 with ELA teachers and analyze data from "Do the Math Now" math intervention program with the DTMN teacher.

   Data points used to make program and RTI decisions will include the MAP test results. These results will allow students to receive immediate remediation in RTI and allow teachers to use the results to provide instruction in the classroom. MAP Descartes will be used to identify the skills needed for students at each RIT band for targeted learning in RTI. Students will continue to goal set between MAP sessions to improve their RIT performance each time and in each content area. Students who need tier 3 interventions will receive specially designed instruction to address gaps in vocabulary development, fluency, and reading comprehension each day during the RTI process.

   All seventh grade students will be administered the EXPLORE test by ACT. The Question Analysis Report will be used to drive instruction in the classroom and to prepare students for high school and beyond. SVMS is in the third year of implementation of Springboard College and Career curriculum in Math and Language Arts which supports our mission to equip students with tools to make decisions based on college and career readiness goals. Ultimately, our goal is to be proficient, for every student to show growth in reading and math, and all students to be college and career ready.

Additional Information

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

   Summit View Middle School has made some great changes in the 2013-14 school year. Summit View Middle School continues to make communicating with parents a priority. Each of teachers utilizes a communication tool, such as Remind or e-mail to regularly communicate with parents. Not only do parents come to "parent conferences" but, parents interact with their students through our Student Led Conferences allowing students to show parents their work and to evaluate their work habits.   This student centered activity is in it's third year for our teachers, parents and students. Teachers compiled a portfolio of student work samples, teacher feedback, and self assessments. Parents were invited to attend Student Led Conferences where students (using a guided script) sat down with their parents and had intentional conversations about their learning, their accomplishments, and their future expectations. Teachers facilitated the conferences for parents and students. These types of activity aligns with our mission that every student will be given an opportunity to foster their individual growth, student accountability and reflection.

   Our Family Resource Service Center (FRYSC) is also an additional support for the students by helping provide assistance in organizing, providing a Student Leadership program, and putting teachers in touch with community resources that can be used in the class for teaching. For families of SVMS the FRYSC provides supports such as; clothing, help with utilities, holiday gifts, as well as putting families in contact with community resources.

14-15 Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

14-15 Plan for KDE Comprehensive School Improvement Plan

Plan Description

The 2014-15 Comprehensive School Improvement Plan created December 2104.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Gap Goal: All students with disabilities will improve their reading, writing, and social studies proficiency.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	$0
2	All students at Summit View MS will increase reading and math proficiency.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$1300
3	Tell Survey	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$2000
4	Program Review: All students will have access to rigorous curriculum in PLCS, A/H, and Writing at Summit View MS	Objectives: 2 Strategies: 2 Activities: 6	Organizational	$0
5	Students at Summit View Middle School will increase writing proficiency percentages.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
6	All 8th grade students will improve their college and career readiness.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
7	TPGES: SVMS will increase the percentage of Next Generation Professionals	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
8	Wellness Policy	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Gap Goal: All students with disabilities will improve their reading, writing, and social studies proficiency.

Measurable Objective 1:

collaborate to increase the percentage of students with disabilities scoring proficient and distinguished in reading 34.5% to 41.4%, in writing from 0.0% to 10.0%, and in social studies from 10.7% to 15.0% by 06/05/2015 as measured by School Report Card.

Strategy 1:

Research Based Programss - Language Arts teachers will implement Read 180, System 44, and Springboard in their Language Arts class. Read 180 for those students who score 2 years or more below grade level in reading based on MAP for those that score 1 year below grade level in reading based on MAP, System 44 for students who have not mastered their phonetic reading skills, and Springboard for those students who are at grade level.

Category: Continuous Improvement

Research Cited: Read 180, System 44 and Springboard researched based programs.

Activity - SRI / SPI Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the Read 180 classes will be given the Scholastic Reading inventory each quarter to determine if the student is making growth in their reading skills. Students in System 44 will be given the Scholastic Phonemic Inventory quarterly to determine if the student is making progress in comprehension, fluency, and vocabulary.	Academic Support Program	08/13/2014	06/05/2015	$0	No Funding Required	Language Arts Teachers and Administration

Activity - Scholastic Reading Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the SPI and SRI reading scores from Read 180 and System 44 each quarter to determine if a student is making progress in reading. The data provided will be in the areas of lexile growth, reading fluency, reading comprehension, and vocabulary development.	Academic Support Program	08/13/2014	06/05/2015	$0	No Funding Required	Language Arts Teachers and Administration.

Activity - Springboard Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers at each grade level will collaborate throughout the year with PLCs, all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in ELA	Direct Instruction	08/13/2014	06/05/2015	$0	No Funding Required	Administration, ELA teachers

Activity - RTI/ Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level in Reading using MAPS/Measure of Academic Progress or KPREP Scores. Using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient, or distiguished.The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped using updated RIT information or different content progress monitoring data. | Direct Instruction | 08/13/2014 | 06/05/2015 | $0 | No Funding Required | Administration and teachers |

Activity - PLCs/Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet on a regular basis to learn additional skills and instructional strategies, monitor student progress, and develop knowledge in using DesCartes resources from NWEA that will enhance student learning.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration and teachers

Activity - Writer's Bootcamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice on On-Demand will receive 3 hour Writer's Bootcamp to improve their writing skills. A second Bootcamp will be held for students scoring Apprentice. They will receive instruction on improving writing skills at their level.	Direct Instruction	01/05/2015	06/05/2015	$0	No Funding Required	Administration, ELA teachers, ELA Consultant

Strategy 2:

Professional Learning - Teachers will participate in professional learning in researched based instructional strategies and research practices for working with students with special needs.

Category: Professional Learning & Support

Research Cited: A Guide to the Kentucky System of Interventions

Activity - Accommodations & Modifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive researched based professional learning to increase their knowledge and skills in providing accommodations and modifications for students with disabilities.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student achievement for students with disabilities, including MAP data, student work, assessments to determine instructional changes to improve student learning.	Academic Support Program	08/13/2014	06/05/2015	$0	No Funding Required	Administration and teachers

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ELA teachers and math teachers, along with special education teachers, will receive professional development for co-teaching strategies that will improve learning in Language Arts and math classes for students with disabilities.	Direct Instruction	01/05/2015	06/05/2015	$0	No Funding Required	Administration

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning for instructional strategies that will assist in the learning in reading for students with disabilities.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration

Goal 2: All students at Summit View MS will increase reading and math proficiency.

Measurable Objective 1:

collaborate to increase the average reading KPREP Proficiency scores from 55.3% in 2014 to 60.9% in 2015 and the average math KPREP proficiency scores from 55.8% in 2014 to 61.3% in 2015 by 10/14/2015 as measured by School report card delivery targets.

Strategy 1:

Analysis of Data - Teachers and administration will meet monthly to analyze student progress data in Read 180 and System 44 reading programs.

Category: Continuous Improvement

Research Cited: Scholastic Reading

Activity - Scholastic Data: 180/44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze and monitor progress of students in Read 180 and System 44 through monthly meetings.	Policy and Process	08/13/2014	06/05/2015	$0	No Funding Required	Administration and Teachers

Activity - MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze MAP data to identify students below the 40%ile in the 6th, 7th, and 8th and place those students in a RTI group that will utilize direct instruction for remediation.	Policy and Process	08/13/2014	06/05/2015	$0	No Funding Required	Administration and Teachers

Strategy 2:

Professional Learning - Teachers will receive professional learning in best practices for KCAS and data analysis.

Category: Professional Learning & Support

Research Cited: Middle School concept, National Comprehensive Center for Teacher Quality

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers from all academic areas, including special education, PLCS and A/H, other than ELA, will receive professional learning on developing instructional strategies and support programs in reading and math.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration and Teachers

Activity - MAP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in MAP; student goal setting plans, DesCartes, RIT score analysis, and projected growth proficiency analysis.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning in the area of differentiation that will enable them to adjust their instruction to meet the needs of every student.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration

Strategy 3:

Research Programs - 6th, 7th and 8th grade teachers in Language Arts and Math will implement researched programs in their classes.

Category: Continuous Improvement

Research Cited: Scholastic Reading and Math, Springboard

Activity - Springboard LA and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA.	Academic Support Program	08/13/2014	06/05/2015	$0	No Funding Required	Administration, math and Language Arts teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade level teachers will collaborate with administration and counselors to determine students who are in need of additional instruction or additional time to gain skills and knowledge. These students will be invited to attend ESS/Extended school services that will occur after school.	Academic Support Program	01/05/2015	06/05/2015	$1300	State Funds	Administration and teachers

Activity - LDC/MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers in the district and district consultants to develop, refine and implement Literacy Design Collaborative/LDC and the Math Design Collaborative/MDC to improve analyzing, reasoning and writing skills of students.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration and teachers

Goal 3: Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree that the teacher leadership takes steps to solve problems from 35.4% in 2013 to 70.0% in 2015 by 05/31/2015 as measured by the 2015 TELL Survey.

Strategy 1:

Collaboration - Administration will provide opportunities for teachers to meet and collaborate for school improvement and problem solving; grade level PLCs with

consultants, team meetings with school counseling department, RBLT/Student Assistance team, Content Leads with administration and counselors with administration.

Collaboration meetings will center on problem solving in the following areas; student learning, student behavior, school data, professional practices, effective school

improvement strategies, school governance, and professional learning.

Category: Professional Learning & Support

Research Cited: Standards and Indicators for School Improvement

Activity - Content Lead Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-monthly meetings for team leaders to meet with Administration to discuss problems or concerns, such as; schedules, research, RTI and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS.	Policy and Process	08/13/2014	06/05/2015	$0	No Funding Required	Administration and Team Leaders

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, instructional strategies and concerns with resources or materials.	Academic Support Program	08/13/2014	06/05/2015	$0	No Funding Required	Administration,

Activity - Implementation of RBLT/ SAT team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, along with the school psychologist, FRYSC, and administration will meet as the RTI team bi-monthly to problem solve solutions for student concerns, failures, and barriers to learning.	Academic Support Program	08/13/2014	06/05/2015	$0	No Funding Required	Administration, School Psychologist, Special Education Lead Teacher, FRYSC

Activity - Committee Chairpersons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on SBDM standing committees to problem solve, provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS. Committee chairpersons will meet with Administration to share feedback from the committee members.	Policy and Process	08/13/2014	06/05/2015	$0	No Funding Required	Committee Chairperson, Administration

Strategy 2:

Managing student Conduct Best Practices - Teachers in collaboration with PBIS committee, administration, and counselors will implement the best practices in positive

behavior incentive system and managing student behavior, both positive and negative.

Category: Persistance to Graduation

Research Cited: KY Center for PBIS

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers on the PBIS committee will continue to implement a Positive Behavior intervention plan that involves all students and staff at SVMS, incentives, behavior data analysis, problem solving professional development.	Behavioral Support Program	08/13/2014	06/05/2015	$2000	General Fund	Administration, PBIS Committee

Activity - Discipline Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team Leaders, PBIS committee and SBDM will analyze behavior data reports generated from Infinite Campus to determine policies and procedures that would prevent or limit behavior problems.	Policy and Process	08/13/2014	06/05/2015	$0	No Funding Required	Administration, PBIS Committee, SBDM Standing Committee (PBIS)

Goal 4: Program Review: All students will have access to rigorous curriculum in PLCS, A/H, and Writing at Summit View MS

Measurable Objective 1:

collaborate to increase our Program Review score for A/H from 7.4 in 2014 to 8.0 in 2015 and increase PLCS score from 7.1 to 8.0 in 2014 to 8.0 in 2015 by 06/05/2015 as measured by the Program Review Evidence Index.

Strategy 1:

Research Based Programs - Teachers in all grades and all content areas provide opportunities for students in the classroom for integration between the Arts &

Humanities, Practical Living, and Career Studies and other content areas through best practices.

Category: Continuous Improvement

Research Cited: Kentucky Program Review

Activity - Schedule Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to practical living, vocational studies, and Arts and Humanities classes, including S.T.E.M. and Careers on an equal basis. School wide schedule is quarterly (every 9 weeks) in which students will participate in an average of two PLCS and A/H classes per quarter.	Policy and Process	08/13/2014	06/05/2015	$0	No Funding Required	Administration, Counselors and Arts & Humanities and Practical Living and Career Studies teachers.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive professional learning through job embedded sessions and PLCs to enhance the integration and collaboration of the Arts and Humanities, Practical Living and Career Studies into other content areas.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration

Activity - ILPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, through professional learning, will receive training in student ILP development and conferencing that will enhance the skills and knowledge in college and career readiness for all students as they complete their ILPs on a yearly basis.	Career Preparation/Orientation	08/13/2014	06/05/2015	$0	No Funding Required	Administration and Counselors

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teacher will be calibrated for On-Demand writing practices. There will be a minimum of 2 school-wide On-Demand writing scrimmages. All teachers will score the writing pieces for student feedback. Follow up will include providing feedback to all students in order for students to correct errors and improve their writing.	Direct Instruction	12/01/2014	06/05/2015	$0	No Funding Required	Administration and Consultants

Measurable Objective 2:

collaborate to increase our Program Review score for Writing from 8.1 in 2014 to 8.5 in 2015 by 06/05/2015 as measured by Program Review Evidence Index.

Strategy 1:

Best Practices in writing - Teachers will collaborate through professional learning for best practices in writing to become more effective in the writing process and providing feedback to students that will ultimately improve the overall writing score of student writing.

Category: Professional Learning & Support

Research Cited: Kentucky Writing Program Review

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th and 8th teachers will meet in PLCs and Cadres to develop additional instructional strategies for the process of On-Demand writing in the classroom and all grade level teachers will develop strategies for writing in the content classes.	Professional Learning	08/13/2014	06/05/2015	$0	No Funding Required	Administration

Activity - Writing Policy and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on how to implement the writing standards or expectations. Language Arts teachers developed a list of consistent writing standards or expectations that is the minimum expectation when writing in all content classes across SVMS and these standards will remain part of the SBDM writing policy. A visual diagram will be displayed in all classes.	Policy and Process	08/13/2014	06/05/2015	$0	No Funding Required	Administration and ELA teachers

Goal 5: Students at Summit View Middle School will increase writing proficiency percentages.

Measurable Objective 1:

collaborate to increase the average KPREP On-Demand writing proficiency scores from 44.2% in 2104 to 50.8% in 2015 by 06/05/2015 as measured by the School Report Card..

Strategy 1:

PLCs - During PLCs, 6th grade and 8th grade teachers will work with Administration and District consultant to improve their instructional strategies and analyze student work to improve student writing of On-Demand writing pieces in the classroom.

Category: Professional Learning & Support

Activity - Analysis of student work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLCs 6th and 8th teachers will analyze student On-Demand writing pieces to provide feedback to students and improve their ongoing instructional practices in the classroom.	Academic Support Program	08/13/2014	06/05/2015	$0	No Funding Required	Administration and teachers

Activity - Writer's Bootcamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will identify students at the high novice writing level and hold a three hour Writer's Bootcamp to improve writing skills needed for moving On-Demand writing to apprentice level. A second Writer's Bootcamp will be held for students at the high apprentice level to improve their writing skills to proficiency.	Direct Instruction	01/05/2015	06/05/2015	$0	No Funding Required	Administration, ELA teachers, ELA Consultant

Goal 6: All 8th grade students will improve their college and career readiness.

Measurable Objective 1:

collaborate to increase percent of students reaching benchmark (from 2014-15 scores) in reading from 30.0% to 36.0%, from 23.0% to 33.0% in math, and from 53% to 58.3% in English by 10/30/2015 as measured by Explore scores..

Strategy 1:

7th Grade take Explore test - 7th grade students will take the 8th Explore test in winter of 2014. This data will be analyzed for common strengths and weaknesses in order to adjust instruction in the content areas and address the college and career skills and knowledge need for students.

Category: Professional Learning & Support

Research Cited: EPAS

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th grade teachers will identify content and grade level college readiness skill deficits based on Explore item analysis report and will address these needs through RTI or class instruction.	Academic Support Program	08/13/2014	06/05/2015	$0	No Funding Required	Adminsitration and 7th grade teachers.

Activity - ACT Type Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLCs to learn to write ACT type questions in their classrooms regularly as a part of their instruction.	Professional Learning	01/05/2015	06/05/2015	$0	No Funding Required	Administration and Consultants

Goal 7: TPGES: SVMS will increase the percentage of Next Generation Professionals

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX % in May, 2015 to YY% by 05/29/2020 as measured by evaluation results..

Strategy 1:

Professional Development - Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities and identify time for principals and teachers to collaborate and determine the professional development of teachers in the TPGES rubric and responsibilities.

Category: Professional Learning & Support

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Academic Support Program	01/06/2014	05/29/2015	$0	No Funding Required	Administration

Strategy 2:

Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components with the revised Certified Evaluation Plan (CEP).

Category: Professional Learning & Support

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Academic Support Program	01/06/2014	05/29/2015	$0	No Funding Required	Administration

Goal 8: Wellness Policy

Measurable Objective 1:

collaborate to Create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 06/05/2015 as measured by survey results..

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Continuous Improvement

Activity - Wellness Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing or building representative on the District Wellness Committee, SVMS Wellness Committee will monitor awareness implementation, National BMI average data and health and wellness research.	Policy and Process	01/06/2014	06/05/2015	$0	No Funding Required	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	Teachers on the PBIS committee will continue to implement a Positive Behavior intervention plan that involves all students and staff at SVMS, incentives, behavior data analysis, problem solving professional development.	Behavioral Support Program	08/13/2014	06/05/2015	$2000	Administration, PBIS Committee
				Total	$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	Teachers will analyze student achievement for students with disabilities, including MAP data, student work, assessments to determine instructional changes to improve student learning.	Academic Support Program	08/13/2014	06/05/2015	$0	Administration and teachers
LDC/MDC	Teachers will collaborate with other teachers in the district and district consultants to develop, refine and implement Literacy Design Collaborative/LDC and the Math Design Collaborative/MDC to improve analyzing, reasoning and writing skills of students.	Professional Learning	08/13/2014	06/05/2015	$0	Administration and teachers
Discipline Data Analysis	Team Leaders, PBIS committee and SBDM will analyze behavior data reports generated from Infinite Campus to determine policies and procedures that would prevent or limit behavior problems.	Policy and Process	08/13/2014	06/05/2015	$0	Administration, PBIS Committee, SBDM Standing Committee (PBIS)
Wellness Committee	Utilizing or building representative on the District Wellness Committee, SVMS Wellness Committee will monitor awareness implementation, National BMI average data and health and wellness research.	Policy and Process	01/06/2014	06/05/2015	$0	Administration
PLCs	6th and 8th teachers will meet in PLCs and Cadres to develop additional instructional strategies for the process of On-Demand writing in the classroom and all grade level teachers will develop strategies for writing in the content classes.	Professional Learning	08/13/2014	06/05/2015	$0	Administration

On Demand Writing	All teacher will be calibrated for On-Demand writing practices. There will be a minimum of 2 school-wide On-Demand writing scrimmages. All teachers will score the writing pieces for student feedback. Follow up will include providing feedback to all students in order for students to correct errors and improve their writing.	Direct Instruction	12/01/2014	06/05/2015	$0	Administration and Consultants
RTI/ Response to Intervention	Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level in Reading using MAPS/Measure of Academic Progress or KPREP Scores. Using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient, or distiguished.The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped using updated RIT information or different content progress monitoring data.	Direct Instruction	08/13/2014	06/05/2015	$0	Administration and teachers
SRI / SPI Assessment	Students in the Read 180 classes will be given the Scholastic Reading inventory each quarter to determine if the student is making growth in their reading skills. Students in System 44 will be given the Scholastic Phonemic Inventory quarterly to determine if the student is making progress in comprehension, fluency, and vocabulary.	Academic Support Program	08/13/2014	06/05/2015	$0	Language Arts Teachers and Administration
Schedule Opportunities	All students will have access to practical living, vocational studies, and Arts and Humanities classes, including S.T.E.M. and Careers on an equal basis. School wide schedule is quarterly (every 9 weeks) in which students will participate in an average of two PLCS and A/H classes per quarter.	Policy and Process	08/13/2014	06/05/2015	$0	Administration, Counselors and Arts & Humanities and Practical Living and Career Studies teachers.
Differentiation	Teachers will receive professional learning in the area of differentiation that will enable them to adjust their instruction to meet the needs of every student.	Professional Learning	08/13/2014	06/05/2015	$0	Administration
PLCs	Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, instructional strategies and concerns with resources or materials.	Academic Support Program	08/13/2014	06/05/2015	$0	Administration,
Springboard LA and Math	Math and ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA.	Academic Support Program	08/13/2014	06/05/2015	$0	Administration, math and Language Arts teachers

Content Lead Meetings	Bi-monthly meetings for team leaders to meet with Administration to discuss problems or concerns, such as; schedules, research, RTI and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS.	Policy and Process	08/13/2014	06/05/2015	$0	Administration and Team Leaders
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Academic Support Program	01/06/2014	05/29/2015	$0	Administration
Co-Teaching	ELA teachers and math teachers, along with special education teachers, will receive professional development for co-teaching strategies that will improve learning in Language Arts and math classes for students with disabilities.	Direct Instruction	01/05/2015	06/05/2015	$0	Administration
Implementation of RBLT/ SAT team	Teachers, along with the school psychologist, FRYSC, and administration will meet as the RTI team bi-monthly to problem solve solutions for student concerns, failures, and barriers to learning.	Academic Support Program	08/13/2014	06/05/2015	$0	Administration, School Psychologist, Special Education Lead Teacher, FRYSC
Writer's Bootcamp	ELA teachers will identify students at the high novice writing level and hold a three hour Writer's Bootcamp to improve writing skills needed for moving On-Demand writing to apprentice level. A second Writer's Bootcamp will be held for students at the high apprentice level to improve their writing skills to proficiency.	Direct Instruction	01/05/2015	06/05/2015	$0	Administration, ELA teachers, ELA Consultant
Professional Learning Communities	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Academic Support Program	01/06/2014	05/29/2015	$0	Administration
ILPs	Teachers, through professional learning, will receive training in student ILP development and conferencing that will enhance the skills and knowledge in college and career readiness for all students as they complete their ILPs on a yearly basis.	Career Preparation/O rientation	08/13/2014	06/05/2015	$0	Administration and Counselors

PLCs/Professional Learning Communities	Teachers will meet on a regular basis to learn additional skills and instructional strategies, monitor student progress, and develop knowledge in using DesCartes resources from NWEA that will enhance student learning.	Professional Learning	08/13/2014	06/05/2015	$0	Administration and teachers
Scholastic Reading Data Monitoring	Teachers will analyze the SPI and SRI reading scores from Read 180 and System 44 each quarter to determine if a student is making progress in reading. The data provided will be in the areas of lexile growth, reading fluency, reading comprehension, and vocabulary development.	Academic Support Program	08/13/2014	06/05/2015	$0	Language Arts Teachers and Administration.
MAP Training	Teachers will receive training in MAP; student goal setting plans, DesCartes, RIT score analysis, and projected growth proficiency analysis.	Professional Learning	08/13/2014	06/05/2015	$0	Administration
Committee Chairpersons	Teachers will collaborate on SBDM standing committees to problem solve, provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS. Committee chairpersons will meet with Administration to share feedback from the committee members.	Policy and Process	08/13/2014	06/05/2015	$0	Committee Chairperson, Administration
Instructional Strategies	Teachers from all academic areas, including special education, PLCS and A/H, other than ELA, will receive professional learning on developing instructional strategies and support programs in reading and math.	Professional Learning	08/13/2014	06/05/2015	$0	Administration and Teachers
Instructional Strategies	Teachers will receive professional learning for instructional strategies that will assist in the learning in reading for students with disabilities.	Professional Learning	08/13/2014	06/05/2015	$0	Administration
Scholastic Data: 180/44	Analyze and monitor progress of students in Read 180 and System 44 through monthly meetings.	Policy and Process	08/13/2014	06/05/2015	$0	Administration and Teachers
ACT Type Questions	Teachers will meet in PLCs to learn to write ACT type questions in their classrooms regularly as a part of their instruction.	Professional Learning	01/05/2015	06/05/2015	$0	Administration and Consultants
Analysis of student work	During PLCs 6th and 8th teachers will analyze student On-Demand writing pieces to provide feedback to students and improve their ongoing instructional practices in the classroom.	Academic Support Program	08/13/2014	06/05/2015	$0	Administration and teachers
Writing Policy and Procedures	Teachers will receive training on how to implement the writing standards or expectations. Language Arts teachers developed a list of consistent writing standards or expectations that is the minimum expectation when writing in all content classes across SVMS and these standards will remain part of the SBDM writing policy. A visual diagram will be displayed in all classes.	Policy and Process	08/13/2014	06/05/2015	$0	Administration and ELA teachers
MAP Data	Analyze MAP data to identify students below the 40%ile in the 6th, 7th, and 8th and place those students in a RTI group that will utilize direct instruction for remediation.	Policy and Process	08/13/2014	06/05/2015	$0	Administration and Teachers
Accommodations & Modifications	Teachers will receive researched based professional learning to increase their knowledge and skills in providing accommodations and modifications for students with disabilities.	Professional Learning	08/13/2014	06/05/2015	$0	Administration

Springboard Program	ELA teachers at each grade level will collaborate throughout the year with PLCs, all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in ELA	Direct Instruction	08/13/2014	06/05/2015	$0	Administration, ELA teachers
Data Analysis	7th grade teachers will identify content and grade level college readiness skill deficits based on Explore item analysis report and will address these needs through RTI or class instruction.	Academic Support Program	08/13/2014	06/05/2015	$0	Adminsitration and 7th grade teachers.
Writer's Bootcamp	Students scoring novice on On-Demand will receive 3 hour Writer's Bootcamp to improve their writing skills. A second Bootcamp will be held for students scoring Apprentice. They will receive instruction on improving writing skills at their level.	Direct Instruction	01/05/2015	06/05/2015	$0	Administration, ELA teachers, ELA Consultant
Professional Learning	Teachers receive professional learning through job embedded sessions and PLCs to enhance the integration and collaboration of the Arts and Humanities, Practical Living and Career Studies into other content areas.	Professional Learning	08/13/2014	06/05/2015	$0	Administration
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	All grade level teachers will collaborate with administration and counselors to determine students who are in need of additional instruction or additional time to gain skills and knowledge. These students will be invited to attend ESS/Extended school services that will occur after school.	Academic Support Program	01/05/2015	06/05/2015	$1300	Administration and teachers
				Total	$1300	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

At Summit View MS, we analyze the data with a focus towards student progress in all areas. During the 2013-2014 school year, Summit View Middle School moved from the 47th percentile to the 64th percentile. As a school we me our Annual Measurable Objective set by the state, therefore, we are a "Progressing School. Through K-Prep Achievement data: Reading scores increased minimally from 63.8% in 2013 to 64.6% in 2014 while math overall scores increased from 64.9% to 70.9%. Math is an area of strength and reading is an area that needs improvement. Our question is what are we doing in math that can be utilized in reading to make the same or better gains.

Through the K-Prep Gap data; In addition, SVMS had a decrease in the percentage of students scoring novice in all content areas this year and our percentage of novice consistently was better than the state average: 20.4% scored novice in reading compared to 21.3% for the state, 10.6% scored novice in math compared to 16.8% for the state, 8.1 scored novice in science compared to 10.8% for the state, 5.9% scored novice in social studies compared to 9.3% for the state, and 11.3% scored novice in writing compared to 12.5% for the state. And, even though SVMS was identified a focus school in reading, writing and social studies 2014 for our students with disabilities, we increased the percent of Gap students scoring proficient or distinguished: math increased from 30.6% in 2103 to 36.3% in 2104, science increased from 48.4% in 2013 to 62% in 2014 and writing increased from 30.8% in 2013 to 37.2% in 2014. Our questions are what instructional strategies are needed to help students with disabilities learn and grow at the same rate as their peers? Are there additional supports needed to teach students with disabilities?

The K-Prep College and Career Readiness data shows there was a drop in percentage of students meeting benchmark in Math from 41.0% in 2103 to 36.2% in 2014 and in science from 17.9% in 2013 to 16.9% in 2014. The question is why do the NAPD overall scores show increases in those areas, yet a decrease in those students meeting benchmark. In the other content areas the exact opposite is true; an increase in percentage of students meeting benchmark in English increased from 66.1% in 2013 to 66.9% in 2014 and in reading an increase from 40.2% in 2013 to 43.3% in 2014. Our math, reading and science scores on the Kprep test and the Explore test are not congruent. Why?

Finally, with our overall K-Prep Growth decreasing in the last three years our questions have to be who is not making progress or meeting goals and in which content areas? Why are these students not making progress? What can we do as a school to ensure all students show growth in learning? What can we do as a school to close the gaps between groups of students? What can we do to meet the instructional needs of the gifted and talented students and continue their growth in learning? What instructional strategies will enhance student learning in all classrooms? How can we utilize the RTI process to address the needs of all students in reading and math?

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

   We are very proud that we have increased our overall state percentile from 43%to 64% in 4 years. Our three year trend shows strong increases in Math and steady increase in writing. In Reading, Science, and Social Studies we have shown small increases. But, we have received bonus points in Science, Social Studies and Math because our number of students receiving Distinguished in those areas are greater than the number of students scoring Novice. Summit View Middle School is very excited that we met AMO three years in a row. We received 65.6 points and our goal was 62.7 points. Our goal was a daily reminder through our "4.2, we can do!" building wide campaign. The 4.2 is what we needed to improve on our score of 54.5 in 2013 to be proficient. We missed proficient by 1.2 points. We are also excited about our state percentile ranking. We moved from 47%ile to the 64%ile.

   One of our biggest contributors over the last three years has been our math department. The scores in our math department increased overall by by 1 point from 2012 to 2103 and 6.0 points to total of 70.9 points in 2014. Our teachers worked hard in many ways along with our math consultant. Professional development activities occurred during the previous summer, this included Springboard curriculum resources, supplemental and springboard strategies used in math classroom. Our math teachers also participated in monthly Cadre meetings after school and our math teachers were consistently there! Our math teachers also received professional development for the MDC implementation. When the scores for 2012-13 came out, the math department identified students for ESS, RTI and the Student Assistance Team. The number of students who were a year or more behind in math needed a remediation program and we implemented Do the Math Now full time, with one teacher responsible for the instruction and data monitoring. This is why there was a reduction in novice percentage in math in every grade.

   All of our teachers (including math) also held a campaign to challenge (in a positive way) students to improve their scores. Staff posted and celebrated the students scoring proficient or distinguished. Students to set goals for growth in MAP scores. MAP growth data prompted celebration for students who grew in skills. The instructional strategies used increased Proficient and Distinguished scores for the last three years: 6th increased Proficient and Distinguished from 40.6% in 2012 to 32.4% in 2103 and to 48.2% in 2014 and 8th grade scored Proficient and Distinguished of 47.3% in 2012 down to 43.4% in 2013 and up to 55.3% in 2014. And, for the first time we received 1.7 bonus points in math.

   The Proficient and Distinguished scores in science for the last three years shows; 64.7% in 2012 down to 62.2% in 2013 and up to 69.0% in 2014. The increase in scores is due to the hands on activities, the training to use Springboard strategies, reading and questioning strategies in the classroom and our STEM class. Our overall science P/D totals increased by 6.9%. We increased the percent of students in our gap group (scoring P or D) by 13.6% and we increased our % of students reaching benchmark on the science Explore test by 4.8%.

   Finally, the monthly live scoring and the monthly on-demand writing practice in 6th grade and the "Writing Non-negotiables" that were used in every content area and every grade. Over the last three years we have seen at the 6th grade and increase from 32.5% in 2012 to 45.9% in 2013 to 56.4% in 2014. This is an increase in Proficient and Distinguished totals of 23.9% in three years.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

To reach our goal of proficiency Summit View Middle School needs to improve in the areas of Growth for all students, improve writing scores, improve CCR scores and improve our scores for students with disabilities from novice to proficient.

Our overall Student Growth points received on K-Prep has decreased over the last three years; 2012=62.3, 2013=59.2, and 58.8=2014. A decrease of 3.5 in three years and last year 1.4 points.

Our Reading Achievement total basically stayed even with an increase of only .8 (eight tenths) of a point.

- We must continue to implement Read 180 and System 44 with fidelity and monitor the progress of students and implement interventions when they are not making progress.

o Continue to analyze student progress in Read 180 and System 44 monthly and provide remediation for students not making progress.

- Students must interact regularly with rigorous text and higher level reading passages in all content areas including Encore classes to develop skills and endurance for reading at all levels.

- Continue to develop targeted RTI groups to include reading passages at all levels, including Prep and Prep+ levels.

- Continue to provide training that focus on differentiated instructional strategies and interacting with the text at all levels.

Our students with disabilities are a focus area in three areas: Reading, Writing and Social Studies.

- Meet regularly with the Special Education Director and consultant. Analyze why these students were not progressing and determine what interventions to put in place to ensure success in these three areas.

o Retrain teachers in the use of Co-teaching

o Meet regularly with special education teachers by grade level.

o Monitor student progress in their writing and their social studies classes

Our overall Writing score stayed even at 64.9 from 2013 to 2014. However, over the last three years the percentage of proficient and distinguished totals have increased from 36.4% in 2012 to 42.5% in 2013 and to 44.2% in 2014.

- 8th grade and 6th grade Writing Boot Camp with our novice students at one time and our high Apprentice students to improve their writing skills

- Boot Camp will be for our Proficient students to move them to Distinguished in their On-demand writing.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

In conclusion, we know that we have a lot of hard work to become proficient. As a "Progressing School" we have an intentional focus to ensure all students at Summit View MS meet minimal growth expectations in reading and math and become college and career ready. Other plans that will help in these areas of needs: Job embedded, professional development days will continue to be utilized for following; developing special education accommodations and documentation strategies, Using DeCartes from NWEA effectively in RTI, and Data Days will be used for analyzing student work, KPREP scores, MAP data to effectively remediate students as necessary. Analysis for the following; MAP data from fall of 2014, failure rates per quarter for each team, K-Pprep results for students, K-PREP by team (achievement, growth, gap, etc..), and NAPD numbers for gap groups (males, females, free and reduced students, and students with disabilities). Additional PLCs will be used to analyze data from 7th and 8th Explore results. All Instructional assistants have been trained in effectively supporting READ 180; monitoring data, running reports and assisting the students in small group instruction while in READ 180 allowing them to teach our low achieving students the skills they are missing or need practice.

According to our TELL survey, SVMS needs improvement in managing student conduct and build culture among staff. Summit View MS is in the second year of implementing an (Isolated Curricular Environment) ICE room staffed with a certified teacher. We are also meeting in PLCs weekly with teachers to discuss strategies and resources to use to increase student learning. RTI teachers will receive training in how to monitor data for students in their RTI groups. Discipline data will continue to be reviewed monthly with staff. The SVMS will utilize Content Lead Teachers to help identify the needs of SVMS. This has given teachers the opportunity to develop a leadership role at SVMS through input, decision making and planning. Teachers are offered to give input and ideas on SBDM, standing SBDM standing committees and adhoc committees. They have opportunities to participate on a district level committees, such as; LDC, MDC, Gifted and Talented, Evaluation, Calendar and Prep and Prep Plus.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Katelyn Teke, Social Studies teacher

Nick Dorning, Social Studies teacher

Ginger Brinker, SBDM Parent Representative

Beverly Flaherty, SBDM Parent Representative

Carole Benjamin, SBDM Parent Representative

Rachel Mercer, SVMS Counselor

Kendilynn Madden, SVMS Counselor

PTSA Board Officers

Julie Pouncy, Assistant Principal

K.C. Ratliff, Principal

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.29

	Statement or Question	**Response**	**Rating**
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	**Response**	**Rating**
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	**Response**	**Rating**
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	**Response**	**Rating**
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	**Response**	**Rating**
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	**Response**	**Rating**
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.71

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 1.67

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	School provides one open house a year and offers some written materials about: • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.	Novice

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Summit View Middle School has quite a few areas of strength that we are proud of.

RELATIONSHIP BUILDING

Parents and other stakeholders report that they are actively welcomed when they visit the school. Our office staff continues to be friendly and helpful to all visitors. Our school staff has implemented systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. We use Remind! as a communication tool with parents. Teachers frequently send emails to parents, we include activities on our school website, make all-calls about upcoming events and send a weekly electronic school newsletter to parents. School staff involves parents in personal communication about their student's progress at least once a month. Parents are notified through email weekly about missing assignments and failing grades. Teachers also print missing assignment reports and send them home with students. Teachers also make personal communication through email and phone calls to parents.

COMMUNICATION

School staff offers varied ways that parents can share information with teachers about their children's learning needs. These methods include email, phone calls, notes in the agenda, and parent conferences. School staff implements systematic efforts to maximize parent-teacher conference participation. Our student-led conferences were communicated to parents through our all-call system, school web site, electronic newsletter, and individual teachers' Remind!. Teachers also set up individual conferences with parents after school or during planning times.

DECISION MAKING

Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement. Parent input is always valued during our SBDM meetings. Our PTSA also communicates with the school about ways to improve. We plan on asking for a parent to serve on our PBIS committee as well.

COMMUNITY PARTNERSHIPS

School leadership collaborates with employers to support parent and volunteer participation in student's education. Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. Our FRYSC works with families to provide support such as clothing, help with utilities, holiday gifts, as well as putting families in contact with community resources.

While we are very proud of our areas of strength, we realize there is always room for improvement. Below are the areas we feel we need to improve in:

COMMUNICATIONS WITH STAFF

School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders. We plan to develop a survey to parents at the end of the school year. Parents will have the option to fill out a paper version or electronic version. The data from the survey will be used to plan school improvement plans.

DECISION MAKING

School council chair sends council minutes to largest parent organization with no follow-up. Our SBDM minutes are posted in a designated area accessible to parents. We can improve this area by seeking input from other parents through surveys and meetings. School council

has some parent involvement action items embedded in a few components. Our school council will work to include more strategies to build authentic parent participation. Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents. The school staff will work to develop a plan to identify new and experiences parent leaders to serve on council and committees.

ADVOCACY

Teachers handle parent complaints but outcomes are not tracked or reported. We are currently working on a plan for logging parent contact and concerns in a location accessible to all teachers and administrators.

LEARNING OPPORTUNITIES

School provides one open house a year and offers some written materials on the Kentucky standards and expectations for students and the school's decision-making process. We will look into hosting family nights throughout the year to provide parents with information about the standards, curriculum, ILP's, the school's decision-making process, etc.

COMMUNITY PARTNERSHIPS

School leadership informs the community once a year about student achievement. We plan on discussing various methods to communicate information about student achievement to the community. Staff sometimes collaborates with community agencies to address general student academic needs. We will look into creating a resource guide for teachers to share with parents as needed. The resource guide would include information about the various agencies and services available to address student needs.

Report Summary

Scores By Section

Section Score

Section	Score
Relationship Building	2.29
Communications	2.29
Decision Making	1.71
Advocacy	1.83
Learning Opportunities	1.67
Community Partnerships	2
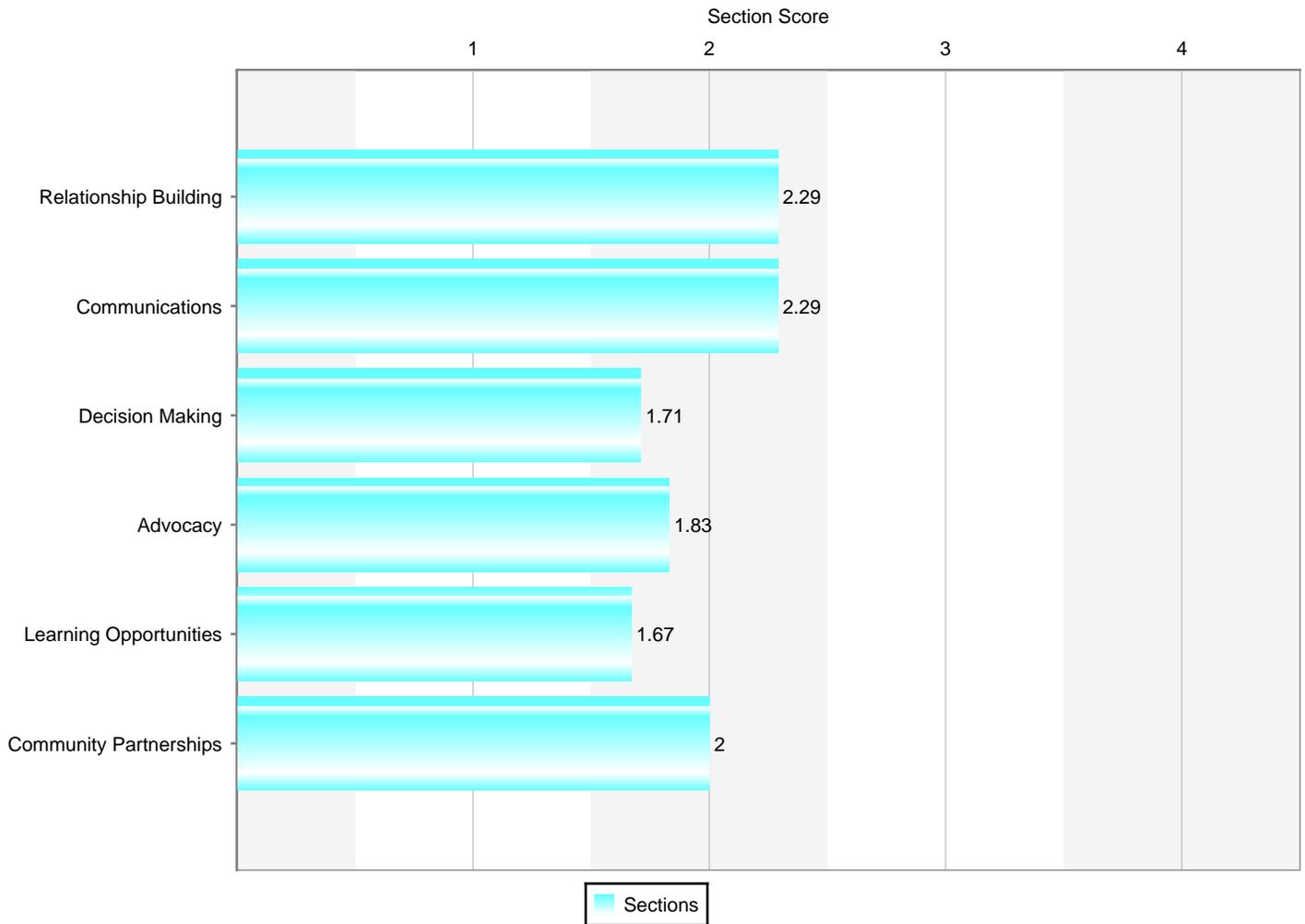
Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Upon receiving our 2014 K-Prep scores in October 2104, the Administration met with teachers by content areas during PLCs to analyze the data and trends. Next, the Administration met with all teachers during a three hour work session to look deeper into the data and identify specific students. During the work session after school our principal met with the Assistant Principal and together developed a plan to engage the stakeholders. The first step was to hold a working meeting with SBDM members to review the status and get input for the 2014-15 CSIP. The next step was for the staff and teachers to complete a gallery walk and provide feedback and suggestions for the CSIP. Finally, a meeting was held with the PTSA Board members to review the questions for the Missing Piece and to get input for improvement.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The SBDM Teachers reviewed and provided input for the Executive Summary and Missing Piece.
The Counselors and Teachers reviewed and provided input of the Goals.
PTSA Board Officers provided input on the Executive Summary and Missing pieces.
The Principal and Assistant Principal assimilated all the data and improvement goals with strategies into the CSIP.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final CSIP was presented to SBDM for approval. The Principal reviewed the CSIP in Professional Learning Committees and a copy was given to the teachers to keep on file. After the approval of the 2014-15 CSIP an announcement went into our parent newsletter to let parents know that the CSIP is located on our website for their convenience.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://www.kenton.kyschools.us/school_home.aspx?schoolid=25	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - Middle Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree that the teacher leadership takes steps to solve problems from 35.4% in 2013 to 70.0% in 2015 by 05/31/2015 as measured by the 2015 TELL Survey.

Strategy1:

Collaboration - Administration will provide opportunities for teachers to meet and collaborate for school improvement and problem solving; grade level PLCs with consultants, team meetings with school counseling department, RBLT/Student Assistance team, Content Leads with administration and counselors with administration. Collaboration meetings will center on problem solving in the following areas; student learning, student behavior, school data, professional practices, effective school improvement strategies, school governance, and professional learning.

Category: Professional Learning & Support

Research Cited: Standards and Indicators for School Improvement

Activity - Committee Chairpersons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on SBDM standing committees to problem solve, provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS. Committee chairpersons will meet with Administration to share feedback from the committee members.	Policy and Process			08/13/2014	06/05/2015	$0 - No Funding Required	Committee Chairperson, Administration

Activity - Implementation of RBLT/ SAT team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, along with the school psychologist, FRYSC, and administration will meet as the RTI team bi-monthly to problem solve solutions for student concerns, failures, and barriers to learning.	Academic Support Program			08/13/2014	06/05/2015	$0 - No Funding Required	Administration, School Psychologist, Special Education Lead Teacher, FRYSC

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, instructional strategies and concerns with resources or materials.	Academic Support Program			08/13/2014	06/05/2015	$0 - No Funding Required	Administration,

Activity - Content Lead Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-monthly meetings for team leaders to meet with Administration to discuss problems or concerns, such as; schedules, research, RTI and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS.	Policy and Process			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and Team Leaders

Strategy2:

Managing student Conduct Best Practices - Teachers in collaboration with PBIS committee, administration, and counselors will implement

the best practices in positive behavior incentive system and managing student behavior, both positive and negative.

Category: Persistance to Graduation

Research Cited: KY Center for PBIS

Activity - Discipline Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team Leaders, PBIS committee and SBDM will analyze behavior data reports generated from Infinite Campus to determine policies and procedures that would prevent or limit behavior problems.	Policy and Process			08/13/2014	06/05/2015	$0 - No Funding Required	Administration, PBIS Committee, SBDM Standing Committee (PBIS)

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers on the PBIS committee will continue to implement a Positive Behavior intervention plan that involves all students and staff at SVMS, incentives, behavior data analysis, problem solving professional development.	Behavioral Support Program			08/13/2014	06/05/2015	$2000 - General Fund	Administration, PBIS Committee

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

All students at Summit View MS will increase reading and math proficiency.

Measurable Objective 1:

collaborate to increase the average reading KPREP Proficiency scores from 55.3% in 2014 to 60.9% in 2015 and the average math KPREP proficiency scores from 55.8% in 2014 to 61.3% in 2015 by 10/14/2015 as measured by School report card delivery targets.

Strategy1:

Professional Learning - Teachers will receive professional learning in best practices for KCAS and data analysis.

Category: Professional Learning & Support

Research Cited: Middle School concept, National Comprehensive Center for Teacher Quality

Activity - MAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in MAP; student goal setting plans, DesCartes, RIT score analysis, and projected growth proficiency analysis.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from all academic areas, including special education, PLCS and A/H, other than ELA, will receive professional learning on developing instructional strategies and support programs in reading and math.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and Teachers

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional learning in the area of differentiation that will enable them to adjust their instruction to meet the needs of every student.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration

Strategy2:

Analysis of Data - Teachers and administration will meet monthly to analyze student progress data in Read 180 and System 44 reading programs.

Category: Continuous Improvement

Research Cited: Scholastic Reading

Activity - MAP Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze MAP data to identify students below the 40%ile in the 6th, 7th, and 8th and place those students in a RTI group that will utilize direct instruction for remediation.	Policy and Process			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and Teachers

Activity - Scholastic Data: 180/44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze and monitor progress of students in Read 180 and System 44 through monthly meetings.	Policy and Process			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and Teachers

Strategy3:

Research Programs - 6th, 7th and 8th grade teachers in Language Arts and Math will implement researched programs in their classes.

Category: Continuous Improvement

Research Cited: Scholastic Reading and Math, Springboard

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teachers will collaborate with administration and counselors to determine students who are in need of additional instruction or additional time to gain skills and knowledge. These students will be invited to attend ESS/Extended school services that will occur after school.	Academic Support Program			01/05/2015	06/05/2015	$1300 - State Funds	Administration and teachers

Activity - Springboard LA and Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA.	Academic Support Program			08/13/2014	06/05/2015	$0 - No Funding Required	Administration, math and Language Arts teachers

Activity - LDC/MDC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with other teachers in the district and district consultants to develop, refine and implement Literacy Design Collaborative/LDC and the Math Design Collaborative/MDC to improve analyzing, reasoning and writing skills of students.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap Goal: All students with disabilities will improve their reading, writing, and social studies proficiency.

Measurable Objective 1:

collaborate to increase the percentage of students with disabilities scoring proficient and distinguished in reading 34.5% to 41.4%, in writing from 0.0% to 10.0%, and in social studies from 10.7% to 15.0% by 06/05/2015 as measured by School Report Card.

Strategy1:

Research Based Programss - Language Arts teachers will implement Read 180, System 44, and Springboard in their Language Arts class. Read 180 for those students who score 2 years or more below grade level in reading based on MAP for those that score 1 year below grade level in reading based on MAP, System 44 for students who have not mastered their phonetic reading skills, and Springboard for those students who are at grade level.

Category: Continuous Improvement

Research Cited: Read 180, System 44 and Springboard researched based programs.

Activity - Scholastic Reading Data Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the SPI and SRI reading scores from Read 180 and System 44 each quarter to determine if a student is making progress in reading. The data provided will be in the areas of lexile growth, reading fluency, reading comprehension, and vocabulary development.	Academic Support Program			08/13/2014	06/05/2015	$0 - No Funding Required	Language Arts Teachers and Administration.

Activity - SRI / SPI Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the Read 180 classes will be given the Scholastic Reading inventory each quarter to determine if the student is making growth in their reading skills. Students in System 44 will be given the Scholastic Phonemic Inventory quarterly to determine if the student is making progress in comprehension, fluency, and vocabulary.	Academic Support Program			08/13/2014	06/05/2015	$0 - No Funding Required	Language Arts Teachers and Administration

Activity - RTI/ Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level in Reading using MAPS/Measure of Academic Progress or KPREP Scores. Using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient, or distiguished.The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped using updated RIT information or different content progress monitoring data.	Direct Instruction			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and teachers

Activity - PLCs/Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to learn additional skills and instructional strategies, monitor student progress, and develop knowledge in using DesCartes resources from NWEA that will enhance student learning.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and teachers

Activity - Writer's Bootcamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring novice on On-Demand will receive 3 hour Writer's Bootcamp to improve their writing skills. A second Bootcamp will be held for students scoring Apprentice. They will receive instruction on improving writing skills at their level.	Direct Instruction			01/05/2015	06/05/2015	$0 - No Funding Required	Administration, ELA teachers, ELA Consultant

Activity - Springboard Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers at each grade level will collaborate throughout the year with PLCs, all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in ELA	Direct Instruction			08/13/2014	06/05/2015	$0 - No Funding Required	Administration, ELA teachers

Strategy2:

Professional Learning - Teachers will participate in professional learning in researched based instructional strategies and research practices

for working with students with special needs.

Category: Professional Learning & Support

Research Cited: A Guide to the Kentucky System of Interventions

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional learning for instructional strategies that will assist in the learning in reading for students with disabilities.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student achievement for students with disabilities, including MAP data, student work, assessments to determine instructional changes to improve student learning.	Academic Support Program			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and teachers

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers and math teachers, along with special education teachers, will receive professional development for co-teaching strategies that will improve learning in Language Arts and math classes for students with disabilities.	Direct Instruction			01/05/2015	06/05/2015	$0 - No Funding Required	Administration

Activity - Accommodations & Modifications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive researched based professional learning to increase their knowledge and skills in providing accommodations and modifications for students with disabilities.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Program Review: All students will have access to rigorous curriculum in PLCS, A/H, and Writing at Summit View MS

Measurable Objective 1:

collaborate to increase our Program Review score for A/H from 7.4 in 2014 to 8.0 in 2015 and increase PLCS score from 7.1 to 8.0 in 2014 to 8.0 in 2015 by 06/05/2015 as measured by the Program Review Evidence Index.

Strategy1:

Research Based Programs - Teachers in all grades and all content areas provide opportunities for students in the classroom for integration between the Arts & Humanities, Practical Living, and Career Studies and other content areas through best practices.

Category: Continuous Improvement

Research Cited: Kentucky Program Review

Activity - On Demand Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teacher will be calibrated for On-Demand writing practices. There will be a minimum of 2 school-wide On-Demand writing scrimmages. All teachers will score the writing pieces for student feedback. Follow up will include providing feedback to all students in order for students to correct errors and improve their writing.	Direct Instruction			12/01/2014	06/05/2015	$0 - No Funding Required	Administration and Consultants

Activity - ILPs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, through professional learning, will receive training in student ILP development and conferencing that will enhance the skills and knowledge in college and career readiness for all students as they complete their ILPs on a yearly basis.	Career Preparation/ Orientation			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and Counselors

Activity - Schedule Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to practical living, vocational studies, and Arts and Humanities classes, including S.T.E.M. and Careers on an equal basis. School wide schedule is quarterly (every 9 weeks) in which students will participate in an average of two PLCS and A/H classes per quarter.	Policy and Process			08/13/2014	06/05/2015	$0 - No Funding Required	Administration, Counselors and Arts & Humanities and Practical Living and Career Studies teachers.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive professional learning through job embedded sessions and PLCs to enhance the integration and collaboration of the Arts and Humanities, Practical Living and Career Studies into other content areas.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration

Measurable Objective 2:

collaborate to increase our Program Review score for Writing from 8.1 in 2014 to 8.5 in 2015 by 06/05/2015 as measured by Program Review Evidence Index.

Strategy1:

Best Practices in writing - Teachers will collaborate through professional learning for best practices in writing to become more effective in the writing process and providing feedback to students that will ultimately improve the overall writing score of student writing.

Category: Professional Learning & Support

Research Cited: Kentucky Writing Program Review

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th and 8th teachers will meet in PLCs and Cadres to develop additional instructional strategies for the process of On-Demand writing in the classroom and all grade level teachers will develop strategies for writing in the content classes.	Professional Learning			08/13/2014	06/05/2015	$0 - No Funding Required	Administration

Activity - Writing Policy and Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on how to implement the writing standards or expectations. Language Arts teachers developed a list of consistent writing standards or expectations that is the minimum expectation when writing in all content classes across SVMS and these standards will remain part of the SBDM writing policy. A visual diagram will be displayed in all classes.	Policy and Process			08/13/2014	06/05/2015	$0 - No Funding Required	Administration and ELA teachers

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Date: June 2. 2014	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Date: June 2. 2014	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Date of SBDM review: Date: June 2. 2014 Date of First Responder Review: September 29, 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Date: August 11, 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Date: 10/3/14	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		