



Comprehensive School Improvement Plan

Summit View Academy
Kenton County

Ms. Lesley Smith, Principal
5006 Madison Pike
Independence, KY 41051-7538

TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--------------------------------------------------------	---

Phase I - The Missing Piece

Introduction	9
--------------------	---

Stakeholders	10
--------------------	----

Relationship Building	11
-----------------------------	----

Communications	12
----------------------	----

Decision Making	14
-----------------------	----

Advocacy	16
----------------	----

Learning Opportunities	17
------------------------------	----

Community Partnerships	18
------------------------------	----

Reflection	19
------------------	----

Report Summary	20
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	22
--------------------	----

Improvement Planning Process	23
------------------------------------	----

Phase I - Needs Assessment

Introduction 25

Data Analysis 26

Areas of Strengths 27

Opportunities for Improvement 28

Conclusion 29

2016-17 Plan for Comprehensive School Improvement

Overview 31

Goals Summary 32

 Goal 1: Gap 33

 Goal 2: Kindergarten Readiness 34

 Goal 3: TELL Survey 35

 Goal 4: Program Review 36

 Goal 5: K-PREP Combined Proficiency Goal/College and Career Readiness 37

 Goal 6: Next Generation Professionals: Percentage of Proficient Certified Staff 38

 Goal 7: Wellness Plan 40

 Goal 8: Novice Reduction 40

Activity Summary by Funding Source 42

Phase II - KDE Assurances - Schools

Introduction 49

Assurances 50

Phase II - KDE Compliance and Accountability - Schools

Introduction 56

Planning and Accountability Requirements 57

Executive Summary

Introduction 69

Description of the School 70

School's Purpose 71

Notable Achievements and Areas of Improvement 72

Additional Information 73

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic - SVA

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Summit View Academy opened as a new school in 2015. The school was previously Summit View Elementary and Summit View Middle School. Summit View Academy is a school with 1500 students. We currently do not have updated TELL Survey data to determine Working Conditions goals for 2016. Staff will take the TELL survey in Spring 2017.

The majority of our staff have over 4 or more years of experience and we currently only have one teacher doing her Kentucky Teacher Internship Program (KTIP). We have 6 staff members who are Nationally Board Certified. The free and reduced lunch numbers have increased over the past few years changing our student demographics. We currently are identified as a Targeted Title I assistance school. The additional funding through Title I has helped SVA add additional interventions and programs to help support the students not meeting grade level standards.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Based on the data and the staff size, we have a small number of National Board Certified Teachers. Teachers are choosing to participate in Masters programs as opposed to completing the National Board Certification. National Board Certification requires additional money upfront for teachers to participate and this is sometimes a barrier.

Comprehensive School Improvement Plan

Summit View Academy

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals - SVA

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Gap

Measurable Objective 1:

collaborate to increase the % of proficient/distinguished gap students in combined reading and math in grades 3-5 from 39.9 % in 2016 to 45.9% in 2017 and increase the % of proficient/distinguished gap students in grades 6-8 from 41.8% in 2016 to 47.6% in 2017. by 05/31/2017 as measured by School Report Card.

Strategy1:

Professional Learning - Professional Learning in the areas of curriculum, instruction, and assessment for all staff.

Category: Continuous Improvement

Research Cited: MDC, LDC, Best Practices, Read 180, System 44, Math 180, ST Math, iRead, Eureka Math, Springboard

Comprehensive School Improvement Plan

Summit View Academy

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>ST Math will be implemented with students not meeting grade level expectations in math. Students in grades 6-8 who are not meeting grade level expectations in the area of math will participate in Math 180.</p> <p>All students in kindergarten and first grade will be utilizing the iRead program for a portion of the reading instructional block; students not meeting grade level expectations in second grade will utilize iRead for a portion of the reading block as an intervention.</p> <p>An administrator, consultant, and teachers will meet monthly to review Read 180, System 44, Math 180, ST Math, and iRead data. Based on review of the data, instructional recommendations will be made. The administration will follow up with students not making progress to help with motivation. Students who are making progress will be celebrated and receive some type of recognition. (i.e. certificates, pencils)</p>	Professional Learning Direct Instruction	08/17/2016	10/01/2017	\$0 - No Funding Required	Teachers, Special Education Teachers, Central Office Consultants, Administration, Reading Specialist, School Psychologist

Activity - Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with academic, emotional, and/or behavioral needs will be assigned an adult mentor. The mentor will provide a positive connection between the student and the school. The majority of the students needing a mentor fall into the Gap group at SVA.	Behavioral Support Program Academic Support Program	01/03/2017	05/31/2017	\$0 - No Funding Required	Counselors, Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in data analysis professional development. Scores will be analyzed to identify areas of strength and areas of growth for achievement, growth and gap. MAP and KPREP data will be used during this activity. During the school-wide KPREP data analysis, teachers participated in a data card sort identifying novice, gap, students close to the next performance level, and students performing proficient/distinguished but not making growth. Teachers created an action plan on how to service these students in the classroom. On-going professional learning will occur to analyze data and make instructional recommendations throughout the school year.	Professional Learning	08/17/2016	10/01/2017	\$1000 - General Fund	Teachers, administration, consultants, counselors

Comprehensive School Improvement Plan

Summit View Academy

Activity - Special Education Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and administration will collaborate to discuss and monitor student progress, share instructional strategies and interventions, and analyze assessment data. Teachers will be looking specifically at the specially designed instruction for each of the students on his/her caseload. Teachers will share resources with the special education team and identify resource needs that are researched based. These resources will be purchased as needed through the school instructional budget. Teachers will more intentionally utilize the Read, Write, Gold program to meet the accommodations needs of the students. This will occur at special education Professional Learning Community meetings.	Professional Learning	08/17/2016	10/01/2017	\$1000 - Title I Part A	Special Education Teachers, School Psychologist, Administration, Counselors, Central Office Consultants

Activity - Effective Instructional Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will participate in instructional walks with effective feedback in all classrooms. Teachers who need additional support will work closely with consultants and/or administration to improve instruction. Feedback from informal instructional walks will be discussed within the administration team to determine the overall effectiveness of SVA's teaching staff and staff needs.	Professional Learning	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers, Administration, Consultants, Counselors

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Principal, Assistant Principals, Associate Principals, Teachers, Students, Parents, SBDM Council

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	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
2.4	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
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

	Statement or Question	Response	Rating
3.1	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	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
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

Comprehensive School Improvement Plan

Summit View Academy

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	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
4.3	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 reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	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

Comprehensive School Improvement Plan

Summit View Academy

	Statement or Question	Response	Rating
4.7	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.	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 in committee work.	Proficient

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	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
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	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 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).	Proficient

	Statement or Question	Response	Rating
5.4	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.	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.	Proficient

	Statement or Question	Response	Rating
5.5	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 ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	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 as 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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 as participation in 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.	Proficient

	Statement or Question	Response	Rating
6.2	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 makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	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

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	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
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	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
7.6	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

Areas of Strength:

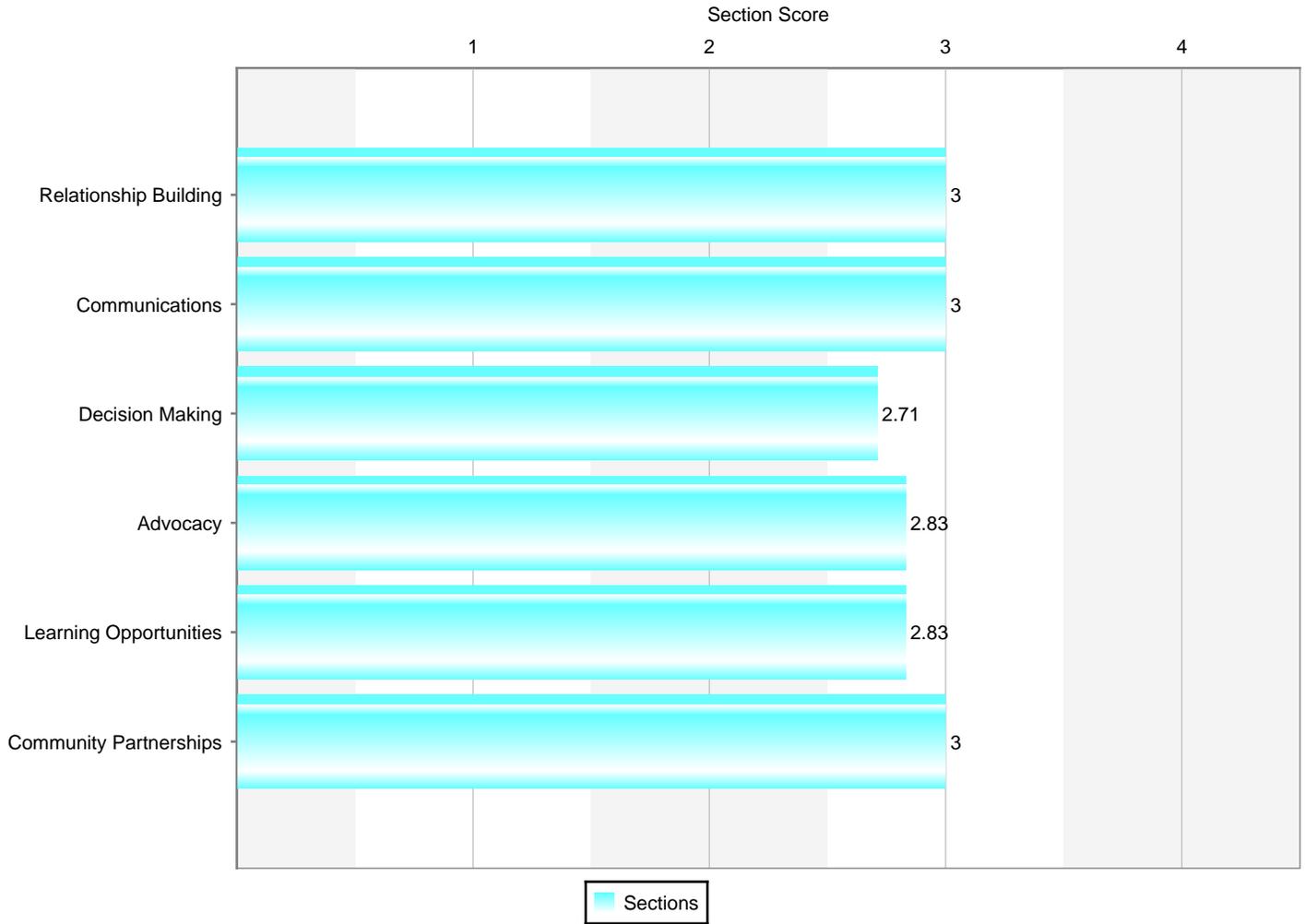
- Strong relationships with parents
- Welcoming staff
- Involving parents in the decision-making process
- Communication with families about academic progress
- Involving stakeholders to meet students' and parents' needs
- Involving organizations in school learning

Areas of Growth:

- Create school policy on classroom visitors and observation in the classroom. At this time there is not a policy in place but visitors can request to observe and visit classrooms and are permitted to do so upon approval.
- Utilize surveys more frequently to gain input and feedback from parents.
- Explore and develop further opportunities to collaborate with community partners to increase student achievement, especially with the implementation of our STEAM focused P-8 school.

Report Summary

Scores By Section



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.

The school has a SBDM council composed of teachers, parents and an administrator who collaboratively work together to develop the school's improvement plan. Goals are discussed and developed through the data analysis professional development and during professional learning community meetings. Feedback is requested from all stakeholders, including district consultants, family resource coordinator, and school counselors.

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

The stakeholder group includes teachers, counselors, administrators, STEAM consultant, parents, students, and business partners.

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

Draft copy of CSIP was reviewed with all stakeholders. District consultants reviewed the draft CSIP and provided feedback. Final CSIP link will be sent to all staff and posted to the school's webpage. Updated progress on CSIP goals and objectives are discussed with SBDM council on a on-going basis.

Phase I - 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?**

Summit View Academy analyzes data frequently to make informed decisions about instructional programs and interventions/enrichments throughout the school. Data analysis is part of our Professional Learning plan and embedded throughout the professional learning community meetings.

Students in grades K-8 take the MAP assessment three times per year. After each testing session, the data is analyzed by content and grade levels. Instructional needs and next steps are then determined. KPREP assessment data will be reported for grades 3-5 and grades 6-8. Last year's assessment data for grades 3-5 identified the school as Proficient and for grades 6-8 identified the school as Needs Improvement.

A major area of concern for students across grades 3-8 is meeting the needs of our GAP students. The percentage of proficient/distinguished gap students in combined reading and math in grades 3-5 decreased by 1.4% and in grades 6-8 decreased by 1.7%. The overall combined reading and math proficiency scores for grades 3-5 decreased by 1.6% and in grades 6-8 increased by 5.5%. The Writing Program Review score increased and as a school we received the maximum of 23 points. World Language is an area of growth for Summit View Academy.

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?

The Achievement score for writing, reading and social studies (8th grade only) increased. Strategies that will be continued:

- 1) Writing Scrimmages and Bootcamp - students participate in three On-Demand Writing scrimmages. Once the writing is scored, teachers work with students to determine strengths and areas of growth. Students in assessed grades, participate in writing bootcamp to assist with the areas of growth.
- 2) Intervention Programs - students not meeting grade level expectations in the area of reading will participate in Read 180 or System 44. This is a research based program.
- 3) Literacy Design Collaborative (LDC) - students in the area of Social Studies, complete an LDC writing piece in collaboration with Social Studies.
- 4) Vertical Team Meetings - during professional development sessions, teachers have the opportunity to meet with content specific teachers from grades 4-8.

Opportunities for Improvement

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

To reach the goal of Proficiency in grades 3-5 and grades 6-8, the school must show significant improvement in the areas of Achievement, Gap, and Growth.

Math has been identified as an area of need for all students in the areas of achievement, gap and growth. In order to help increase math assessment scores, the following strategies will be implemented:

- 1) Eureka Math - a consistent math program will be utilized at all grades from K-5; at the 6-8 grade levels, Springboard will be used.
- 2) Math 180 - students not meeting grade level expectations in grades 6-8, will be enrolled in Math 180. This is an intervention program that meets the needs of individual students.
- 3) ST Math - students not meeting grade level expectations in the area of Math, participate in the ST Math intervention program for 90 minutes weekly; students making adequate growth and progress in the program, receive certificates and pencils.
- 4) Observations - the district consultants will assist with giving content specific feedback to teachers; the district consultants will work with teachers needing additional support.

Students identified in the GAP group are not making adequate progress. In order to help increase assessment scores for our GAP students, the following strategies will be implemented:

- 1) On-Going Data Analysis - meeting with teachers to discuss individual student data and to make recommendations for next steps.
- 2) Special Education - working with special education teachers to determine instructional supports needed for students to be successful. Read, Write, Gold will be used with students.
- 3) Monitoring of Intervention Programs - Data from intervention programs will be monitored at least one time monthly. Administration and district consultants will meet with teachers to review the data and discuss next steps.
- 4) Observations - the district consultants will assist with giving content specific feedback to teachers; the district consultants will work with teachers needing additional support.

Teachers will continue to monitor and analyze formative assessment data for all content areas. The analysis will take place during Professional Learning Community (PLC) meetings. Students not meeting grade level expectations will receive an additional block of instruction for intervention.

Conclusion

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

The staff participated in an in-depth school-wide data analysis training in all content areas. The data was reviewed with grade level and vertical teams. Kagan strategies for student engagement was also introduced.

Effective instructional strategies were identified and listed below:

- 1) Provide additional interventions for students identified in the GAP group
- 2) Monitor data for all instructional programs
- 3) Observations - continue to observe in all classrooms a minimum of one time per month; feedback will be given immediately and instructional support provided as needed
- 4) On-Demand Writing Scrimmages - continue to have all students participate in three on-demand writing scrimmages during the school year; the data will be reviewed and instructional recommendations made
- 5) Math - a consistent math program will be implemented from grades K-8 (Eureka and Springboard); the programs will be monitored and pre-assessments will be used
- 6) Assessments - teachers will intentionally use formative assessments in all content areas; the formative assessments will be used to make adjustments to daily instruction
- 7) Kagan Strategies - Kagan engagement strategies will be implemented in all classrooms

2016-17 Plan for Comprehensive School Improvement

Overview

Plan Name

2016-17 Plan for Comprehensive School Improvement

Plan Description

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	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$2000
2	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1700
3	TELL Survey	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
4	Program Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	K-PREP Combined Proficiency Goal/College and Career Readiness	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
6	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$0
7	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Gap

Measurable Objective 1:

collaborate to increase the % of proficient/distinguished gap students in combined reading and math in grades 3-5 from 39.9 % in 2016 to 45.9% in 2017 and increase the % of proficient/distinguished gap students in grades 6-8 from 41.8% in 2016 to 47.6% in 2017. by 05/31/2017 as measured by School Report Card.

Strategy 1:

Professional Learning - Professional Learning in the areas of curriculum, instruction, and assessment for all staff.

Category: Continuous Improvement

Research Cited: MDC, LDC, Best Practices, Read 180, System 44, Math 180, ST Math, iRead, Eureka Math, Springboard

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in data analysis professional development. Scores will be analyzed to identify areas of strength and areas of growth for achievement, growth and gap. MAP and KPREP data will be used during this activity. During the school-wide KPREP data analysis, teachers participated in a data card sort identifying novice, gap, students close to the next performance level, and students performing proficient/distinguished but not making growth. Teachers created an action plan on how to service these students in the classroom. On-going professional learning will occur to analyze data and make instructional recommendations throughout the school year.	Professional Learning	08/17/2016	10/01/2017	\$1000	General Fund	Teachers, administration , consultants, counselors

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ST Math will be implemented with students not meeting grade level expectations in math. Students in grades 6-8 who are not meeting grade level expectations in the area of math will participate in Math 180. All students in kindergarten and first grade will be utilizing the iRead program for a portion of the reading instructional block; students not meeting grade level expectations in second grade will utilize iRead for a portion of the reading block as an intervention. An administrator, consultant, and teachers will meet monthly to review Read 180, System 44, Math 180, ST Math, and iRead data. Based on review of the data, instructional recommendations will be made. The administration will follow up with students not making progress to help with motivation. Students who are making progress will be celebrated and receive some type of recognition. (i.e. certificates, pencils)	Professional Learning, Direct Instruction	08/17/2016	10/01/2017	\$0	No Funding Required	Teachers, Special Education Teachers, Central Office Consultants, Administration , Reading Specialist, School Psychologist

Activity - Special Education Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Summit View Academy

Special education teachers and administration will collaborate to discuss and monitor student progress, share instructional strategies and interventions, and analyze assessment data. Teachers will be looking specifically at the specially designed instruction for each of the students on his/her caseload. Teachers will share resources with the special education team and identify resource needs that are researched based. These resources will be purchased as needed through the school instructional budget. Teachers will more intentionally utilize the Read, Write, Gold program to meet the accommodations needs of the students. This will occur at special education Professional Learning Community meetings.	Professional Learning	08/17/2016	10/01/2017	\$1000	Title I Part A	Special Education Teachers, School Psychologist, Administration, Counselors, Central Office Consultants
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	------------	------------	--------	----------------	---------------------------------------------------------------------------------------------------------

Activity - Effective Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will participate in instructional walks with effective feedback in all classrooms. Teachers who need additional support will work closely with consultants and/or administration to improve instruction. Feedback from informal instructional walks will be discussed within the administration team to determine the overall effectiveness of SVA's teaching staff and staff needs.	Professional Learning	08/17/2016	05/31/2017	\$0	No Funding Required	Teachers, Administration, Consultants, Counselors

Activity - Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with academic, emotional, and/or behavioral needs will be assigned an adult mentor. The mentor will provide a positive connection between the student and the school. The majority of the students needing a mentor fall into the Gap group at SVA.	Behavioral Support Program, Academic Support Program	01/03/2017	05/31/2017	\$0	No Funding Required	Counselors, Administration

Goal 2: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (with enrichments and ready) for kindergarten from 55.0% in 2016 to 72.4% in 2017 by 10/01/2017 as measured by the Brigance Assessment (100% of Kindergarten students assessed).

Strategy 1:

Education of Students, Families, and Community - Resources and readiness programs will be provided to students and families to assist with kindergarten readiness.

Category: Stakeholder Engagement

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

Comprehensive School Improvement Plan

Summit View Academy

The Family Resource Center Coordinator and Kindergarten teachers will develop and provide outreach events to inform families in our area about preschool and kindergarten. These events will target communities in the area surrounding our school. Events will provide information about preschool screenings, kindergarten registration, and readiness for school. Families will be provided resources to use with their children to help get them ready for school.	Parent Involvement	01/03/2017	08/23/2017	\$500	General Fund	FYRSC Coordinator, Administration, Guidance Counselor, School Psychologist, Kindergarten Teachers, Preschool Teachers, Reading/Math Intervention Teachers
Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During kindergarten registration in February 2017, families will attend an informational session on ways to work with their children at home so they are ready to start kindergarten.	Parent Involvement	02/01/2017	02/28/2017	\$200	General Fund	Administration, Kindergarten Teachers, FRYSC Coordinator, Counselor
Activity - Me and My School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the summer, SVA will offer a 6 week kindergarten readiness program called Me and My School to incoming kindergarten students for the 2017-18 school year. The curriculum of this program will focus on both academic and social/emotional. The program will be taught by a certified teacher.	Academic Support Program	06/01/2016	06/30/2016	\$1000	Other	Kindergarten Teachers, Administration, Interventionists, Preschool Teachers
Activity - Big Day in Pre-K	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers are implementing the Big Day in Pre-K program that will offer a strong foundational reading program as students transition to kindergarten.	Direct Instruction	08/17/2016	05/31/2017	\$0	No Funding Required	Preschool teachers

Goal 3: TELL Survey

Measurable Objective 1:

collaborate to develop and establish a shared vision. 75% of faculty and leadership will agree that there is a shared vision by 06/30/2017 as measured by the TELL Survey .

Comprehensive School Improvement Plan

Summit View Academy

Strategy 1:

Collaboration - Administration and staff will collaborate during monthly meetings and PLC meetings to discuss vision and mission. STEAM initiatives will be planned and discussed.

Category: Stakeholder Engagement

Activity - Development of STEAM Habits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEAM committee will continue to meet monthly to discuss initiatives as a school and ways to implement STEAM across the curriculum. The STEAM committee developed ROYAL habits that align with student behaviors and academic expectations. The expectations will be communicated to all students in grades P-8. The walls in the core area will be painted to display the ROYAL habits and their characteristics. The staff will create a vision/mission for the school and this will be communicated to all families, students, and stakeholders.	Policy and Process	08/17/2016	10/01/2017	\$1000	General Fund	Administration , District Consultants, Teachers, Business partners
Activity - School Vision and Mission	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will create a vision/mission for the school and this will be communicated to all families, students and stakeholders.	Policy and Process	08/17/2016	10/01/2017	\$0	No Funding Required	Administration , Teachers, Counselors, STEAM consultant

Goal 4: Program Review

Measurable Objective 1:

collaborate to achieve a score of 7.0 in the area of Global Competency/World Language by 10/01/2017 as measured by the Program Review State Report.

Strategy 1:

Intentional Instructional Opportunities - Intentional instructional programs will be implemented to enhance and develop students' awareness of different cultures.

Category: Continuous Improvement

Activity - Foreign Language Instruction and Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to and utilize the Duolingo (online language resource) and the program will be monitored by a certified teacher and progress will be communicated to students. 8th grade Prep+ students will have the opportunity to take Spanish I at their designated high school. In Social Studies, all students will have access to culturally and relevant learning experiences.	Professional Learning, Direct Instruction	08/17/2016	05/31/2017	\$0	No Funding Required	Teachers, Administration , Consultants

Goal 5: K-PREP Combined Proficiency Goal/College and Career Readiness

Measurable Objective 1:

collaborate to increase the average combined Reading and Math K-PREP proficiency scores for grades 3-5 from 59.9% in 2016 to 63.9% in 2017 and for grades 6-8 from 53.8% in 2016 to 58.4% in 2017 by 10/01/2017 as measured by the School Report Card Delivery Targets.

Strategy 1:

Data and Instructional Planning - Assessment data will be analyzed for Reading and Math. Assessment analysis tools will be used to determine instructional effectiveness and next steps in instructional planning.

Category: Professional Learning & Support

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in data analysis professional development. Scores will be analyzed to identify areas of strength and areas of growth for achievement, growth and gap. MAP and KPREP data will be used during this activity. During the school-wide KPREP data analysis, teachers participated in a data card sort identifying novice, gap, students close to the next performance level, and students performing proficient/distinguished but not making growth. Teachers created an action plan on how to service these students in the classroom. On-going professional learning will occur to analyze data and make instructional recommendations throughout the school year.	Academic Support Program	10/27/2016	05/31/2017	\$0	No Funding Required	Administrator s, Teachers, School Psychologist, Guidance Counselors, District Consultants
Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with students to set individual goals for both the MAP and KPREP assessments. This goal setting will occur prior to the Winter MAP and Spring MAP window and prior to the KPREP assessment in the spring. Students will keep their goal setting sheet in their planner for the year.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Administrator s, Teachers, District Consultants
Activity - RTI in Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly RTI team meetings are held to discuss and review RTI data, monitor student progress, and provide feedback to the teachers. The data is analyzed to determine effectiveness of the intervention. The committee also analyzes student data and identifies instructional groupings.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	School Psychologist, Administrator s, Reading Specialists, Intervention Teachers, Guidance Counselors, Teachers

Comprehensive School Improvement Plan

Summit View Academy

Activity - Effective Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will participate in instructional walks with effective feedback in all classrooms. Teachers who need additional support will work closely with consultants and/or administration to improve instruction. Feedback from informal instructional walks will be discussed within the administration team to determine the overall effectiveness of SVA's teaching staff and staff needs.	Professional Learning	08/17/2016	05/31/2017	\$0	No Funding Required	Administration , Teachers
Activity - Teacher/Consultant Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level consultants will meet with ELA teachers to review Read 180, System 44, iRead data and classroom performance data. The consultants will meet with the administration to discuss students who are not making adequate progress. Consultants will also meet with teachers in grades K-5 to review Eureka Math implementation. The consultants will provide support with instruction, development of pre/post assessments, and instructional groupings.	Professional Learning, Direct Instruction	08/17/2016	05/31/2017	\$0	No Funding Required	Administration , Teachers, Consultants
Activity - 3rd Grade Collaborative Math Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One class at the third grade level is co-taught by both a regular education and special education teacher to best meet the instructional needs of students. The class is divided into small groups to target the specific skill deficits of the students. Intervention programs will be utilized to increase student achievement and help close achievement gaps.	Direct Instruction	08/17/2016	05/31/2017	\$0	No Funding Required	Teachers, Special Education Teachers, Administration

Goal 6: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from ___% on May 15, 2016 to ___% by 5/31/2020 by 05/29/2020 as measured by evaluation results.

Strategy 1:

PGES - Professional Growth and Effectiveness System

Category: Professional Learning & Support

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

Comprehensive School Improvement Plan

Summit View Academy

We will ensure the leadership team is knowledgeable of TPGES components and expectations. Principal responsibilities will be reviewed within the context of TPGES components and expectations. We will 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. The administration will review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	08/19/2015	10/01/2016	\$0	No Funding Required	Central Office, Administrators, Teachers
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	------------	------------	-----	---------------------	------------------------------------------

Strategy 2:

Professional Learning and Support - Professional learning plan to implement TPGES

Category: Professional Learning & Support

Activity - School-wide Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/19/2015	10/01/2016	\$0	No Funding Required	Central Office, Administrators, Teachers

Measurable Objective 2:

collaborate to maintain 100% of highly qualified teachers by 10/01/2016 as measured by Education Professional Standards Board.

Strategy 1:

SBDM Council Meetings - The SBDM council will develop a policy for hiring qualified teachers.

Category: Human Capital Management

Activity - Hiring Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM Council will develop a policy for hiring highly qualified teachers and discuss ways to retain highly qualified teachers.	Policy and Process	11/02/2015	10/01/2016	\$0	No Funding Required	Principal, SBDM council members

Strategy 2:

Applicant Screening Process - Applications will be screened to only interview highly qualified teachers.

Category: Human Capital Management

Activity - Screening Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will screen applicants prior to setting up interviews. Only applicants who are highly qualified will be contacted for an interview.	Policy and Process	08/19/2015	10/01/2016	\$0	No Funding Required	Administrators

Goal 7: Wellness Plan

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 10/01/2017 as measured by survey results.

Strategy 1:

Wellness Committee Meetings - The School Wellness Council will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Professional Learning & Support

Activity - Healthy Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's wellness committee will discuss, research, and implement healthy options for student rewards and incentives.	Policy and Process	01/01/2017	05/31/2017	\$0	No Funding Required	Parents, Teachers, Support Staff, Family Resource Coordinator, Guidance Counselor, Administration, Parents, Business Partners

Goal 8: Novice Reduction

Measurable Objective 1:

collaborate to decrease the percentage of students in grades 3-5 performing Novice in Math from 13.9 in 2016 to 12.5 and decrease the number of students in grades 6-8 performing Novice in Reading from 16.1 in 2016 to 14.5 by 10/01/2017 as measured by the School Report Card.

Strategy 1:

Instructional Programs and Support - Data will be used to plan targeted instruction for students not meeting grade level expectations.

Category: Professional Learning & Support

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

Comprehensive School Improvement Plan

Summit View Academy

<p>ST Math will be implemented with students not meeting grade level expectations in math. Students in grades 6-8 who are not meeting grade level expectations in the area of math will participate in Math 180. All students in kindergarten and first grade will be utilizing the iRead program for a portion of the reading instructional block; students not meeting grade level expectations in second grade will utilize iRead for a portion of the reading block as an intervention. An administrator, consultant, and teachers will meet monthly to review Read 180, System 44, Math 180, ST Math, and iRead data. Based on review of the data, instructional recommendations will be made. Student progress will be monitored through the Reading Inventory and Phonics Inventory. The administration will follow up with students not making progress to help with motivation. Students who are making progress will be celebrated and receive some type of recognition. (i.e. certificates, pencils)</p>	<p>Academic Support Program</p>	<p>08/17/2016</p>	<p>10/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators, Teachers, School Psychologist, Guidance Counselors, District Consultants</p>
<p>Activity - Instructional Boot Camps and Live Scoring</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Students in grades 4 and 5 will participate in a math boot camp once a month within their grade level. The boot camp will be targeted to meet student skill deficits. In the areas of Reading and Math, students will participate in KPREP-like assessments and live scorings at least one time per month. Teacher feedback will be given when students participate in live scoring.</p>	<p>Academic Support Program</p>	<p>11/01/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers, Administrators, Counselors, Consultants</p>
<p>Activity - Collaborative Learning</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Kagan instructional strategies will be incorporated into the classroom to allow for more rigorous and purposeful conversations and collaborative learning opportunities with students in the classroom. The small group instruction will allow for differentiation of instruction and will meet the needs of all learners.</p>	<p>Direct Instruction</p>	<p>10/01/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration, Teachers, Consultants</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Collaboration	Special education teachers and administration will collaborate to discuss and monitor student progress, share instructional strategies and interventions, and analyze assessment data. Teachers will be looking specifically at the specially designed instruction for each of the students on his/her caseload. Teachers will share resources with the special education team and identify resource needs that are researched based. These resources will be purchased as needed through the school instructional budget. Teachers will more intentionally utilize the Read, Write, Gold program to meet the accommodations needs of the students. This will occur at special education Professional Learning Community meetings.	Professional Learning	08/17/2016	10/01/2017	\$1000	Special Education Teachers, School Psychologist, Administration, Counselors, Central Office Consultants
Total					\$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Me and My School Program	In the summer, SVA will offer a 6 week kindergarten readiness program called Me and My School to incoming kindergarten students for the 2017-18 school year. The curriculum of this program will focus on both academic and social/emotional. The program will be taught by a certified teacher.	Academic Support Program	06/01/2016	06/30/2016	\$1000	Kindergarten Teachers, Administration, Interventionists, Preschool Teachers
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive School Improvement Plan

Summit View Academy

Intervention Programs	<p>ST Math will be implemented with students not meeting grade level expectations in math. Students in grades 6-8 who are not meeting grade level expectations in the area of math will participate in Math 180.</p> <p>All students in kindergarten and first grade will be utilizing the iRead program for a portion of the reading instructional block; students not meeting grade level expectations in second grade will utilize iRead for a portion of the reading block as an intervention.</p> <p>An administrator, consultant, and teachers will meet monthly to review Read 180, System 44, Math 180, ST Math, and iRead data. Based on review of the data, instructional recommendations will be made. The administration will follow up with students not making progress to help with motivation. Students who are making progress will be celebrated and receive some type of recognition. (i.e. certificates, pencils)</p>	Professional Learning, Direct Instruction	08/17/2016	10/01/2017	\$0	Teachers, Special Education Teachers, Central Office Consultants, Administration, Reading Specialist, School Psychologist
Teacher/Consultant Collaboration	District level consultants will meet with ELA teachers to review Read 180, System 44, iRead data and classroom performance data. The consultants will meet with the administration to discuss students who are not making adequate progress. Consultants will also meet with teachers in grades K-5 to review Eureka Math implementation. The consultants will provide support with instruction, development of pre/post assessments, and instructional groupings.	Professional Learning, Direct Instruction	08/17/2016	05/31/2017	\$0	Administration, Teachers, Consultants
Collaborative Learning	Kagan instructional strategies will be incorporated into the classroom to allow for more rigorous and purposeful conversations and collaborative learning opportunities with students in the classroom. The small group instruction will allow for differentiation of instruction and will meet the needs of all learners.	Direct Instruction	10/01/2016	05/31/2017	\$0	Administration, Teachers, Consultants
Mentor Program	Students with academic, emotional, and/or behavioral needs will be assigned an adult mentor. The mentor will provide a positive connection between the student and the school. The majority of the students needing a mentor fall into the Gap group at SVA.	Behavioral Support Program, Academic Support Program	01/03/2017	05/31/2017	\$0	Counselors, Administration
Foreign Language Instruction and Programs	Students will have access to and utilize the Duolingo (online language resource) and the program will be monitored by a certified teacher and progress will be communicated to students. 8th grade Prep+ students will have the opportunity to take Spanish I at their designated high school. In Social Studies, all students will have access to culturally and relevant learning experiences.	Professional Learning, Direct Instruction	08/17/2016	05/31/2017	\$0	Teachers, Administration, Consultants

Comprehensive School Improvement Plan

Summit View Academy

Data Analysis	All staff will participate in data analysis professional development. Scores will be analyzed to identify areas of strength and areas of growth for achievement, growth and gap. MAP and KPREP data will be used during this activity. During the school-wide KPREP data analysis, teachers participated in a data card sort identifying novice, gap, students close to the next performance level, and students performing proficient/distinguished but not making growth. Teachers created an action plan on how to service these students in the classroom. Ongoing professional learning will occur to analyze data and make instructional recommendations throughout the school year.	Academic Support Program	10/27/2016	05/31/2017	\$0	Administrator s, Teachers, School Psychologist, Guidance Counselors, District Consultants
Effective Instructional Feedback	The administrative team will participate in instructional walks with effective feedback in all classrooms. Teachers who need additional support will work closely with consultants and/or administration to improve instruction. Feedback from informal instructional walks will be discussed within the administration team to determine the overall effectiveness of SVA's teaching staff and staff needs.	Professional Learning	08/17/2016	05/31/2017	\$0	Teachers, Administration , Consultants, Counselors
Healthy Student Incentives	The school's wellness committee will discuss, research, and implement healthy options for student rewards and incentives.	Policy and Process	01/01/2017	05/31/2017	\$0	Parents, Teachers, Support Staff, Family Resource Coordinator, Guidance Counselor, Administration , Parents, Business Partners
Big Day in Pre-K	Preschool teachers are implementing the Big Day in Pre-K program that will offer a strong foundational reading program as students transition to kindergarten.	Direct Instruction	08/17/2016	05/31/2017	\$0	Preschool teachers
Effective Instructional Feedback	The administrative team will participate in instructional walks with effective feedback in all classrooms. Teachers who need additional support will work closely with consultants and/or administration to improve instruction. Feedback from informal instructional walks will be discussed within the administration team to determine the overall effectiveness of SVA's teaching staff and staff needs.	Professional Learning	08/17/2016	05/31/2017	\$0	Administration , Teachers
Hiring Policy	The SBDM Council will develop a policy for hiring highly qualified teachers and discuss ways to retain highly qualified teachers.	Policy and Process	11/02/2015	10/01/2016	\$0	Principal, SBDM council members

Comprehensive School Improvement Plan

Summit View Academy

RTI in Reading and Math	Bi-weekly RTI team meetings are held to discuss and review RTI data, monitor student progress, and provide feedback to the teachers. The data is analyzed to determine effectiveness of the intervention. The committee also analyzes student data and identifies instructional groupings.	Academic Support Program	08/17/2016	05/31/2017	\$0	School Psychologist, Administrators, Reading Specialists, Intervention Teachers, Guidance Counselors, Teachers
School Vision and Mission	The staff will create a vision/mission for the school and this will be communicated to all families, students and stakeholders.	Policy and Process	08/17/2016	10/01/2017	\$0	Administration, Teachers, Counselors, STEAM consultant
Intervention Programs	ST Math will be implemented with students not meeting grade level expectations in math. Students in grades 6-8 who are not meeting grade level expectations in the area of math will participate in Math 180. All students in kindergarten and first grade will be utilizing the iRead program for a portion of the reading instructional block; students not meeting grade level expectations in second grade will utilize iRead for a portion of the reading block as an intervention. An administrator, consultant, and teachers will meet monthly to review Read 180, System 44, Math 180, ST Math, and iRead data. Based on review of the data, instructional recommendations will be made. Student progress will be monitored through the Reading Inventory and Phonics Inventory. The administration will follow up with students not making progress to help with motivation. Students who are making progress will be celebrated and receive some type of recognition. (i.e. certificates, pencils)	Academic Support Program	08/17/2016	10/01/2017	\$0	Administrators, Teachers, School Psychologist, Guidance Counselors, District Consultants
Instructional Boot Camps and Live Scoring	Students in grades 4 and 5 will participate in a math boot camp once a month within their grade level. The boot camp will be targeted to meet student skill deficits. In the areas of Reading and Math, students will participate in KPREP-like assessments and live scorings at least one time per month. Teacher feedback will be given when students participate in live scoring.	Academic Support Program	11/01/2016	05/31/2017	\$0	Teachers, Administrators, Counselors, Consultants
Screening Process	Administrators will screen applicants prior to setting up interviews. Only applicants who are highly qualified will be contacted for an interview.	Policy and Process	08/19/2015	10/01/2016	\$0	Administrators
School-wide Professional Learning Plan	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/19/2015	10/01/2016	\$0	Central Office, Administrators, Teachers

Comprehensive School Improvement Plan

Summit View Academy

TPGES Knowledge	We will ensure the leadership team is knowledgeable of TPGES components and expectations. Principal responsibilities will be reviewed within the context of TPGES components and expectations. We will 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. The administration will review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	08/19/2015	10/01/2016	\$0	Central Office, Administrators, Teachers
3rd Grade Collaborative Math Class	One class at the third grade level is co-taught by both a regular education and special education teacher to best meet the instructional needs of students. The class is divided into small groups to target the specific skill deficits of the students. Intervention programs will be utilized to increase student achievement and help close achievement gaps.	Direct Instruction	08/17/2016	05/31/2017	\$0	Teachers, Special Education Teachers, Administration
Student Goal Setting	Teachers will meet with students to set individual goals for both the MAP and KPREP assessments. This goal setting will occur prior to the Winter MAP and Spring MAP window and prior to the KPREP assessment in the spring. Students will keep their goal setting sheet in their planner for the year.	Academic Support Program	08/17/2016	05/31/2017	\$0	Administrators, Teachers, District Consultants
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Development of STEAM Habits	STEAM committee will continue to meet monthly to discuss initiatives as a school and ways to implement STEAM across the curriculum. The STEAM committee developed ROYAL habits that align with student behaviors and academic expectations. The expectations will be communicated to all students in grades P-8. The walls in the core area will be painted to display the ROYAL habits and their characteristics. The staff will create a vision/mission for the school and this will be communicated to all families, students, and stakeholders.	Policy and Process	08/17/2016	10/01/2017	\$1000	Administration, District Consultants, Teachers, Business partners
Kindergarten Registration	During kindergarten registration in February 2017, families will attend an informational session on ways to work with their children at home so they are ready to start kindergarten.	Parent Involvement	02/01/2017	02/28/2017	\$200	Administration, Kindergarten Teachers, FRYSC Coordinator, Counselor

Comprehensive School Improvement Plan

Summit View Academy

Outreach Events	The Family Resource Center Coordinator and Kindergarten teachers will develop and provide outreach events to inform families in our area about preschool and kindergarten. These events will target communities in the area surrounding our school. Events will provide information about preschool screenings, kindergarten registration, and readiness for school. Families will be provided resources to use with their children to help get them ready for school.	Parent Involvement	01/03/2017	08/23/2017	\$500	FYRSC Coordinator, Administration, Guidance Counselor, School Psychologist, Kindergarten Teachers, Preschool Teachers, Reading/Math Intervention Teachers
Data Analysis	All staff will participate in data analysis professional development. Scores will be analyzed to identify areas of strength and areas of growth for achievement, growth and gap. MAP and KPREP data will be used during this activity. During the school-wide KPREP data analysis, teachers participated in a data card sort identifying novice, gap, students close to the next performance level, and students performing proficient/distinguished but not making growth. Teachers created an action plan on how to service these students in the classroom. On-going professional learning will occur to analyze data and make instructional recommendations throughout the school year.	Professional Learning	08/17/2016	10/01/2017	\$1000	Teachers, administration, consultants, counselors
Total					\$2700	

Phase II - KDE Assurances - Schools

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.	Yes		

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
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.	Yes		

Comprehensive School Improvement Plan

Summit View Academy

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A		

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.	Yes		

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.	Yes		

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.	Yes		

Comprehensive School Improvement Plan

Summit View Academy

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
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.	Yes		

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.	Yes		

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.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

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.	Yes		

Comprehensive School Improvement Plan

Summit View Academy

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 (provide the website link below).	Yes		

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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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.	Yes		

Comprehensive School Improvement Plan

Summit View Academy

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

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.	Yes		

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

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

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

TELL Survey

Measurable Objective 1:

collaborate to develop and establish a shared vision. 75% of faculty and leadership will agree that there is a shared vision by 06/30/2017 as measured by the TELL Survey .

Strategy1:

Collaboration - Administration and staff will collaborate during monthly meetings and PLC meetings to discuss vision and mission. STEAM initiatives will be planned and discussed.

Category: Stakeholder Engagement

Research Cited:

Activity - Development of STEAM Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEAM committee will continue to meet monthly to discuss initiatives as a school and ways to implement STEAM across the curriculum. The STEAM committee developed ROYAL habits that align with student behaviors and academic expectations. The expectations will be communicated to all students in grades P-8. The walls in the core area will be painted to display the ROYAL habits and their characteristics. The staff will create a vision/mission for the school and this will be communicated to all families, students, and stakeholders.	Policy and Process	08/17/2016	10/01/2017	\$1000 - General Fund	Administration, District Consultants, Teachers, Business partners

Activity - School Vision and Mission	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will create a vision/mission for the school and this will be communicated to all families, students and stakeholders.	Policy and Process	08/17/2016	10/01/2017	\$0 - No Funding Required	Administration, Teachers, Counselors, STEAM consultant

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

Goal 1:

K-PREP Combined Proficiency Goal/College and Career Readiness

Comprehensive School Improvement Plan

Summit View Academy

Measurable Objective 1:

collaborate to increase the average combined Reading and Math K-PREP proficiency scores for grades 3-5 from 59.9% in 2016 to 63.9% in 2017 and for grades 6-8 from 53.8% in 2016 to 58.4% in 2017 by 10/01/2017 as measured by the School Report Card Delivery Targets.

Strategy1:

Data and Instructional Planning - Assessment data will be analyzed for Reading and Math. Assessment analysis tools will be used to determine instructional effectiveness and next steps in instructional planning.

Category: Professional Learning & Support

Research Cited:

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with students to set individual goals for both the MAP and KPREP assessments. This goal setting will occur prior to the Winter MAP and Spring MAP window and prior to the KPREP assessment in the spring. Students will keep their goal setting sheet in their planner for the year.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrators, Teachers, District Consultants

Activity - Effective Instructional Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will participate in instructional walks with effective feedback in all classrooms. Teachers who need additional support will work closely with consultants and/or administration to improve instruction. Feedback from informal instructional walks will be discussed within the administration team to determine the overall effectiveness of SVA's teaching staff and staff needs.	Professional Learning	08/17/2016	05/31/2017	\$0 - No Funding Required	Administration, Teachers

Activity - Teacher/Consultant Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level consultants will meet with ELA teachers to review Read 180, System 44, iRead data and classroom performance data. The consultants will meet with the administration to discuss students who are not making adequate progress. Consultants will also meet with teachers in grades K-5 to review Eureka Math implementation. The consultants will provide support with instruction, development of pre/post assessments, and instructional groupings.	Professional Learning Direct Instruction	08/17/2016	05/31/2017	\$0 - No Funding Required	Administration, Teachers, Consultants

Comprehensive School Improvement Plan

Summit View Academy

Activity - RTI in Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly RTI team meetings are held to discuss and review RTI data, monitor student progress, and provide feedback to the teachers. The data is analyzed to determine effectiveness of the intervention. The committee also analyzes student data and identifies instructional groupings.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Psychologist, Administrators, Reading Specialists, Intervention Teachers, Guidance Counselors, Teachers

Activity - 3rd Grade Collaborative Math Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One class at the third grade level is co-taught by both a regular education and special education teacher to best meet the instructional needs of students. The class is divided into small groups to target the specific skill deficits of the students. Intervention programs will be utilized to increase student achievement and help close achievement gaps.	Direct Instruction	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers, Special Education Teachers, Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in data analysis professional development. Scores will be analyzed to identify areas of strength and areas of growth for achievement, growth and gap. MAP and KPREP data will be used during this activity. During the school-wide KPREP data analysis, teachers participated in a data card sort identifying novice, gap, students close to the next performance level, and students performing proficient/distinguished but not making growth. Teachers created an action plan on how to service these students in the classroom. On-going professional learning will occur to analyze data and make instructional recommendations throughout the school year.	Academic Support Program	10/27/2016	05/31/2017	\$0 - No Funding Required	Administrators, Teachers, School Psychologist, Guidance Counselors, District Consultants

All children were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (with enrichments and ready) for kindergarten from 55.0% in 2016 to 72.4% in 2017 by 10/01/2017 as measured by the Brigance Assessment (100% of Kindergarten students assessed).

Strategy1:

Education of Students, Families, and Community - Resources and readiness programs will be provided to students and families to assist with kindergarten readiness.

Comprehensive School Improvement Plan

Summit View Academy

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During kindergarten registration in February 2017, families will attend an informational session on ways to work with their children at home so they are ready to start kindergarten.	Parent Involvement	02/01/2017	02/28/2017	\$200 - General Fund	Administration, Kindergarten Teachers, FRYSC Coordinator, Counselor

Activity - Me and My School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the summer, SVA will offer a 6 week kindergarten readiness program called Me and My School to incoming kindergarten students for the 2017-18 school year. The curriculum of this program will focus on both academic and social/emotional. The program will be taught by a certified teacher.	Academic Support Program	06/01/2016	06/30/2016	\$1000 - Other	Kindergarten Teachers, Administration, Interventionists, Preschool Teachers

Activity - Big Day in Pre-K	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers are implementing the Big Day in Pre-K program that will offer a strong foundational reading program as students transition to kindergarten.	Direct Instruction	08/17/2016	05/31/2017	\$0 - No Funding Required	Preschool teachers

Activity - Outreach Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center Coordinator and Kindergarten teachers will develop and provide outreach events to inform families in our area about preschool and kindergarten. These events will target communities in the area surrounding our school. Events will provide information about preschool screenings, kindergarten registration, and readiness for school. Families will be provided resources to use with their children to help get them ready for school.	Parent Involvement	01/03/2017	08/23/2017	\$500 - General Fund	FYRSC Coordinator, Administration, Guidance Counselor, School Psychologist, Kindergarten Teachers, Preschool Teachers, Reading/Math Intervention Teachers

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (with enrichments and ready) for kindergarten from 55.0% in 2016 to 72.4% in 2017 by 10/01/2017 as measured by the Brigance Assessment (100% of Kindergarten students assessed).

Comprehensive School Improvement Plan

Summit View Academy

Strategy1:

Education of Students, Families, and Community - Resources and readiness programs will be provided to students and families to assist with kindergarten readiness.

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During kindergarten registration in February 2017, families will attend an informational session on ways to work with their children at home so they are ready to start kindergarten.	Parent Involvement	02/01/2017	02/28/2017	\$200 - General Fund	Administration, Kindergarten Teachers, FRYSC Coordinator, Counselor

Activity - Me and My School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the summer, SVA will offer a 6 week kindergarten readiness program called Me and My School to incoming kindergarten students for the 2017-18 school year. The curriculum of this program will focus on both academic and social/emotional. The program will be taught by a certified teacher.	Academic Support Program	06/01/2016	06/30/2016	\$1000 - Other	Kindergarten Teachers, Administration, Interventionists, Preschool Teachers

Activity - Outreach Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center Coordinator and Kindergarten teachers will develop and provide outreach events to inform families in our area about preschool and kindergarten. These events will target communities in the area surrounding our school. Events will provide information about preschool screenings, kindergarten registration, and readiness for school. Families will be provided resources to use with their children to help get them ready for school.	Parent Involvement	01/03/2017	08/23/2017	\$500 - General Fund	FYRSC Coordinator, Administration, Guidance Counselor, School Psychologist, Kindergarten Teachers, Preschool Teachers, Reading/Math Intervention Teachers

Activity - Big Day in Pre-K	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers are implementing the Big Day in Pre-K program that will offer a strong foundational reading program as students transition to kindergarten.	Direct Instruction	08/17/2016	05/31/2017	\$0 - No Funding Required	Preschool teachers

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

SY 2016-2017

Page 61

Comprehensive School Improvement Plan

Summit View Academy

K-PREP Combined Proficiency Goal/College and Career Readiness

Measurable Objective 1:

collaborate to increase the average combined Reading and Math K-PREP proficiency scores for grades 3-5 from 59.9% in 2016 to 63.9% in 2017 and for grades 6-8 from 53.8% in 2016 to 58.4% in 2017 by 10/01/2017 as measured by the School Report Card Delivery Targets.

Strategy1:

Data and Instructional Planning - Assessment data will be analyzed for Reading and Math. Assessment analysis tools will be used to determine instructional effectiveness and next steps in instructional planning.

Category: Professional Learning & Support

Research Cited:

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with students to set individual goals for both the MAP and KPREP assessments. This goal setting will occur prior to the Winter MAP and Spring MAP window and prior to the KPREP assessment in the spring. Students will keep their goal setting sheet in their planner for the year.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrators, Teachers, District Consultants

Activity - RTI in Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly RTI team meetings are held to discuss and review RTI data, monitor student progress, and provide feedback to the teachers. The data is analyzed to determine effectiveness of the intervention. The committee also analyzes student data and identifies instructional groupings.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	School Psychologist, Administrators, Reading Specialists, Intervention Teachers, Guidance Counselors, Teachers

Activity - Teacher/Consultant Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level consultants will meet with ELA teachers to review Read 180, System 44, iRead data and classroom performance data. The consultants will meet with the administration to discuss students who are not making adequate progress. Consultants will also meet with teachers in grades K-5 to review Eureka Math implementation. The consultants will provide support with instruction, development of pre/post assessments, and instructional groupings.	Professional Learning Direct Instruction	08/17/2016	05/31/2017	\$0 - No Funding Required	Administration, Teachers, Consultants

Comprehensive School Improvement Plan

Summit View Academy

Activity - Effective Instructional Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will participate in instructional walks with effective feedback in all classrooms. Teachers who need additional support will work closely with consultants and/or administration to improve instruction. Feedback from informal instructional walks will be discussed within the administration team to determine the overall effectiveness of SVA's teaching staff and staff needs.	Professional Learning	08/17/2016	05/31/2017	\$0 - No Funding Required	Administration, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in data analysis professional development. Scores will be analyzed to identify areas of strength and areas of growth for achievement, growth and gap. MAP and KPREP data will be used during this activity. During the school-wide KPREP data analysis, teachers participated in a data card sort identifying novice, gap, students close to the next performance level, and students performing proficient/distinguished but not making growth. Teachers created an action plan on how to service these students in the classroom. On-going professional learning will occur to analyze data and make instructional recommendations throughout the school year.	Academic Support Program	10/27/2016	05/31/2017	\$0 - No Funding Required	Administrators, Teachers, School Psychologist, Guidance Counselors, District Consultants

Activity - 3rd Grade Collaborative Math Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One class at the third grade level is co-taught by both a regular education and special education teacher to best meet the instructional needs of students. The class is divided into small groups to target the specific skill deficits of the students. Intervention programs will be utilized to increase student achievement and help close achievement gaps.	Direct Instruction	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers, Special Education Teachers, Administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap

Measurable Objective 1:

collaborate to increase the % of proficient/distinguished gap students in combined reading and math in grades 3-5 from 39.9 % in 2016 to 45.9% in 2017 and increase the % of proficient/distinguished gap students in grades 6-8 from 41.8% in 2016 to 47.6% in 2017. by 05/31/2017 as measured by School Report Card.

Strategy1:

Comprehensive School Improvement Plan

Summit View Academy

Professional Learning - Professional Learning in the areas of curriculum, instruction, and assessment for all staff.

Category: Continuous Improvement

Research Cited: MDC, LDC, Best Practices, Read 180, System 44, Math 180, ST Math, iRead, Eureka Math, Springboard

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>ST Math will be implemented with students not meeting grade level expectations in math. Students in grades 6-8 who are not meeting grade level expectations in the area of math will participate in Math 180.</p> <p>All students in kindergarten and first grade will be utilizing the iRead program for a portion of the reading instructional block; students not meeting grade level expectations in second grade will utilize iRead for a portion of the reading block as an intervention.</p> <p>An administrator, consultant, and teachers will meet monthly to review Read 180, System 44, Math 180, ST Math, and iRead data. Based on review of the data, instructional recommendations will be made. The administration will follow up with students not making progress to help with motivation. Students who are making progress will be celebrated and receive some type of recognition. (i.e. certificates, pencils)</p>	Direct Instruction Professional Learning	08/17/2016	10/01/2017	\$0 - No Funding Required	Teachers, Special Education Teachers, Central Office Consultants, Administration, Reading Specialist, School Psychologist

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All staff will participate in data analysis professional development. Scores will be analyzed to identify areas of strength and areas of growth for achievement, growth and gap. MAP and KPREP data will be used during this activity. During the school-wide KPREP data analysis, teachers participated in a data card sort identifying novice, gap, students close to the next performance level, and students performing proficient/distinguished but not making growth. Teachers created an action plan on how to service these students in the classroom. On-going professional learning will occur to analyze data and make instructional recommendations throughout the school year.</p>	Professional Learning	08/17/2016	10/01/2017	\$1000 - General Fund	Teachers, administration, consultants, counselors

Activity - Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students with academic, emotional, and/or behavioral needs will be assigned an adult mentor. The mentor will provide a positive connection between the student and the school. The majority of the students needing a mentor fall into the Gap group at SVA.</p>	Behavioral Support Program Academic Support Program	01/03/2017	05/31/2017	\$0 - No Funding Required	Counselors, Administration

Comprehensive School Improvement Plan

Summit View Academy

Activity - Effective Instructional Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will participate in instructional walks with effective feedback in all classrooms. Teachers who need additional support will work closely with consultants and/or administration to improve instruction. Feedback from informal instructional walks will be discussed within the administration team to determine the overall effectiveness of SVA's teaching staff and staff needs.	Professional Learning	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers, Administration, Consultants, Counselors

Activity - Special Education Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and administration will collaborate to discuss and monitor student progress, share instructional strategies and interventions, and analyze assessment data. Teachers will be looking specifically at the specially designed instruction for each of the students on his/her caseload. Teachers will share resources with the special education team and identify resource needs that are researched based. These resources will be purchased as needed through the school instructional budget. Teachers will more intentionally utilize the Read, Write, Gold program to meet the accommodations needs of the students. This will occur at special education Professional Learning Community meetings.	Professional Learning	08/17/2016	10/01/2017	\$1000 - Title I Part A	Special Education Teachers, School Psychologist, Administration, Counselors, Central Office Consultants

Goal 2:

Novice Reduction

Measurable Objective 1:

collaborate to decrease the percentage of students in grades 3-5 performing Novice in Math from 13.9 in 2016 to 12.5 and decrease the number of students in grades 6-8 performing Novice in Reading from 16.1 in 2016 to 14.5 by 10/01/2017 as measured by the School Report Card.

Strategy1:

Instructional Programs and Support - Data will be used to plan targeted instruction for students not meeting grade level expectations.

Category: Professional Learning & Support

Research Cited:

Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kagan instructional strategies will be incorporated into the classroom to allow for more rigorous and purposeful conversations and collaborative learning opportunities with students in the classroom. The small group instruction will allow for differentiation of instruction and will meet the needs of all learners.	Direct Instruction	10/01/2016	05/31/2017	\$0 - No Funding Required	Administration, Teachers, Consultants

Comprehensive School Improvement Plan

Summit View Academy

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ST Math will be implemented with students not meeting grade level expectations in math. Students in grades 6-8 who are not meeting grade level expectations in the area of math will participate in Math 180. All students in kindergarten and first grade will be utilizing the iRead program for a portion of the reading instructional block; students not meeting grade level expectations in second grade will utilize iRead for a portion of the reading block as an intervention. An administrator, consultant, and teachers will meet monthly to review Read 180, System 44, Math 180, ST Math, and iRead data. Based on review of the data, instructional recommendations will be made. Student progress will be monitored through the Reading Inventory and Phonics Inventory. The administration will follow up with students not making progress to help with motivation. Students who are making progress will be celebrated and receive some type of recognition. (i.e. certificates, pencils)	Academic Support Program	08/17/2016	10/01/2017	\$0 - No Funding Required	Administrators, Teachers, School Psychologist, Guidance Counselors, District Consultants

Activity - Instructional Boot Camps and Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 4 and 5 will participate in a math boot camp once a month within their grade level. The boot camp will be targeted to meet student skill deficits. In the areas of Reading and Math, students will participate in KPREP-like assessments and live scorings at least one time per month. Teacher feedback will be given when students participate in live scoring.	Academic Support Program	11/01/2016	05/31/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors, Consultants

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Measurable Objective 1:

Comprehensive School Improvement Plan

Summit View Academy

collaborate to achieve a score of 7.0 in the area of Global Competency/World Language by 10/01/2017 as measured by the Program Review State Report.

Strategy1:

Intentional Instructional Opportunities - Intentional instructional programs will be implemented to enhance and develop students' awareness of different cultures.

Category: Continuous Improvement

Research Cited:

Activity - Foreign Language Instruction and Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to and utilize the Duolingo (online language resource) and the program will be monitored by a certified teacher and progress will be communicated to students. 8th grade Prep+ students will have the opportunity to take Spanish I at their designated high school. In Social Studies, all students will have access to culturally and relevant learning experiences.	Professional Learning Direct Instruction	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers, Administration, Consultants

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?

Summit View Academy is a unique school in the Kenton County School District. In the Spring of 2015, both Summit View Elementary and Summit View Middle Schools were closed and Summit View Academy was formed. Summit View Academy is located on a large campus in the heart of Independence, Kentucky. Independence is a rapidly growing suburban/residential community supported by a working partnership of students, educators, families, and community dedicated to providing quality education opportunities for students. Summit View Academy services students in grades preschool through eighth grade on a large campus. The student body is made up of about 1500 students with a diverse culture. 38.5% % of our students qualify for free/reduced lunch and currently about 9% of our students are minority. The school has 105 certified staff members, 3 certified counselors, 1 school psychologist, 4 assistant principals, and 1 principal.

School's Purpose

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

Summit View Academy's focus is to be one of the first P-8 STEAM academies in the United States. We have a full-time STEAM consultant on staff that works with our parents, teachers, and students on ways to incorporate STEAM into our instruction. The school is currently developing the vision and mission for our school. The focus of the school currently is to find a variety of opportunities to work together as one staff and improve the school culture where students are challenged regularly to work together to increase their student performance. Summit View Academy's vision is for all students to be engaged in learning that will prepare them to be college and career ready through a curriculum that is project based and based on a STEAM (Science, Technology, Engineering, Arts, Math) curriculum. The school is currently working with students and staff to develop the school's mission statement. The next step for Summit View Academy is to develop a mission that aligns with the school's beliefs and STEAM focus. Currently, the school has determined that the ROYAL habits will be based on the words ROYAL STARS. The staff has identified habits that align to the school's focus and beliefs. Rubrics are being developed that will identify the school's focus at the primary, intermediate and junior high levels. The ROYAL habits will then be communicated to the parents, students, and community and by next school year will be a part of the school's mission and culture. Characteristics of these habits will be displayed in artwork throughout the school so that the students are constantly exposed to them.

The PBIS expectations have become a huge part of our school culture. The expectation at Summit View Academy is that students follow the STAR expectations (Safe, Think, Attitude, Responsibility). The expectations are taught explicitly to all students at the beginning of the school year. The behaviors are reinforced positively and students are recognized frequently. The STAR expectations are re-taught after extended breaks. The PBIS committee meets frequently to review expectations and develop plans for additional areas.

Notable Achievements and Areas of Improvement

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

Summit View Academy is a newly formed school in the Kenton County School District. The assessment scores will still be reported separately for students in grades 3-5 and students in grades 6-8. Areas of achievement for students in grades 3-5 include being identified as a Proficient School. Students in grades 6-8 improved 2.2 points in the area of Achievement. Students in grades 3-5 and 6-8 had outstanding achievements in the area of Program Review. The students scored an overall score of 23 points maximizing the Program Review score for the school.

The school kicked off the school year with a school-wide assembly that announced a partnership with the Florence Freedom Minor League Baseball Team. The General Manager and several players spoke to our students about the skills that are required to create promotions throughout the baseball game. These are the same skills that the students are learning about through the ROYAL habits. Students will develop promotions that will be presented to Florence Freedom. Twelve promotions will be selected to be shown throughout a Florence Freedom game at the end of the school year.

The school was awarded the Read to Achieve grant for students in grades K-2. The grant allows students who are struggling with reading to be serviced through a researched-based program. The school also receives Title I funding to help support students who are not achieving grade level standards.

Areas of improvement include utilizing the Response to Instruction block to not only provide intervention to students but also to provide challenging enrichment activities. During the block of time, students also participate in STEAM focused lessons that engage students to think and problem solve with their peers. Another area of improvement is ensuring students in the Gap population are continuing to show improvements across all grade levels. Many of the students in the gap group are not achieving proficient or distinguished on the state assessments. Students are also not meeting growth for reading and math. The school needs to look at the interventions that are in place and ensure that Tier I instruction is rigorous and aligned to the state standards. The district curriculum consultants are observing in classrooms to provide feedback on Tier I instruction. The school needs to make sure all students are being challenged through rigorous classroom instruction. The students also need to be monitored through frequent formative assessments to ensure students have mastered the standards.

Teachers are analyzing data and making informed decisions about their students. Regularly, assessment data is reviewed with staff members and instructional strategies are being discussed. Administrators are also frequently provided feedback to teachers during informal and formal observations. As a staff, we are also triangulating assessment data to determine what factors are causing the students to not make adequate growth in reading and math.

Additional Information

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

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

Communication is a priority with our staff and families. The school utilizes the electronic newsletter to send home important information on a bi-weekly basis. Teachers send home grade/teacher specific newsletters at least two times per month. The school and many of the teachers use the Remind 101 text messaging tool to communicate with families more efficiently. The school also has a webpage and Facebook page to keep families informed of important dates and extra-curricular programs.

Another important component of the school community is the Family Resource Youth Service Center (FRYSC). This is an additional support for the students and families in the school. The FRYSC provides assistance to our families with clothing, assistance with utilities, holiday gifts, putting families in touch with other community organizations and much more. The team also leads the schools' All Pro Dad Breakfast that occurs once per month, provides student leadership programs, and works with families on breaking down the barriers between home and school.