



Comprehensive School Improvement Plan

Summit View Middle School
Kenton County School District

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

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

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

Description of the School

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

The community of Summit View Middle School can be described as a growing suburban-residential area with few big businesses and the majority of the community commutes to jobs, shopping, etc. Summit View Middle School in Independence is centrally located in the middle of Kenton County and our enrollment is 769. Our school has eight elementary feeder schools and we directly feed into two high schools. SVMS student body is made up of 92% White/Caucasian and 8% Minorities. 13% of our students participate in our Special Education Program and 39% of the students are enrolled in our Free and Reduced Lunch Program. A challenges SVMS has faced over the last four years are the change in administration. In the last four school years, SVMS has had three different principals.

Summit View Middle School also faces a 12.8% transient population where students are either coming or going. 1.4% of our student body is currently homeless. Our school offers a variety of activities based upon the interests of our students to help work toward achieving the district goal of every child being involved in an activity. Our current activities include Band, Chorus, Paws for a Cause, Chess Club, Art Club, Student Council, Academic Team, Book Club, Intramurals, STLP, Football, Basketball, Bowling, Volleyball, Cheerleading, Ewise, Drama, Yearbook, Future Problem Solving team, Cross Country, Track and Pep Band. Students have the opportunity to play sports that are not offered at SVMS at the high school level, they include: Swim, Soccer, Golf, Softball and Tennis. We have added Archery in response to the high interest of our students.

Our school also has the wonderful opportunity to be connected to Summit View Elementary which allows for many campus wide celebrations and events. We are currently in the second year of implementation of a Positive Behavior Support program (PBIS) which teaches students to respect others and to act responsibly. Summit View Middle School takes great pride in the staff. We currently have 14.5% male staff members. Three teachers hold National Board Certification and one teacher is an inducted member of the NKU Athletic Hall of Fame. At SVMS, our staff is aware that middle school is an important transition period in a child's life. Our 6th graders are being asked to rely less on others for their academic careers and our 8th graders are trying to transition into high school as young adults. Our teachers work to find each child's ability and adjust their instruction to best meet that child's needs. All of our students are involved daily in RTI (Response to Instruction) which focuses on improving skills. Our PTSA is an integral part of our school and we have 100% staff membership this year.

School's Purpose

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

At Summit View Middle School, we realize that students are experiencing transition from childhood to adulthood. Our mission is to focus on strengths, talents, and abilities of each individual student by maintaining high academic expectations with a vision of success by providing a variety of opportunities that will foster individual growth and development at the highest level possible.

SVMS embodies this mission statement through several programs and services. All incoming 6th graders from the eight feeder schools are invited to Camp Jaguar. This transition activity allows our newest students to become familiar with the middle school. They participate in team building activities, locker survival, and PBIS procedures. Last summer, we had 60% attendance at Camp Jaguar. Our expectation is that we prepare all 8th graders for decision making at a level that will lead to readiness and decision making in college and career goals.

Transition activities to the high school include: high school visits, Operation Preparation, ILP development, and a career fair. At SVMS, all transitioning 8th graders have the support to make decisions regarding their educational and career goals.

SVMS offers a variety of programs that support talents and abilities of our students. At SVMS 16% of our students participate in the Gifted and Talented Program. Student data is analyzed by teachers on a continual basis. Teachers review MAP scores, EXPLORE scores, K-PREP scores, progress monitoring, embedded assessments and student work to plan instruction to meet the needs of each student. At SVMS, it is our expectation that every student will be successful.

Notable Achievements and Areas of Improvement

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

Awards:

Summit View Middle school has had many accomplishments over the last three years. Our "Paws for a Cause" organization based upon doing random acts of kindness in the school and for the community finished in the top three schools nationwide, from the "U-Act Program" through Red Robin. As a result of that top three finish Paws for a Cause was granted a \$10,000 award to put back into the school with a focus on Random Acts of Kindness. We had a student who was a finalist in the WCPO Spelling Bee held in spring 2011. EWISE Club: Silver Award for MS Division; School with Most Improved Habits; Cheerleading: 1st Place Cheer/Dance; 2nd Place Jingle Bell Classic; Music: students on all of the following; 6th, 7th and 8th Grade Honor Choir; Kenton County All-Star Chorus; KMEA Jr. High State Chorus; Solo and Ensemble; NKY Large Group Festival 7th/8th Grade Chorus received a rating of Distinguished; Student Council has been recognized by the Independence Police Department for contributions to annual food drive; Academic Team took first place in Future Problem Solving as well as first place in other academic areas; PTSA Reflection Winners in Writing, Photography, art and drawing; Recognition in the County Calendar for Art; "Why I Love Am" Writing winners; Intramural Boys Basketball took first place in the school district; Took Third Place in the District Spelling Bee; Football: Ice Bowl Champions; Wrestling: Winters Duels 1st Place, Wrestlers going to the state level; Many Individual Awards

Area of Improvement:

SVMS has focused on improving test scores through many means including Read 180/System 44, job embedded PD with curriculum coaches focused on analyzing student work, common assessments results, sharing EXPLORE scores with students, as well as the many other aspects of improving instruction. School wide we administer MAP testing which gives immediate results allowing improved instruction immediately. Students are goal setting between MAP sessions to improve each time and in each area. We have daily RTI that focuses on student ability and areas of weakness. RTI is designed to support student learning with specific activities. Our staff meets weekly for job embedded professional development and PLCs to analyze assessment data, student work and make instructional decisions based upon that analysis. SVMS is in the second year of implementation of Springboard curriculum in Math and Language Arts which supports our mission to equip students with tools to make decisions based on college and career readiness goals. Summit View Middle School is a focus school due to the fact we scored three stanines below in the area of Reading for the special education population.

Improvement strategies focus for the next three years:

At SVMS, we have an expectation of regular analysis of Read 180 data, System 44 data with ELA teachers. Students who need intense tier 3 interventions will get extra time to development on vocabulary development, fluency, and reading comprehension each day during the RTI process. Continue to train Instructional assistants in effectively supporting READ 180; assisting the students in small group instruction and progress monitoring. Students will have small group instruction to develop the missing skills in fluency, vocabulary and comprehension. Reinforce the basic skills in the 7th and 8th grade by analyzing data of the E21 and re-teaching the gaps in fluency and comprehension through small group instruction in RTI. Teachers will make it common practice to Lexile reading passages used in classes and RTI so that they are ensuring the passages are at or above the appropriate reading level. Professional Development in teaching reading strategies to students for teachers who are not certified in Language Arts in teaching reading strategies. In each of the grade levels, we have implemented an all male RTI reading group for those scoring apprentice. Professional Development for staff for making sure that lessons are rigorous, real world connected, and assessed for understanding. Teacher will participate in Professional Development that focuses on the effective use of Learning targets in the classroom and other effective strategies such as formative assessment, reading in the content area and collaborative group work. Teachers will address the LDC writing in content classes. MDC activities will enhance core content through higher

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order thinking activities. Do the Math Now has been implemented in small groups for 6th, 7th and 8th grade levels for those not at grade level. MAP Descartes is being used to identify the skills needed for students at each RIT band by intentional grouping of students for targeted learning. All seventh grade students were administered the EXPLORE test by ACT. The data will be used to drive instruction and to prepare students for high school and beyond.

Additional Information

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

Summit View Middle School has made some great changes in the 2012-13 school year. We gave the EXPLORE test to our seventh grade students keeping in mind that they were taking an eighth grade level test. The information was reviewed with students and students will be able to set goals for the EXPLORE in 8th grade. We feel that this extra data only enhances our ability to meet the needs of our students. Summit View Middle School's focus on the students continued through Student Led Conferences. This student centered activity was a first for our teachers, parents and students. Teachers compiled a portfolio of student work samples, teacher feedback, and self assessments. Parents were invited to attend Student Led Conferences where students (using a guided script) sat down with their parents and had intentional conversations about their learning, their accomplishments, and their future expectations. Teachers facilitated the conferences for parents and students. This type of activity aligns with our mission that every student will be given an opportunity to foster their individual growth, student accountability and reflection. SVMS continues to focus on education by participating in NKU's pilot Teacher Candidate Program that has teachers co-teaching with student teachers. At SVMS, we have partnered with Kappa Kappa Gamma for a new G.I.R.L.S Academy program. This opportunity will give our female students a weekend retreat that will focus on fostering leadership, self-esteem, and character building.

KDE Needs Assessment

Introduction

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

Data Analysis

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

At Summit View MS, we analyze the data with a focus towards student progress in all areas. The questions we ask ourselves; Who is not making progress or meeting goals and in which content areas? Why are these students not making progress? What can we do as a school to ensure all students show growth in learning? What can we do as a school to close the gaps between groups of students? SVMS is a focus school, what can we do to improve the learning of the special education population? What instructional strategies will enhance student learning in the classroom? From our Program Review we are asking do we need to enhance curriculum or do we need to provide professional development for our staff? What opportunities do our students have to enhance Practical Living/Vocational and Arts/Humanities learning?

The following information is what our data tells us about our school:

Through KPREP ACHIEVEMENT data; 44.1% of our students are proficient or distinguished in reading, 39% of males are scoring proficient or distinguished and 50% of females are scoring proficient or distinguished in reading, 36.6% of our students of scoring proficient or distinguished in writing. Summit View Middle School received 82% points on the KPREP for Social Studies and 8.7% were bonus points and we received 84.6% points for science and 12.2% were bonus points.

Through the KPREP GAP data; Summit View MS is a focus school because our students with disabilities are three stanines below the state in reading. 38.1% of our Gap students are scoring novice in reading. In the area of math 60.5% of 6th grade students with IEPs and 70.8% of 8th grade students with IEPs, and 7th grade at 36.4% are scoring novice in math.

Through KPREP COLLEGE CAREER READINESS data; Summit View MS received 6.5 overall points for our College Career Readiness/Explore. 67% of our 8th graders were at or above benchmark in English (13), 41% of our 8th graders were at benchmark in math (17), 40 % of the students are at benchmark for reading (15), and 17% of the students are at benchmark in science (20).

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?

Summit View has a lot to celebrate. The KPREP data shows our overall percentile went from 42%ile in 2010, 43%ile in 2011, and with the 2012 results we are at 51%ile. Our goal is to be proficient.

From the KPREP achievement scores, 64.1% of SVMS students grew in reading, Science earned 12.2% points in bonus and Social Studies earned 8.7% points in bonus, 64.9% of the students scored Proficient or Distinguished in science. 64.5% of the students scored proficient or distinguished in social studies. 47.1% of the 7th grade students and 47.3% of the 8th grade students were proficient or distinguished in math.

Activities that Summit View MS will continue to sustain these achievements; Researched based curriculum; Spring Board College and Career materials implemented in math and ELA classes across the district classes utilizing higher level thinking skills, more critical processing skills, active interactions with the text and rigorous instruction in math classes. Teachers will recieve professional development for staff, flexible RTI intervention groups alternating on math and/or reading, continue our Science Technology Engineering Math (STEM) class as an Encore classes. All teachers conference with the students and set goals based on the MAP RIT scores in reading, math, science, and Language Usage. ESS will continue to develop skills in reading and math for students 1 or more years behind grade level, and Summit View will implement a parent data night to to enhance parent understanding of data, benchmarks in Explore, and individual academic progress.

Opportunities for Improvement

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

To reach our goal of proficiency Summit View Middle School needs to improve in the area of reading with our students having disabilities. By analyzing KPREP data there was a need for additional ELA classes that focus on reading fluency, vocabulary development and comprehension using aspects of Read 180, System 44 and Expert 21. 7th grade students who need intense tier 3 interventions are getting extra time to development on vocabulary development, fluency, and reading comprehension each day. Non-Springboard content classes, such as science and social studies are implementing Springboard instructional strategies.

Job embedded, professional development days will continue to be utilized for following; developing special education accommodations and documentation strategies, Using DeCartes from NWEA effectively in RTI, and Data Days will be used for analyzing student work, KPREP scores, MAP data to effectively remediate students as necessary. Analysis has already occurred for the following; MAP results from Spring 2012, MAP data from fall of 2012-13, failure rates per quarter for each team, KPREP results for students, K-PREP by team (achievement, growth, gap, etc.), NAPD numbers for gap groups (males, females, free and reduced students, and students with disabilities), 8th Explore results. All Instructional assistants have been trained in effectively supporting READ 180; monitoring data, running reports and assisting the students in small group instruction while in READ 180 allowing them to teach our low achieving students the skills they are missing or need practice.

According to our TELL survey, SVMS needs improvement in managing student conduct and build culture among staff. Summit View MS is under new administration and this year implemented an (Isolated Curricular Environment) ICE room staffed with a certified teacher. Our ICE teacher communicates with staff and follows through with individual students to ensure all work is completed and students are learning during the day. We are in the process of implementing PBIS strategies and training for all students that will include bus conduct expectations. Discipline data will continue to be reviewed monthly with staff. The SVMS developed team leaders this year. One teacher from each team meet weekly with the administrative team. This has given teachers the opportunity to develop a leadership role at SVMS through input, decision making and planning. Teachers are offered to give input and ideas on SBDM, standing SBDM standing committees and adhoc committees. They have opportunities to participate on a district level committees, such as; LDC, MDC, Gifted and Talented, Evaluation, Calendar and Prep and Prep Plus.

Conclusion

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

In conclusion, as a focus school we have an intentional focus to ensure all students at Summit View MS become college and career ready. Our next steps are to continue regular analysis of Read 180 data, system 44 data with ELA teachers and special education teachers. We will continue to provide students who need intense tier 3 interventions with extra time to strengthen vocabulary development, fluency, and reading comprehension each day during the RTI process. Go back to the basic skills in the 7th and 8th grade by analyzing data of the E21 and re-teaching the gaps in fluency and comprehension through small group instruction in RTI. We will have continuous training for instructional assistants, teachers, and administrators in effectively supporting READ 180; assisting the students in small group instruction and progress monitoring. Students will have small group instruction to develop the missing skills in fluency, vocabulary and comprehension. Non-ELA teachers will be trained in effective reading strategies to support student achievement. Summit View MS will continue to show progress in student learning as evidenced by the KREP scores.

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

Summit View Middle School is a focus school due to our reading scores of our students having disabilities. We recognize that we need an intentional focus to help students in the special education population. We are continuing to utilize researched based reading programs such as, Read 180, System 44, and Expert 21 which focuses on reading fluency, reading comprehension, and vocabulary development. We will also continue ongoing data analysis in all of the reading programs. Our next steps include a small group focused on basic reading skills and reviewing data gathered from progress monitoring of the small groups. Another next step is to continue to provide professional development for our non-ELA teachers and instructional assistants on teaching reading strategies to all students.

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

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	Measurable Objective	Total Funding
1	All students with disabilities will improve their reading proficiency	Objectives: 2 Strategies: 8 Activities: 12	Organizational	Collaborate to increase the percentage of proficient and distinguished students in reading among our students with disabilities from 7.9 to 17.1. by 06/07/2013 as measured by the K-PREP., Collaborate to Improve our College Readiness as demonstrated on the Explore Results by 06/07/2013 as measured by KPREP results.	\$5500

Goal 1: All students with disabilities will improve their reading proficiency

Measurable Objective 1:

Collaborate to increase the percentage of proficient and distinguished students in reading among our students with disabilities from 7.9 to 17.1. by 06/07/2013 as measured by the K-PREP.

Strategy 1:

7th Small Group - 7th grade students with reading disabilities participate in a small group for 40 minutes per day for reading instruction that focuses on reading comprehension, reading fluency, reading vocabulary development. This instruction is in addition to the Read 180 program these students also participate in daily. The students receive small group instruction within the small group when they go to the three areas of need; fluency, comprehension, vocabulary.

Research Cited: Read 180

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th grade students with reading disabilities participate in a small group for 40 minutes per day for reading instruction that focuses on reading comprehension, reading fluency, reading vocabulary development. This instruction is in addition to the Read 180 program these students also participate in daily. The students receive small group instruction within the small group when they go to the three areas of need; fluency, comprehension, vocabulary. This small group instruction will occur during the second quarter and the fourth quarter of the year due to scheduling.	Direct Instruction	11/01/2012	06/07/2013	\$0	No Funding Required	Two 7th grade Special Education teachers

Strategy 2:

Professional Development - Teachers will participate in professional development of researched based strategies for working with students with special needs.

Research Cited: A Guide to the Kentucky System of Interventions

Activity - Accommodations & Modifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive PD in research based Accommodations and Modifications	Professional Learning	08/15/2012	06/07/2013	\$0	No Funding Required	Administration

Strategy 3:

RTI Groups - Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level of reading using MAPS/Measure of using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient or distinguished.

Research Cited: NWEA

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to learn additional skills and instructional strategies that will enhance student learning, Teachers will also develop knowledge in using DesCartes from NWEA and continue to analyze data.	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration
Activity - RTI Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level of math or reading using MAPS/Measure of Academic Progress or KPREP Scores. using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient or distinguished. The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped by a different content area or RIT level. Groups can also be re-evaluated by new assessment data from MAPS, Read 180 or other progress monitoring program.	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration and faculty

Strategy 4:

ESS - Students scoring Novice or Apprentice on the KPREP will be identified in skill areas of reading and stay after school twice a week for skill building. The math and reading skills identified for remediation will come from MAP DesCartes according to RIT number.

Research Cited: NWEA

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS teachers will plan lessons in response to the MAP scores of students in ESS	Academic Support Program	01/10/2013	06/07/2013	\$0	No Funding Required	ESS Teachers and ESS Coordinator
Activity - Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students needing math and reading based on MAP scores.	Academic Support Program	01/10/2013	06/07/2013	\$3500	General Fund	Administration, ESS Teachers

Strategy 5:

Research Based Programs - Language Arts teachers will implement Read 180, System 44, and/or Expert 21 in their Language Arts class. Read 180 for those students who score 2 years or more below grade level in reading based on MAP, Expert 21 for those that score 1 year below grade level in reading based on MAP, and System 44 will be used for students who have not mastered their phonetic reading skills.

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Research Cited: Read 180, System 44 and Expert 21 researched based programs.

Activity - Springboard Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration , ELA teachers
Activity - Read 180 Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the SPI and SRI reading scores each quarter to determine if a student is making progress in reading. The data provided will be in the areas of lexile growth, reading fluency, reading comprehension, and vocabulary development	Academic Support Program	08/16/2012	06/07/2013	\$0	No Funding Required	Language Arts Teachers and Administration
Activity - SRI / SPI Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the Read 180, System 44, and the Expert 21 classes will be given the Scholastic Reading inventory each quarter to determine if the student is making growth in their reading skills	Academic Support Program	08/16/2012	06/07/2013	\$0	No Funding Required	Language Arts Teachers and Administration

Strategy 6:

Data Analysis - Teachers will analyze student achievement for students with disabilities, including MAP data, student work, assessments to determine instructional changes and improvements

Research Cited: Best Practices

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Analysis of student work samples, MAP data, and KPREP during PLCs to determine students needing remediation.	Other	08/15/2012	06/07/2013	\$0	No Funding Required	Teachers and Administrators

Measurable Objective 2:

Collaborate to Improve our College Readiness as demonstrated on the Explore Results by 06/07/2013 as measured by KPREP results.

Strategy 1:

7th Grade Students Take Explore - Students in 7th grade will take the Explore test in the fall. Teachers will analyze the results to identify areas of weakness in Reading, English, Math, and Science to improve instruction and address weaknesses in RTI groups or class instruction.

Research Cited: College and Career Readiness Board

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Activity - Explore Give to 7th Gr Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th grade students will take the Explore Test in the fall so that teachers can analyze weaknesses in English, Reading, Math, and Science.	Academic Support Program	09/04/2012	06/07/2013	\$2000	General Fund	Administration and Counselors

Strategy 2:

Research Based Programs - ELA and Math teachers will implement Springboard College Readiness in their Language Arts and math classes to implement best practices and higher level thinking skills.

Research Cited: ACT

Activity - Springboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration, ELA and Math Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	7th grade students with reading disabilities participate in a small group for 40 minutes per day for reading instruction that focuses on reading comprehension, reading fluency, reading vocabulary development. This instruction is in addition to the Read 180 program these students also participate in daily. The students receive small group instruction within the small group when they go to the three areas of need; fluency, comprehension, vocabulary. This small group instruction will occur during the second quarter and the fourth quarter of the year due to scheduling.	Direct Instruction	11/01/2012	06/07/2013	\$0	Two 7th grade Special Education teachers
Professional Development	Teachers will meet to learn additional skills and instructional strategies that will enhance student learning, Teachers will also develop knowledge in using DesCartes from NWEA and continue to analyze data.	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration
SRI / SPI Assessment	Students in the Read 180, System 44, and the Expert 21 classes will be given the Scholastic Reading inventory each quarter to determine if the student is making growth in their reading skills	Academic Support Program	08/16/2012	06/07/2013	\$0	Language Arts Teachers and Administration
Accommodations & Modifications	Teachers will receive PD in research based Accommodations and Modifications	Professional Learning	08/15/2012	06/07/2013	\$0	Administration
Lesson Planning	ESS teachers will plan lessons in response to the MAP scores of students in ESS	Academic Support Program	01/10/2013	06/07/2013	\$0	ESS Teachers and ESS Coordinator
PLCs	Data Analysis of student work samples, MAP data, and KPREP during PLCs to determine students needing remediation.	Other	08/15/2012	06/07/2013	\$0	Teachers and Administraton
Springboard Program	ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration , ELA teachers
Springboard	ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration , ELA and Math Teachers

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Read 180 Data Monitoring	Teachers will analyze the SPI and SRI reading scores each quarter to determine if a student is making progress in reading. The data provided will be in the areas of lexile growth, reading fluency, reading comprehension, and vocabulary development	Academic Support Program	08/16/2012	06/07/2013	\$0	Language Arts Teachers and Administration
RTI Groups	Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level of math or reading using MAPS/Measure of Academic Progress or KPREP Scores. using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient or distinguished. The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped by a different content area or RIT level. Groups can also be re-evaluated by new assessment data from MAPS, Read 180 or other progress monitoring program.	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration and faculty
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explore Give to 7th Gr Students	7th grade students will take the Explore Test in the fall so that teachers can analyze weaknesses in English, Reading, Math, and Science.	Academic Support Program	09/04/2012	06/07/2013	\$2000	Administration and Counselors
Student Identification	Teachers will identify students needing math and reading based on MAP scores.	Academic Support Program	01/10/2013	06/07/2013	\$3500	Administration, ESS Teachers
Total					\$5500	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

While overall, our school's percentile for the last three years has improved (2010-42%, 2011-43%, and 2012-54%) we are aware that our combination of the math and reading KPREP scores must go from 44.4% to 50.0% in 2013 to be proficient.

In order to accomplish this we are going to continue to utilize RTI (response to instruction). Using data from MAP (NWEA) assessments students are identified by their skill needs and then flexible groups are formed accordingly. Every day, students receive instruction to address the math or reading skills needed at their level.

Teachers analyze the data when the MAP assessment is given in the fall, winter and spring and change the RTI groups according to progress. Students were presented with their MAP scores in the fall and took the opportunity to set a goal for their success on the winter MAP testing. We will continue to include students in their learning.

Students performing 2 years or more below grade level in reading will participate in a Read 180 program everyday and in addition they are getting remediation in fluency skills in small group. Students performing 2 years below or more in math will participate in a Do The Math Now, a remediation program for math.

In our regular ELA and math classes we will continue to use a researched based reading program called Springboard, a College readiness curriculum for all 6th, 7th, and 8th grades. Springboard focuses on content, process, learning strategies, and assessments that will help students learn at higher levels in math and ELA. The higher level strategies are also being used by teachers in science and social studies classes.

In order for RTI and other programs to be successful teachers are given the opportunity to collaborate in PLCs 3-4 times a week to align curriculum, develop lesson plans, instructional strategies and formative assessments, and analyze student work so they can adjust their instruction to meet the needs of students. Teachers also collaborate to analyze data from the KPREP results and students scoring in the novice category will be attending ESS for skill remediation. During these times teachers also receive job embedded professional development in topics such as; effective instructional strategies and learning targets, special education accommodations and modifications, differentiation, and best practices in education. This is also the time that all SVMS teachers analyze data to determine plans for addressing student needs.

It is the continual analysis of what we are doing in the class, what we are getting from assessments, and what is best practice that will allow our student to learn and therefore improving math and reading scores and scoring proficient at 50.0%.

Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

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	Measurable Objective	Total Funding
1	All students at Summit View MS will increase reading and math proficiency percentages from 44.4% to 50.0%	Objectives: 1 Strategies: 3 Activities: 14	Organizational	Collaborate to increase the average combined reading and math KPREP Proficiency scores from 44.4% in 2012 to 50.0% in 2013 by 06/07/2013 as measured by School report card delivery targets.	\$27900

Goal 1: All students at Summit View MS will increase reading and math proficiency percentages from 44.4% to 50.0%

Measurable Objective 1:

Collaborate to increase the average combined reading and math KPREP Proficiency scores from 44.4% in 2012 to 50.0% in 2013 by 06/07/2013 as measured by School report card delivery targets.

Strategy 1:

RTI -Response to Intervention - Response to Intervention groups is developed at each grade level and students are identified by their skill or knowledge level of math or reading using MAPS/Measure of Academic Progress or KPREP Scores. using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient or distinguished. The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped by a different content area or RIT level. Groups can also be re-evaluated by new assessment data from MAPS, Read 180 or other progress monitoring program. .

Research Cited: Do The Math Now research, Read 180 strategies, Compass Learning Strategies, NWEA

Activity - Male Reading RTI Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the KPREP results from 2011-12 a group of male students who are reading at the Apprentice level will be identified for an all male reading group.	Academic Support Program	01/03/2013	06/07/2013	\$100	General Fund	Administration and Media Specialist
Activity - MAP data for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using MAP data students below the 35%ile in 6th, 7th, and 8th will be identified and place in an RTI group that will utilize the Do the Math Now curriculum for remediation	Academic Support Program	08/16/2012	06/07/2013	\$12000	School Council Funds	Administration and faculty
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups (KPREP, MAP, Explore) to determine student growth and students failing to make growth in order to develop a plan for matching student with interventions.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Administration , Counselors, Teachers and other staff

Strategy 2:

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

Research Cited: Scholastic Reading, Scholastic Math

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Activity - MDC Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers in the district and district consultants in the development and implementation in the classroom of MDC/math modules.	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration, teachers
Activity - LDC Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers in the district and district consultants in the development and implementation in the classroom of LDC/Literary modules.	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Teachers and Administration
Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to determine common misconceptions of student work to inform next steps in instruction.	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score novice or apprentice on the KPREP test will be identified to receive extended school services twice a week after school. During ESS students will receive math and reading remediation.	Academic Support Program	01/10/2013	06/07/2013	\$2800	General Fund	Administration, ESS teachers
Activity - Scholastic Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts teachers will implement Read 180, System 44, and/or Expert 21 in their Language Arts class. Read 180 for those students who score 2 years or more below grade level in reading based on MAP, Expert 21 for those that score 1 year below grade level in reading based on MAP, and System 44 will be used for students who have not mastered their phonetic reading skills	Academic Support Program	08/16/2012	06/07/2013	\$13000	School Council Funds	Language Arts teachers, Administration
Activity - Springboard Language Arts and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Math and Language Arts Teachers

Strategy 3:

Job Embedded Training - Teachers will receive 45-60 minutes of job embedded training or professional development for a minimum of three times a week.

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

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

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Instructional assistants will receive professional development in READ 180, system 44 and reading strategies that will enhance student learning in the classroom.	Professional Learning	09/12/2012	12/07/2012	\$0	No Funding Required	Administration
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at 6th, 7th, and 8th grades will analyze KPREP data, MAP data and Explore data to identify students who are not proficient or distinguished in KPREP, at or above grade level in MAP or at or below benchmark on Explore.	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration and teachers
Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from all academic areas, including Practical Living, Arts and Humanities, and Special Education will meet monthly with the District Curriculum Consultants to discuss the best practices in instruction, support programs and assessment.	Professional Learning	08/16/2012	06/07/2013	\$0	No Funding Required	Teachers, Administration
Activity - Teaching Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in content areas other than Language Arts will receive training on developing reading comprehension, reading fluency, and vocabulary development in their RTI groups and classrooms.	Professional Learning	01/03/2013	06/07/2013	\$0	No Funding Required	Administration
Activity - Teacher MAP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in MAP; using student goal setting plans, DesCartes, RIT score analysis, and projected growth proficiency analysis.	Professional Learning	08/28/2012	06/07/2013	\$0	No Funding Required	Administration, Counselors,

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Springboard Language Arts and Math	Math and ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA	Academic Support Program	08/15/2012	06/07/2013	\$0	Math and Language Arts Teachers
Teaching Reading Strategies	Teachers in content areas other than Language Arts will receive training on developing reading comprehension, reading fluency, and vocabulary development in their RTI groups and classrooms.	Professional Learning	01/03/2013	06/07/2013	\$0	Administration
Instructional Assistant Training	Instructional assistants will receive professional development in READ 180, system 44 and reading strategies that will enhance student learning in the classroom.	Professional Learning	09/12/2012	12/07/2012	\$0	Administration
PLC Meetings	Teachers from all academic areas, including Practical Living, Arts and Humanities, and Special Education will meet monthly with the District Curriculum Consultants to discuss the best practices in instruction, support programs and assessment.	Professional Learning	08/16/2012	06/07/2013	\$0	Teachers, Administration
Analysis of Student Work	Teachers will collaborate to determine common misconceptions of student work to inform next steps in instruction.	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration
LDC Modules	Teachers will collaborate with other teachers in the district and district consultants in the development and implementation in the classroom of LDC/Literary modules.	Academic Support Program	08/15/2012	06/07/2013	\$0	Teachers and Administration
Data Analysis	Teachers at 6th, 7th, and 8th grades will analyze KPREP data, MAP data and Explore data to identify students who are not proficient or distinguished in KPREP, at or above grade level in MAP or at or below benchmark on Explore.	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration and teachers
MDC Modules	Teachers will collaborate with other teachers in the district and district consultants in the development and implementation in the classroom of MDC/math modules.	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration, teachers
Data Analysis	Analyze student achievement by gap groups (KPREP, MAP, Explore) to determine student growth and students failing to make growth in order to develop a plan for matching student with interventions.	Policy and Process	08/15/2012	06/07/2013	\$0	Administration, Counselors, Teachers and other staff

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Teacher MAP Training	Teachers will be trained in MAP; using student goal setting plans, DesCartes, RIT score analysis, and projected growth proficiency analysis.	Professional Learning	08/28/2012	06/07/2013	\$0	Administration , Counselors,
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP data for Math	Using MAP data students below the 35%ile in 6th, 7th, and 8th will be identified and place in an RTI group that will utilize the Do the Math Now curriculum for remediation	Academic Support Program	08/16/2012	06/07/2013	\$12000	Administration and faculty
Scholastic Reading	Language Arts teachers will implement Read 180, System 44, and/or Expert 21 in their Language Arts class. Read 180 for those students who score 2 years or more below grade level in reading based on MAP, Expert 21 for those that score 1 year below grade level in reading based on MAP, and System 44 will be used for students who have not mastered their phonetic reading skills	Academic Support Program	08/16/2012	06/07/2013	\$13000	Language Arts teachers, Administration
Total					\$25000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Students who score novice or apprentice on the KPREP test will be identified to receive extended school services twice a week after school. During ESS students will receive math and reading remediation.	Academic Support Program	01/10/2013	06/07/2013	\$2800	Administration , ESS teachers
Male Reading RTI Group	Using the KPREP results from 2011-12 a group of male students who are reading at the Apprentice level will be identified for an all male reading group.	Academic Support Program	01/03/2013	06/07/2013	\$100	Administration and Media Specialist
Total					\$2900	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

Research states that teaching conditions are positively associated with improved student achievement. At SVMS we are striving to give teachers and staff opportunities to participate in leading and decision making at the school level to improve the culture of Summit View MS. It is important that the culture of the school improve as measured by the TELL survey. The administration reviewed the TELL survey from 2010 and determined there were areas that teachers needed to know that we are hearing their concerns, beginning with Teachers as Leaders.

The SVMS teachers have many opportunities to collaborate for school improvement by analyzing and adopting effective programs and practices that will lead to student achievement. Beginning in August of 2012, each of our middle school teams chose a team leader. Every week the team leaders will meet with Administration to discuss schedules, research, and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS.

Teachers also felt that they needed time to collaborate with their colleagues. Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, and instructional strategies. It is our goal to give teachers the time to share what they are doing and grow from each other.

Another area of Culture that affects the achievement of students that needed to be addressed was the need for best practices in the management of student behavior. We are addressing this concern by implementing best practices of a Positive Behavior Intervention Plan throughout the entire building. Staff and students have been trained on the implementation and continuation of the program.

It is important that Summit View staff take the analyzed data from the TELL survey and continue to put action plans in place for our teachers, students and administration. We will take the TELL Survey in 2013 and analyze the data as a staff to determine next steps.

Addresses Required Action

Statement

TELL Survey

Description

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

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	Measurable Objective	Total Funding
1	Tell Survey	Objectives: 1 Strategies: 5 Activities: 16	Organizational	Collaborate to increase the percentage of teachers who agree that there is time available to collaborate with colleagues from 31.4% in 2011 to 68% by 08/30/2013 as measured by the 2013 TELL Survey.	\$47000

Goal 1: Tell Survey

Measurable Objective 1:

Collaborate to increase the percentage of teachers who agree that there is time available to collaborate with colleagues from 31.4% in 2011 to 68% by 08/30/2013 as measured by the 2013 TELL Survey.

Strategy 1:

Collaboration - Administration will provide opportunities for teachers to meet and collaborate for school improvement; grade level PLCs with consultants, team meetings with school counseling department, Student Assistance team, team leaders with administration and counselors with administration. Collaboration meetings will center on student learning, student behavior, school data, professional practices, effective school improvement strategies, school governance, and professional development.

Research Cited: Standards and Indicators for School Improvement

Activity - Team Leader Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every week the team leaders will meet with Administration to discuss schedules, research, and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Administration and Team Leaders
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, and instructional strategies.	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration
Activity - Committee Chairpersons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on SBDM standing committees to provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Committee Chairperson, Administration
Activity - TELL Survey 2013	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of the staff and administrators will complete the 2013 TELL survey which would be up from 2010 at 74.4%	Other	03/04/2013	06/07/2013	\$0	No Funding Required	Administration

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Activity - Implementation of RTI/ SAT team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, along with the school psychologist and administration will meet as the RTI team bi-monthly.	Academic Support Program	09/06/2012	06/07/2013	\$0	No Funding Required	Administration , School Psychologist, Special Education Lead Teacher, FRYSC

Strategy 2:

Family Involvement - Summit View MS administration will collaborate with parents, PTSA, and teachers to develop ways to engage families in school.

Research Cited: U.S. Department of Education

Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM and Team leaders will bring a research article with strategies to develop family involvement for SVMS and create a list of strategies for SVMS to increase the parent involvement at school.	Parent Involvement	01/22/2013	06/07/2013	\$0	No Funding Required	Administraton , SBDM, Team Leaders

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summit ViewMS will hold conferences with parents, but led by students and facilitated by teachers.	Parent Involvement	08/15/2012	06/07/2013	\$0	No Funding Required	Administration , teachers, FRYSC

Activity - Data Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students are invited to a night of learning the details, definitions and explanations of the data specific for their students; including MAP, ILP, KPREP, and academics.	Parent Involvement	01/03/2013	06/07/2013	\$0	No Funding Required	Administration , Counselors

Strategy 3:

Teacher Leadership Initiative - Teachers in collaboration with administration will develop opportunities for teachers to become leaders at Summit View Middle School.

Research Cited: Educational Leadership

Activity - Team Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a team leader committee that meets with the administration weekly to discuss process	Policy and Process	08/15/2012	06/07/2013	\$2800	General Fund	Administration , SBDM

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Activity - Committee Chairperson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to lead SBDM standing committees to provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Committee Chairperson, Administration
Activity - Teachers Learning Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to develop leadership skills through Resource teachers for student teaching and practicum students, Principal for the day and administrative development initiatives provided by universities or KDE.	Professional Learning	08/15/2012	06/07/2013	\$200	General Fund	Administration

Strategy 4:

Differentiate Professional Development - Teachers will have the opportunity to give input in their professional development by completing a survey of their professional development needs. Administration will compile the results of the survey and develop professional development for staff at SVMS.

Research Cited: Educational Leadership

Activity - District Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have opportunities to attend the District PGA, new teacher trainings, or other district PD opportunities to met the variety of PD needs requested by staff.	Professional Learning	08/06/2012	06/07/2013	\$0	No Funding Required	Administration
Activity - Staff Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to give input for their professional development by completing a survey of their professional development needs. Administration will compile the results of the survey and develop professional development for staff at SVMS.	Professional Learning	02/01/2013	06/07/2013	\$0	No Funding Required	Administration, SBDM Standing Committee (School Culture)

Strategy 5:

Student Conduct Best Practices - Teachers in collaboration with administration, counselors and the RTI team will implement the best practices in managing student behavior, both positive and negative.

Research Cited: KY Center for PBIS

Activity - Alternate to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an ICE room with procedures to follow for students who do not follow the Code of Acceptable Behavior at level 2 and level 3 misbehaviors.	Behavioral Support Program	08/15/2012	06/07/2013	\$42000	School Council Funds	Administration

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Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a Positive Behavior intervention plan that involves all student and staff at SVMS, a kick off assembly, incentives and professional development.	Behavioral Support Program	08/15/2012	06/07/2013	\$2000	General Fund	Administration , PBIS Committee
Activity - Discipline Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team Leaders and SBDM will analyze data from reports generated from Infinite Campus to determine policies and procedures.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Administration , PBIS Committee, SBDM Standing Committee (Discipline and Culture)

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLCs	Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, and instructional strategies.	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration
TELL Survey 2013	100% of the staff and administrators will complete the 2013 TELL survey which would be up from 2010 at 74.4%	Other	03/04/2013	06/07/2013	\$0	Administration
Data Night	Parents and students are invited to a night of learning the details, definitions and explanations of the data specific for their students; including MAP, ILP, KPREP, and academics.	Parent Involvement	01/03/2013	06/07/2013	\$0	Administration, Counselors
Research	SBDM and Team leaders will bring a research article with strategies to develop family involvement for SVMS and create a list of strategies for SVMS to increase the parent involvement at school.	Parent Involvement	01/22/2013	06/07/2013	\$0	Administration, SBDM, Team Leaders
Staff Survey	Teachers will have the opportunity to give input for their professional development by completing a survey of their professional development needs. Administration will compile the results of the survey and develop professional development for staff at SVMS.	Professional Learning	02/01/2013	06/07/2013	\$0	Administration, SBDM Standing Committee (School Culture)
District Professional Development	Teachers will have opportunities to attend the District PGA, new teacher trainings, or other district PD opportunities to met the variety of PD needs requested by staff.	Professional Learning	08/06/2012	06/07/2013	\$0	Administration
Committee Chairperson	Teachers will have the opportunity to lead SBDM standing committees to provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS.	Policy and Process	08/15/2012	06/07/2013	\$0	Committee Chairperson, Administration
Committee Chairpersons	Teachers will collaborate on SBDM standing committees to provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS.	Policy and Process	08/15/2012	06/07/2013	\$0	Committee Chairperson, Administration

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Discipline Data Analysis	Team Leaders and SBDM will analyze data from reports generated from Infinite Campus to determine policies and procedures.	Policy and Process	08/15/2012	06/07/2013	\$0	Administration PBIS Committee, SBDM Standing Committee (Discipline and Culture)
Student Led Conferences	Summit ViewMS will hold conferences with parents, but led by students and facilitated by teachers.	Parent Involvement	08/15/2012	06/07/2013	\$0	Administration , teachers, FRYSC
Implementation of RTI/ SAT team	Teachers, along with the school psychologist and administration will meet as the RTI team bi-monthly.	Academic Support Program	09/06/2012	06/07/2013	\$0	Administration , School Psychologist, Special Education Lead Teacher, FRYSC
Team Leader Meetings	Every week the team leaders will meet with Administration to discuss schedules, research, and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS.	Policy and Process	08/15/2012	06/07/2013	\$0	Administration and Team Leaders
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alternate to Suspension	Implement an ICE room with procedures to follow for students who do not follow the Code of Acceptable Behavior at level 2 and level 3 misbehaviors.	Behavioral Support Program	08/15/2012	06/07/2013	\$42000	Administration
Total					\$42000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachers Learning Leadership	Teachers will have the opportunity to develop leadership skills through Resource teachers for student teaching and practicum students, Principal for the day and administrative development initiatives provided by universities or KDE.	Professional Learning	08/15/2012	06/07/2013	\$200	Administration

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Team Leaders	Implementation of a team leader committee that meets with the administration weekly to discuss process	Policy and Process	08/15/2012	06/07/2013	\$2800	Administration , SBDM
PBIS	Teachers will develop a Positive Behavior intervention plan that involves all student and staff at SVMS, a kick off assembly, incentives and professional development.	Behavioral Support Program	08/15/2012	06/07/2013	\$2000	Administration , PBIS Committee
Total					\$5000	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

It is the responsibility of the school staff; teachers and administrators to measure how well the school is doing in all areas. Two of the areas being measured are the ability of schools to provide students with opportunities in arts and humanities and practical living and vocational studies. At Summit View MS we are following the guidelines to implement the assessment of our arts, humanities, practical living and vocational studies by using the Program Review. Rather than testing we are accumulating evidence through artifacts that we are providing our students with experience in these areas. Administration and staff will show that we are providing professional development for all staff, giving all students access to the curriculum, incorporating rigorous curriculum and allowing students to actively engage in creating performing and responding in and out of the Specials classes. At Summit View MS we have identified professional development of our teachers as an area that can most impact our student learning in the program review. We will continually assess our rate of implementation throughout our entire building and every content area. The program review is a collaborative effort in our building so students can make connections outside of math and reading class.

Addresses Required Action

Statement

Program Reviews

Description

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

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	Measurable Objective	Total Funding
1	All students at Summit View MS will increase reading and math proficiency percentages from 44.4% to 50.0%	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math KPREP Proficiency scores from 44.4% in 2012 to 50.0% in 2013 by 06/07/2013 as measured by School report card delivery targets.	\$12000
2	All teachers at Summit View MS will collaborate to improve the school culture from 67.6% to 83.9%	Objectives: 1 Strategies: 5 Activities: 16	Organizational	Collaborate to improve the school culture at SVMS by 08/30/2013 as measured by the TELL Survey.	\$47000

Goal 1: All students at Summit View MS will increase reading and math proficiency percentages from 44.4% to 50.0%

Measurable Objective 1:

Collaborate to increase the average combined reading and math KPREP Proficiency scores from 44.4% in 2012 to 50.0% in 2013 by 06/07/2013 as measured by School report card delivery targets.

Strategy 1:

RTI -Response to Intervention - Response to Intervention groups is developed at each grade level and students are identified by their skill or knowledge level of math or reading using MAPS/Measure of Academic Progress or KPREP Scores. using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient or distinguished. The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped by a different content area or RIT level. Groups can also be re-evaluated by new assessment data from MAPS, Read 180 or other progress monitoring program. .

Research Cited: Do The Math Now research, Read 180 strategies, Compass Learning Strategies, NWEA

Activity - MAP data for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using MAP data students below the 35%ile in 6th, 7th, and 8th will be identified and place in an RTI group that will utilize the Do the Math Now curriculum for remediation	Academic Support Program	08/16/2012	06/07/2013	\$12000	School Council Funds	Administration and faculty

Goal 2: All teachers at Summit View MS will collaborate to improve the school culture from 67.6% to 83.9%

Measurable Objective 1:

Collaborate to improve the school culture at SVMS by 08/30/2013 as measured by the TELL Survey.

Strategy 1:

Collaboration - Administration will provide opportunities for teachers to meet and collaborate for school improvement; grade level PLCs with consultants, team meetings with school counseling department, Student Assistance team, team leaders with administration and counselors with administration. Collaboration meetings will center on student learning, student behavior, school data, professional practices, effective school improvement strategies, school governance, and professional development.

Research Cited: Standards and Indicators for School Improvement

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Activity - Team Leader Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every week the team leaders will meet with Administration to discuss schedules, research, and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Administration and Team Leaders
Activity - Committee Chairpersons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on SBDM standing committees to provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Committee Chairperson, Administration
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, and instructional strategies.	Academic Support Program	08/15/2012	06/07/2013	\$0	No Funding Required	Administration , District Curriculum Consultants
Activity - TELL Survey 2013	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of the staff and administrators will complete the 2013 TELL survey which would be up from 2010 at 74.4%	Other	03/04/2013	06/07/2013	\$0	No Funding Required	Administration
Activity - Implementation of RTI/ SAT team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, along with the school psychologist and administration will meet as the RTI team bi-monthly.	Academic Support Program	09/06/2012	06/07/2013	\$0	No Funding Required	Administration , School Psychologist, Special Education Lead Teacher

Strategy 2:

Student Conduct Best Practices - Teachers in collaboration with administration, counselors and the RTI team will implement the best practices in managing student behavior, both positive and negative.

Research Cited: KY Center for PBIS

Activity - Discipline Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Team Leaders and SBDM will analyze data from reports generated from Infinite Campus to determine policies and procedures.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Administration , PBIS Committee, SBDM Standing Committee (Discipline and Culture)
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Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a Positive Behavior intervention plan that involves all student and staff at SVMS, a kick off assembly, incentives and professional development.	Behavioral Support Program	08/15/2012	06/07/2013	\$2000	General Fund	Administration , PBIS Committee

Activity - Alternate to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an ICE room with procedures to follow for students who do not follow the Code of Acceptable Behavior at level 2 and level 3 misbehaviors.	Behavioral Support Program	08/15/2012	06/07/2013	\$42000	School Council Funds	Administration

Strategy 3:

Family Involvement - Summit View MS administration will collaborate with parents, PTSA, and teachers to develop ways to engage families in school.

Research Cited: U.S. Department of Education

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summit ViewMS will hold conferences with parents, but led by students and facilitated by teachers.	Parent Involvement	08/15/2012	06/07/2013	\$0	No Funding Required	Administration , teachers

Activity - Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM and Team leaders will bring a research article with strategies to develop family involvement for SVMS and create a list of strategies for SVMS to increase the parent involvement at school.	Parent Involvement	01/22/2013	06/07/2013	\$0	No Funding Required	Administraton , SBDM, Team Leaders

Activity - Data Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students are invited to a night of learning the details, definitions and explanations of the data specific for their students; including MAP, ILP, KPREP, and academics.	Parent Involvement	01/03/2013	06/07/2013	\$0	No Funding Required	Administration , Counselors

Strategy 4:

Teacher Leadership Initiative - Teachers in collaboration with administration will develop opportunities for teachers to become leaders at Summit View Middle School.

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Research Cited: Educational Leadership

Activity - Team Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a team leader committee that meets with the administration weekly to discuss process	Policy and Process	08/15/2012	06/07/2013	\$2800	General Fund	Administration , SBDM

Activity - Committee Chairperson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to lead SBDM standing committees to provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS.	Policy and Process	08/15/2012	06/07/2013	\$0	No Funding Required	Committee Chairperson, Administration

Activity - Teachers Learning Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to develop leadership skills through Resource teachers for student teaching and practicum students, Principal for the day and administrative development initiatives provided by universities or KDE.	Professional Learning	08/15/2012	06/07/2013	\$200	General Fund	Administration

Strategy 5:

Differentiate Professional Development - Teachers will have the opportunity to give input in their professional development by completing a survey of their professional development needs. Administration will compile the results of the survey and develop professional development for staff at SVMS.

Research Cited: Educational Leadership

Activity - Staff Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to give input for their professional development by completing a survey of their professional development needs. Administration will compile the results of the survey and develop professional development for staff at SVMS.	Professional Learning	02/01/2013	06/07/2013	\$0	No Funding Required	Administration , SBDM Standing Committee (School Culture)

Activity - District Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have opportunities to attend the District PGA, new teacher trainings, or other district PD opportunities to met the variety of PD needs requested by staff.	Professional Learning	08/06/2012	06/07/2013	\$0	No Funding Required	District PD Development staff, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research	SBDM and Team leaders will bring a research article with strategies to develop family involvement for SVMS and create a list of strategies for SVMS to increase the parent involvement at school.	Parent Involvement	01/22/2013	06/07/2013	\$0	Administraton , SBDM, Team Leaders
Data Night	Parents and students are invited to a night of learning the details, definitions and explanations of the data specific for their students; including MAP, ILP, KPREP, and academics.	Parent Involvement	01/03/2013	06/07/2013	\$0	Admnistration , Counselors
Discipline Data Analysis	Team Leaders and SBDM will analyze data from reports generated from Infinite Campus to determine policies and procedures.	Policy and Process	08/15/2012	06/07/2013	\$0	Administration , PBIS Committee, SBDM Standing Committee (Discipline and Culture)
PLCs	Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, and instructional strategies.	Academic Support Program	08/15/2012	06/07/2013	\$0	Administration , District Curriculum Consultants
Team Leader Meetings	Every week the team leaders will meet with Administration to discuss schedules, research, and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS.	Policy and Process	08/15/2012	06/07/2013	\$0	Administration and Team Leaders
Staff Survey	Teachers will have the opportunity to give input for their professional development by completing a survey of their professional development needs. Admininstration will compile the results of the survey and develop professional development for staff at SVMS.	Professional Learning	02/01/2013	06/07/2013	\$0	Administration , SBDM Standing Committee (School Culture)
TELL Survey 2013	100% of the staff and administrators will complete the 2013 TELL survey which would be up from 2010 at 74.4%	Other	03/04/2013	06/07/2013	\$0	Administration

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Implementation of RTI/ SAT team	Teachers, along with the school psychologist and administration will meet as the RTI team bi-monthly.	Academic Support Program	09/06/2012	06/07/2013	\$0	Administration , School Psychologist, Special Education Lead Teacher
District Professional Development	Teachers will have opportunities to attend the District PGA, new teacher trainings, or other district PD opportunities to met the variety of PD needs requested by staff.	Professional Learning	08/06/2012	06/07/2013	\$0	District PD Development staff, Administration
Student Led Conferences	Summit ViewMS will hold conferences with parents, but led by students and facilitated by teachers.	Parent Involvement	08/15/2012	06/07/2013	\$0	Administration , teachers
Committee Chairpersons	Teachers will collaborate on SBDM standing committees to provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS.	Policy and Process	08/15/2012	06/07/2013	\$0	Committee Chairperson, Administration
Committee Chairperson	Teachers will have the opportunity to lead SBDM standing committees to provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS.	Policy and Process	08/15/2012	06/07/2013	\$0	Committee Chairperson, Administration
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Leaders	Implementation of a team leader committee that meets with the administration weekly to discuss process	Policy and Process	08/15/2012	06/07/2013	\$2800	Administration , SBDM
PBIS	Teachers will develop a Positive Behavior intervention plan that involves all student and staff at SVMS, a kick off assembly, incentives and professional development.	Behavioral Support Program	08/15/2012	06/07/2013	\$2000	Administration , PBIS Committee
Teachers Learning Leadership	Teachers will have the opportunity to develop leadership skills through Resource teachers for student teaching and practicum students, Principal for the day and administrative development initiatives provided by universities or KDE.	Professional Learning	08/15/2012	06/07/2013	\$200	Administration
Total					\$5000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP data for Math	Using MAP data students below the 35%ile in 6th, 7th, and 8th will be identified and place in an RTI group that will utilize the Do the Math Now curriculum for remediation	Academic Support Program	08/16/2012	06/07/2013	\$12000	Administration and faculty

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Alternate to Suspension	Implement an ICE room with procedures to follow for students who do not follow the Code of Acceptable Behavior at level 2 and level 3 misbehaviors.	Behavioral Support Program	08/15/2012	06/07/2013	\$42000	Administration
					Total	\$54000