# 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. <br><br> 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 750. 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. 11% of our students participate in our Special Education Program and 43% of the students are enrolled in our Free and Reduced Lunch Program.

Summit View Middle School 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 Community Service Club, Chess Club, Art Club, Student Council, Academic Team, Book Club, Conservation Club, Intramurals, STLP, Football, Basketball, Bowling, Volleyball, Cheerleading, Ewise Energy Club, Drama, Yearbook, Math Counts, Future Problem Solving Team, Cross Country, Track, Archery, and Pep Band. Students have the opportunity to play sports that are not offered at SVMS at the high school level, they include: Swimming and Diving, Soccer, Golf, Softball, Tennis, and Baseball. Our school 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 third 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. At SVMS, our staff understands 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 80% 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 skills, 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 learning, 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 day long transition activity allows our incoming 6th students to become familiar with the middle school.  They participate in team building activities, bully prevention, locker survival, and PBIS procedures.  Last summer, we had 55% attendance at Camp Jaguar. At the 8th grade level our expectation is that we prepare all students for decision making at a level that will lead to readiness and decision making in high school and lead to success in college and career goals. Transition activities to the high school include:  high school visits and scheduling, Operation Preparation, and ILP development.  At SVMS, all transitioning 8th graders have the support from the middle school level and high school level 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 meet in PLCs to review MAP scores, EXPLORE scores, K-PREP scores, progress monitoring, embedded common 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:

Whether it is academics, intramurals or competitive sports teams, SVMS is very proud its accomplishments. Our annual walk-a-thon was recognized on Channel 19 News for raising over $ 5700 for the Susan G. Koman Foundation, District PTA Reflections for Merit Award in Literature and photography. Other Awards; EWise Club: Silver Award for MS Division; School with Most Improved Habits 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; Recognition in the County Calendar for Art; "Why I Love Am" Writing winners, and Third Place in the District Spelling Bee. In the sports arena, our cheerleading team won 1st place at the NKCCA Cheerleading competition, Cheerleading: 1st Place Cheer/Dance; 2nd Place Jingle Bell Classic, 7th Grade Boy's Intramural Basketball team placed first in the district competition. Football: Ice Bowl Champions; Wrestling: "Winter Duels" 1st Place, many wrestlers compete at state level; many Individual Awards, Cross Country received recognition for many individual student competition times, 1 student recognized at the National level. In our music programs; 7th Grade Chorus placed 2nd in the Q102 Radio contest and received $2000, SVMS students are represented on all of the following; 6th, 7th and 8th Grade Honor Choir; Kenton County All-Star Chorus; KMEA Jr. High State Chorus; Solo and Ensemble; NKY Large Group Festival 7th/8th Grade Chorus received a rating of Distinguished, 3 students member of the Northern Kentucky Select Band, 25 All-Star Band students, and 2 students were chosen for the Cincinnati Youth Wind Ensemble.

Area of Improvement:

The focus at Summit View MS must be on improving test scores, specifically, increasing the percent of students scoring proficient and distinguished and decreasing the percentage of students scoring novice in reading and math on the KPREP test. In 2012 SVMS was identified as a focus school when we scored three stanines below the state average in the area of Reading for the special education population. In 2013, we received a "Progressing School" classification because we reached AMO. In reading, 51.2% of all students are scoring Proficient/Distinguished. However, only 38.0% of our Gap students, 9.8% of students with disabilities, and 39.9% of Free/Reduced students are scoring P/D in reading. Almost one quarter, 23.7%, of all students scored novice in reading. In math, only 42.1% of all students scored P/D, 30.6% of Gap group students, 32.6% of Free/Reduced students, and 7.3% of students with disabilities scored P/D. the novice math total was 12.3% in math. Addressing reading and math needs of all students through rigorous instruction, targeted remediation and data analysis is necessary to improve student skills and knowledge and improve scores. It is important to the staff of SVMS to ensure that our students are prepared for high school, college and careers. Two-thirds of our students go to Simon Kenton High School and one-third attends Dixie High School By improving the reading and math skills of our students they will be better prepared for high school with the knowledge and skills to help them be successful and ready for college and career.

Improvement strategies for the next three years:

SVMS has focused on improving test scores through many means including Read 180/System 44, job embedded professional development 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 instructional 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 third 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.

Improvement strategies focus for the next three years:

We are decreasing the percentage of novice through remediation programs, including Read 180 and System 44 and Do The Math Now. Administration and District content consultants provide job embedded professional development focused on analyzing student work, common assessments results, EXPLORE scores, as well as the many other aspects of instruction in the classroom and RTI. Our teachers meet weekly for PLCs to analyze assessment data, student work and make instructional decisions based upon that analysis. At SVMS, the expectation is monthly analysis of Read 180 data, System 44 data, Expert 21 with ELA teachers and analysis of Do the Math Now data with the DTMN teacher. Data points used to make program and RTI decisions include ; MAP testing gives immediate results allowing students to receive immediate remediation or improved instruction in the classroom. MAP Descartes is being used to identify the skills needed for students at each RIT band for targeted learning. Students are goal setting between MAP sessions to improve their RIT performance each time and in each content area. We provide daily RTI that focuses on student ability and areas of development. RTI is designed to support student learning with specific instructional activities at their skill level. Students who need tier 3 interventions receive specially designed instruction to address gaps in vocabulary development, fluency, and reading comprehension each day during the RTI process. All seventh grade students were administered the EXPLORE test by ACT. The Answer Analysis Report will be used to drive instruction in the classroom and to prepare students for high school and beyond. SVMS is in the third year of implementation of Springboard College and Career curriculum in Math and Language Arts which supports our mission to equip students with tools to make decisions based on college and career readiness goals. Summit View Middle School is a focus school due to scoring three stanines below the norm in the area of Reading for the special education population in 2012. In 2013, we received a "Progressing School" classification because we reached AMO. Our teachers and instructional assistants will receive job embedded professional development in effective instructional strategies, implementing and supporting READ 180 and Do The Math Now, supporting students in small group instruction and progress monitoring in the classroom. Teachers will continue to use student Lexile scores to determine reading passages used in classes and RTI to ensure passages are at or above the appropriate reading level. Other professional development will occur in utilizing and teaching reading strategies in all other content and at all grade levels, ensuring lessons are rigorous, real world connected, and formatively or summative assessed for understanding, and the effective use of Learning targets and collaboration in the classroom. Teachers will address writing needs through Literary Design Collaborative/LDC in content classes. Mathematics Design Collaborative/MDC activities will enhance math core content by utilizing higher order thinking activities.

# Additional Information

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

Summit View Middle School has made some great changes in the 2013-14 school year.  For the second 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 7th grade 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 continues to communicate progress with parents through our Student Led Conferences.  This student centered activity is in it's second year for our teachers, parents and students.  Teachers compiled a portfolio of student work samples, teacher feedback, and self assessments.  Parents were invited to attend Student Led Conferences where students (using a guided script) sat down with their parents and had intentional conversations about their learning, their accomplishments, and their future expectations.  Teachers facilitated the conferences for parents and students.  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.

# Plan for Comprehensive School Improvement Plan

# Overview

**Plan Name**

Plan for Comprehensive School Improvement Plan

**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 | Program Review: All students will have access to rigorous curriculum in PLCS, A/H, and Writing at Summit View MS | Objectives: 2 Strategies: 2 Activities: 5 | Organizational | $0 |
| 2 | Gap Goal: All students with disabilities will improve their reading proficiency | Objectives: 1 Strategies: 2 Activities: 10 | Organizational | $1315 |
| 3 | All students at Summit View MS will increase reading and math proficiency. | Objectives: 1 Strategies: 3 Activities: 9 | Organizational | $1300 |
| 4 | Tell Survey | Objectives: 1 Strategies: 2 Activities: 7 | Organizational | $2000 |
| 5 | All 8th grade students will improve their college and career readiness. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | $0 |
| 6 | Students at Summit View Middle School will increase writing proficiency percentages. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | $0 |
| 7 | TPGES: SVMS will increase the percentage of Next Generation Professionals | Objectives: 1 Strategies: 2 Activities: 2 | Organizational | $0 |

# Goal 1: Program Review: All students will have access to rigorous curriculum in PLCS, A/H, and Writing at Summit View MS

**Measurable Objective 1:**

collaborate to increase our Program Review score for A/H from 6.8 in 2013 to 8.0 in 2014 and increase PLCS score from 5.9 in 2013 to 8.0 in 2014 by 05/31/2014 as measured by the Program Review Evidence Index.

**Strategy 1:**

Research Based Programs - Teachers in all grades and all content areas provide opportunities for integration between the Arts, Humanities, Practical Living, and

Career Studies and other content areas through best practices.

Research Cited: Kentucky Program Review

| Activity - Schedule Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All students will have access to practical living, vocational studies, and arts and humanities classes on an equal basis. School wide schedule is quarterly and every 9 weeks students will participate in an average of two PLCS and A/H classes. | Other | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration and Counselors |

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers receive and implement professional learning through job embedded and PLCs to enhance the integration of the Arts and Humanities, Practical Living and Career Studies into other content areas. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration |

| Activity - ILPs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers, through professional learning, will receive training in student ILP development and conferencing that will enhance the college and career skills and knowledge for all students as they complete their ILPs. | Career Preparation/Orientation | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration and Counselors |

**Measurable Objective 2:**

collaborate to increase our Program Review score for Writing from 5.32 in 2013 to 8.0 in 2014 by 05/31/2014 as measured by Program Review Evidence Index.

**Strategy 1:**

Best Practices in writing - Teachers will collaborate through professional learning of best practices in writing to become more effective in the writing process and

providing feedback to students that will ultimately improve the overall writing score of student writing.

Research Cited: Kentucky Writing Program Review

| Activity - PLCs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| 6th and 8th teachers will meet in PLCs to develop instructional strategies in the process of On-Demand writing and and all grade level teachers will develop strategies for writing in the content classes. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration |

| Activity - Writing Policy and Procedures | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Language Arts teachers will develop a list of writing standards that will become the minimum expectation when writing in all other content classes across SVMS and these standards will become part of the SBDM writing policy. | Policy and Process | 01/06/2014 | 06/02/2014 | $0 | No Funding Required | Administration and ELA teachers |

# Goal 2: Gap Goal: 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 9.8% to 26.3%. by 10/01/2014 as measured by School Report Card.

**Strategy 1:**

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

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

| Activity - SRI / SPI Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students in the Read 180, 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 | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Language Arts Teachers and Administration |

| Activity - Scholastic Reading Data Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will analyze the SPI and SRI reading scores from Read 180, System 44 and Expert 21 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 | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Language Arts Teachers and Administration. |

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| Activity - Springboard Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| ELA teachers at each grade level will collaborate throughout the year with PLCs, all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in ELA | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration, ELA teachers |

| Activity - RTI/ Response to Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level in Reading using MAPS/Measure of Academic Progress or KPREP Scores. Using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient, or distiguished.The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped using updated RIT information or different content progress monitoring data. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration and teachers |

| Activity - PLCs/Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will meet on a regular basis to learn additional skills and instructonal strategies, monitor student progress, and develop knowledge in using DesCartes resources from NWEA that will enhance student learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration and teachers |

| Activity - ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students will be identified in skill areas of reading and stay after school twice a week for skill building. The reading skills identified for remediation will come from MAP DesCartes according to RIT scores and from teacher feedback. Students will also receive social skill or testing strategy instruction during ESS. | Academic Support Program | 01/06/2014 | 05/30/2014 | $1315 | State Funds | Administration, ESS staff, teachers, FRYSC |

## Strategy 2:

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

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 professional learning increase their knowledge and skills in accommodations and modifications for students with disabilities based on research. | Professional Learning | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration |

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will analyze student achievement for students with disabilities, including MAP data, student work, assessments to determine instructional changes to improve student learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration and teachers |

| Activity - Co-Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| ELA teachers, along with special education teachers, will receive professional developement for co-teaching strategies that will improve learning in Language Arts classes for students with disabilities. | Professional Learning | 01/06/2014 | 05/30/2014 | $0 | No Funding Required | Administration |

| Activity - Instructional Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will receive professional learning for instructional strategies that will assist in the learning in reading for students with disabilities. | Professional Learning | 01/06/2014 | 05/30/2014 | $0 | No Funding Required | Administration |

# Goal 3: All students at Summit View MS will increase reading and math proficiency.

**Measurable Objective 1:**

collaborate to increase the average reading KPREP Proficiency scores from 51.2% in 2013 to 55.3% in 2014 and the average math KPREP proficiency scores from 42.1% in 2013 to 55.8% in 2014 by 10/15/2014 as measured by School report card delivery targets.

**Strategy 1:**

Analysis of Data - Teachers and administration will meet monthly with ELA Consultant to analyze student progress data in Read 180, System 44, and Expert 21 reading programs.

Research Cited: Scholastic Reading

| Activity - Scholastic Data: 180/44/21 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Analyze and monitor progess of students in Read 180, System 44 and Expert 21 through monthly meetings. | Policy and Process | 06/03/2013 | 05/30/2014 | $0 | No Funding Required | Administration and Teachers |

| Activity - MAP Data | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Analyze MAP data to identify students below the 35%ile in the 6th, 7th, and 8th and place those students in a RTI group that will utilize direct instruction for remediation. | Policy and Process | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration and Teachers |

**Strategy 2:**

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

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

| Activity - Instructional Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers from all academic areas, including special education, PLCS and A/H, other than ELA, will receive professional learning on developing instructional strategies and support programs in reading and math. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration and Teachers |

| Activity - Instructional Assistant Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Instructional assistants will receive professional learning in using reading strategies and math strategies to enhance student learning in the classroom. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration |

| Activity - MAP Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will receive training in MAP; student goal setting plans, DesCartes, RIT score analysis, and projected growth proficiency analysis. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration |

| Activity - Differentiation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will receive professional learning in the area of differentiation that will enable them to adjust their instruction to meet the needs of every student. | Professional Learning | 01/06/2014 | 06/02/2014 | $0 | No Funding Required | Administration |

**Strategy 3:**

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

Research Cited: Scholastic Reading and Math, Springboard

| Activity - Springboard LA and Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Math and ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA. | Academic Support Program | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration, math and Language Arts teachers |

| Activity - ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All grade level teachers will collaborate with administration and counselors to determine students who are in need of additional instruction or additional time to gain skills and knowledge. These students will be invited to attend ESS/Extended school services that will occur after school. | Academic Support Program | 01/06/2014 | 06/02/2014 | $1300 | State Funds | Administration and teachers |

| Activity - LDC/MDC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will collaborate with other teachers in the district and district consultants to develop, refine and implement Literacy Design Collaborative/LDC and the Math Design Collaborative/MDC to improve analyzing, reasoning and writing skills of students. | Academic Support Program | 08/14/2013 | 06/02/2014 | $0 | No Funding Required | Administration and teachers |

# Goal 4: Tell Survey

**Measurable Objective 1:**

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

**Strategy 1:**

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

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 |
|---|---|---|---|---|---|---|
| Bi-monthly meetings for team leaders to meet with Administration to discuss problems or concerns, such as; schedules, research, RTI and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration and Team Leaders |

| Activity - PLCs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, instructional strategies and concerns with resources or materials. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration , |

| Activity - Implementation of RBLT/ SAT team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers, along with the school psychologist, FRYSC, and administration will meet as the RTI team bi-monthly to problem solve solutions for student concerns, failures, and barriers to learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration, School Psychologist, Special Education Lead Teacher, FRYSC |
|---|---|---|---|---|---|---|

| Activity - Committee Chairpersons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will collaborate on SBDM standing committees to problem solve, provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS. Committee chairpersons will meet with Administration to share feedback from the committee members. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Committee Chairperson, Administration |

**Strategy 2:**

Managing student Conduct Best Practices - Teachers in collaboration with PBIS committee, administration, and counselors will implement the best practices in positive behavior incentive system and managing student behavior, both positive and negative.

Research Cited: KY Center for PBIS

| Activity - PBIS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers on the PBIS committee will continue to implement a Positive Behavior intervention plan that involves all students and staff at SVMS, incentives, behavior data analysis, problem solving professional development. | Behavioral Support Program | 08/14/2013 | 05/30/2014 | $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 ISS room with procedures to follow for students who do not follow the Code of Acceptable Behavior at level 2 and level 3 misbehaviors. The ISS teacher will work collaboratively with the administration to problem solve issues that negatively impact the success of students on the ISS room. | Behavioral Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration, ISS staff |

| Activity - Discipline Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Team Leaders, PBIS committee and SBDM will analyze behavior data reports generated from Infinite Campus to determine policies and procedures that would prevent or limit behavior problems. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration, PBIS Committee, SBDM Standing Committee (PBIS) |

# Goal 5: All 8th grade students will improve their college and career readiness.

**Measurable Objective 1:**

collaborate to increase percent of students reaching benchmark (from 2013 scores) in each of the Explore subdomains by 5% by 10/15/2014 as measured by Explore scores..

**Strategy 1:**

7th Grade take Explore test - 7th grade students will take the 8th Explore test during the fall of 2013. This data will be analyzed for common strengths and weaknesses in order to adjust instruction and address the college and career needs of the students.

Research Cited: EPAS

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| 7th grade teachers will identify content and grade level college readiness skill deficits based on Explore item analysis report and will address these needs through RTI or class instruction. | Academic Support Program | 01/06/2014 | 05/30/2014 | $0 | No Funding Required | Adminsitration and 7th grade teachers. |

# Goal 6: Students at Summit View Middle School will increase writing proficiency percentages.

**Measurable Objective 1:**

collaborate to increase the average KPREP On-Demand writing proficiency scores from 42.8% in 2103 to 49.3% in 2014 by 05/30/2014 as measured by the School Report Card..

**Strategy 1:**

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

| Activity - Analysis of student work | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| During PLCs 6th and 8th teachers will analyze student On-Demand writing pieces to provide feedback to students and improve their ongoing instructional practices in the classroom. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration and teachers |

| Activity - Writing non-negotiables | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| ELA teachers will collaboratively develop a checklist of writing essentials that improve student writing skills across disciplines by defining school-wide writing expectations. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | No Funding Required | Administration and ELA teachers |

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

**Measurable Objective 1:**

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

**Strategy 1:**

Professional Development - Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities and Identify time for

principals and teachers to collaborate and determine the professional development of teachers in the TPGES rubric and responsibilities.

| Activity - PGES | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations. | Academic Support Program | 01/06/2014 | 05/29/2015 | $0 | No Funding Required | Administration |

**Strategy 2:**

Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in

the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.

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

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| PBIS | Teachers on the PBIS committee will continue to implement a Positive Behavior intervention plan that involves all students and staff at SVMS, incentives, behavior data analysis, problem solving professional development. | Behavioral Support Program | 08/14/2013 | 05/30/2014 | $2000 | Administration, PBIS Committee |
| | | | | **Total** | $2000 | |

### No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Data Analysis | 7th grade teachers will identify content and grade level college readiness skill deficits based on Explore item analysis report and will address these needs through RTI or class instruction. | Academic Support Program | 01/06/2014 | 05/30/2014 | $0 | Admsitration and 7th grade teachers. |
| PLCs/Professional Learning Communities | Teachers will meet on a regular basis to learn additional skills and instructonal strategies, monitor student progress, and develop knowledge in using DesCartes resources from NWEA that will enhance student learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration and teachers |
| 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 | 08/14/2013 | 05/30/2014 | $0 | Language Arts Teachers and Administration |
| Instructional Strategies | Teachers will receive professional learning for instructional strategies that will assist in the learning in reading for students with disabilities. | Professional Learning | 01/06/2014 | 05/30/2014 | $0 | Administration |
| Scholastic Reading Data Monitoring | Teachers will analyze the SPI and SRI reading scores from Read 180, System 44 and Expert 21 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 | 08/14/2013 | 05/30/2014 | $0 | Language Arts Teachers and Administration. |
| Writing Policy and Procedures | Language Arts teachers will develop a list of writing standards that will become the minimum expectation when writing in all other content classes across SVMS and these standards will become part of the SBDM writing policy. | Policy and Process | 01/06/2014 | 06/02/2014 | $0 | Administration and ELA teachers |

**Comprehensive School Improvement Plan**

Summit View Middle School

| Accommodations & Modifications | Teachers will receive professional learning increase their knowledge and skills in accommodations and modifications for students with disabilities based on research. | Professional Learning | 08/14/2013 | 05/30/2014 | $0 | Administration |
|---|---|---|---|---|---|---|
| PLCs | 6th and 8th teachers will meet in PLCs to develop instructional strategies in the process of On-Demand writing and and all grade level teachers will develop strategies for writing in the content classes. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | Administration |
| Implementation of RBLT/ SAT team | Teachers, along with the school psychologist, FRYSC, and administration will meet as the RTI team bi-monthly to problem solve solutions for student concerns, failures, and barriers to learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration, School Psychologist, Special Education Lead Teacher, FRYSC |
| Professional Learning Communities | Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360. | Academic Support Program | 01/06/2014 | 05/29/2015 | $0 | Administration |
| Instructional Strategies | Teachers from all academic areas, including special education, PLCS and A/H, other than ELA, will receive professional learning on developing instructional strategies and support programs in reading and math. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | Administration and Teachers |
| MAP Training | Teachers will receive training in MAP; student goal setting plans, DesCartes, RIT score analysis, and projected growth proficiency analysis. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | Administration |
| Springboard LA and Math | Math and ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA. | Academic Support Program | 08/14/2013 | 06/02/2014 | $0 | Administration, math and Language Arts teachers |
| Springboard Program | ELA teachers at each grade level will collaborate throughout the year with PLCs, all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in ELA | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration, ELA teachers |
| Committee Chairpersons | Teachers will collaborate on SBDM standing committees to problem solve, provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS. Committee chairpersons will meet with Administration to share feedback from the committee members. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 | Committee Chairperson, Administration |
| Scholastic Data: 180/44/21 | Analyze and monitor progess of students in Read 180, System 44 and Expert 21 through monthly meetings. | Policy and Process | 06/03/2013 | 05/30/2014 | $0 | Administration and Teachers |

| Analysis of student work | During PLCs 6th and 8th teachers will analyze student On-Demand writing pieces to provide feedback to students and improve their ongoing instructional practices in the classroom. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration and teachers |
|---|---|---|---|---|---|---|
| Co-Teaching | ELA teachers, along with special education teachers, will receive professional developement for co-teaching strategies that will improve learning in Language Arts classes for students with disabilities. | Professional Learning | 01/06/2014 | 05/30/2014 | $0 | Administration |
| RTI/ Response to Intervention | Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level in Reading using MAPS/Measure of Academic Progress or KPREP Scores. Using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient, or distiguished.The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped using updated RIT information or different content progress monitoring data. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration and teachers |
| Instructional Assistant Training | Instructional assistants will receive professional learning in using reading strategies and math strategies to enhance student learning in the classroom. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | Administration |
| Data Analysis | Teachers will analyze student achievement for students with disabilities, including MAP data, student work, assessments to determine instructional changes to improve student learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration and teachers |
| Alternate to Suspension | Implement an ISS room with procedures to follow for students who do not follow the Code of Acceptable Behavior at level 2 and level 3 misbehaviors.  The ISS teacher will work collaboratively with the administration to problem solve issues that negatively impact the success of students on the ISS room. | Behavioral Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration, ISS staff |
| PGES | Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations. | Academic Support Program | 01/06/2014 | 05/29/2015 | $0 | Administration |

| Team Leader Meetings | Bi-monthly meetings for team leaders to meet with Administration to discuss problems or concerns, such as; schedules, research, RTI and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 | Administration and Team Leaders |
|---|---|---|---|---|---|---|
| PLCs | Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, instructional strategies and concerns with resources or materials. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration , |
| Discipline Data Analysis | Team Leaders, PBIS committee and SBDM will analyze behavior data reports generated from Infinite Campus to determine policies and procedures that would prevent or limit behavior problems. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 | Administration , PBIS Committee, SBDM Standing Committee (PBIS) |
| ILPs | Teachers, through professional learning, will receive training in student ILP development and conferencing that will enhance the college and career skills and knowledge for all students as they complete their ILPs. | Career Preparation/Orientation | 08/14/2013 | 06/02/2014 | $0 | Administration and Counselors |
| MAP Data | Analyze MAP data to identify students below the 35%ile in the 6th, 7th, and 8th and place those students in a RTI group that will utilize direct instruction for remediation. | Policy and Process | 08/14/2013 | 06/02/2014 | $0 | Administration and Teachers |
| Differentiation | Teachers will receive professional learning in the area of differentiation that will enable them to adjust their instruction to meet the needs of every student. | Professional Learning | 01/06/2014 | 06/02/2014 | $0 | Administration |
| Schedule Opportunities | All students will have access to practical living, vocational studies, and arts and humanities classes on an equal basis. School wide schedule is quarterly and every 9 weeks students will participate in an average of two PLCS and A/H classes. | Other | 08/14/2013 | 06/02/2014 | $0 | Administration and Counselors |
| Professional Learning | Teachers receive and implement professional learning through job embedded and PLCs to enhance the integration of the Arts and Humanities, Practical Living and Career Studies into other content areas. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 | Administration |
| LDC/MDC | Teachers will collaborate with other teachers in the district and district consultants to develop, refine and implement Literacy Design Collaborative/LDC and the Math Design Collaborative/MDC to improve analyzing, reasoning and writing skills of students. | Academic Support Program | 08/14/2013 | 06/02/2014 | $0 | Administration and teachers |
| Writing non-negotiables | ELA teachers will collaboratively develop a checklist of writing essentials that improve student writing skills across disciplines by defining school-wide writing expectations. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 | Administration and ELA teachers |

| | **Total** | $0 | |

**State Funds**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| ESS | Students will be identified in skill areas of reading and stay after school twice a week for skill building. The reading skills identified for remediation will come from MAP DesCartes according to RIT scores and from teacher feedback. Students will also receive social skill or testing strategy instruction during ESS. | Academic Support Program | 01/06/2014 | 05/30/2014 | $1315 | Administration, ESS staff, teachers, FRYSC |
| ESS | All grade level teachers will collaborate with administration and counselors to determine students who are in need of additional instruction or additional time to gain skills and knowledge. These students will be invited to attend ESS/Extended school services that will occur after school. | Academic Support Program | 01/06/2014 | 06/02/2014 | $1300 | Administration and teachers |
| | | | | **Total** | $2615 | |

# 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? What can we do to meet the instructional needs of the gifted and talented students and continue their growth in learning? What instructional strategies will enhance student learning in all classrooms? How can we utilize the RTI process to address the highest need students in reading and math? In 2013 we did meet AMO and therefore we are a "Progressing" school. The following information is what our data tells us about our school: Through KPREP ACHIEVEMENT data: In Reading overall NAPD scores increased from 58.7% in 2012 to 63.8% in 2013. I math the overall NAPD scores 64.9% and the district overall for math was 68.3%. The overall growth for students in math is 59.1%. However, the average growth for the district is 65.6%. The percentage of students scoring proficient or distinguished for each of the content areas are: reading: 51.2%, math:42.1%, Science 62.2% and Social Studies 58.6%. The percentage of students scoring novice in each of the content areas are: reading: 23.7%, math:12.3%, science: 4.6%, and social studies: 7.8%. Summit View MS staff will continue to identify students who need skills to grow in math and reading.

Through the KPREP GAP data; Summit View MS had a decrease of 21.3% in the percent of novice students with disabilities scoring in the area of reading. However, only 9.8% of our students with disabilities is scoring proficient or distinguished in reading. Of all students, 23.7% are scoring novice in reading. We need to continue to identify students who are not making progress or at grade level in reading.

Through KPREP COLLEGE CAREER READINESS data; Summit View MS gave the 7th grade students the Explore test to identify the skills and knowledge students in 7th grade need to reach benchmark. SVMS will need to continue to identify the students with disabilities in reading and target the skills and knowledge to address during RTI. Through the Item Analysis Report 7th grade teachers can identify gaps of information and remediate skills and knowledge for students.

# 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 54.4% in 2012 and our results in 2013 are at 56.4%ile.  Our goal is to be proficient at 68%ile. SVMS is a progressing school.

From the KPREP achievement scores, SVMS increased the percent of Proficient/ Distiguished students from 44.1% to 51.2%. An increase of 7.1%. Our 6th writing scores increased the Proficient/Distiguished percent from 32.5% to 44.1%.

From the KPREP Gap group scores, students increased Proficient/Distinguished percent from 31.8% to 38.0%. The Language Mechanics scores showed an increase in the Proficient/Distiguished persent from 38.3% to 43.5%.

In the KPREP College and Career Readiness our percent of students meeting benchmark in English increased from 52.9% to 66.1%.  In the area of math our percent of students reaching benchmark increased from 29.2% to 40.1%.

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.   Students identified 1 to 2 years behind in math skills will be enrolled in a Do The Math Now remediation class.  Non-Springboard content classes, such as science and social studies are implementing Springboard instructional strategies and LDC practices.

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 2013, MAP data from fall of 2013, failure rates per quarter for each team, KPREP results for students, K-PREP by team (achievement, growth, gap, etc..), and NAPD numbers for gap groups (males, females, free and reduced students, and students with disabilities). Additional PLCs will be used to analyze data from 7th and 8th Explore results.  All Instructional assistants have been trained in effectively supporting READ 180; monitoring data, running reports and assisting the students in small group instruction while in READ 180 allowing them to teach our low achieving students the skills they are missing or need practice.

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

# Conclusion

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

In conclusion, as a progressing school we have an intentional focus to ensure all students at Summit View MS meet minimal growth expectations in reading and math and become college and career ready.   Our next steps are to continue regular analysis of Read 180 data, system 44 data with ELA teachers and special education teachers and to identify specific skills in reading needing remediation.  We will continue to provide students who need intense tier 3 interventions with extra time to stregthen 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 continue to develop our teachers for on-going analysis for MAP data, Explore data, and progress monitoring of RTI groups. 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.  In the area of math our next steps will be to identify the students who are 1 to 2 years behind in skills and to get them enrolled in Do The Math Now and to remediate their skills in RTI using Descartes resources from NWEA. Summit View MS will continue to show progress in student learning as evidenced by the KREP scores.

# KDE Assurances - School

# Introduction

KDE Assurances - School

# Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# School Safety Diagnostic

# Introduction

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

# School Safety Requirements

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

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 2. | Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? | Yes | Date: September 30, 2013 (second reading) | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 3. | Did the SBDM Council adopt the EMP? | Yes | Date: September 30, 2013 | |

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

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 5. | Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? | Yes | Date shared with First Responders: September 19, 2013 Date of SBDM review: September 30, 2013 | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 6. | Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year? | Yes | We reviewed as much as we completed on the plan. Next year, our policy we will have our plan completed and reviewd (by Local Authorities) by July 1 and reviewed on opening day. | |

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

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

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 10. | Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room? | Yes | 8/13/2013 | |

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

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

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 13. | Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" TARGET="_blank"> Fire Safety</a> regulations), Lockdown, Severe Weather and Earthquake) | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 14. | Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" TARGET="_blank"> Fire Safety</a> regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1? | Yes | | |

# Compliance and Accountability - Middle Schools

# Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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.

# Planning and Accountability Requirements

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

**Goal 1:**

Tell Survey

**Measurable Objective 1:**

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

**Strategy1:**

Managing student Conduct Best Practices - Teachers in collaboration with PBIS committee, administration, and counselors will implement the best practices in positive behavior incentive system and managing student behavior, both positive and negative.

Research Cited: KY Center for PBIS

| Activity - Discipline Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Team Leaders, PBIS committee and SBDM will analyze behavior data reports generated from Infinite Campus to determine policies and procedures that would prevent or limit behavior problems. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration, PBIS Committee, SBDM Standing Committee (PBIS) |

| Activity - Alternate to Suspension | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Implement an ISS room with procedures to follow for students who do not follow the Code of Acceptable Behavior at level 2 and level 3 misbehaviors.  The ISS teacher will work collaboratively with the administration to problem solve issues that negatively impact the success of students on the ISS room. | Behavioral Support Program | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration, ISS staff |

| Activity - PBIS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers on the PBIS committee will continue to implement a Positive Behavior intervention plan that involves all students and staff at SVMS, incentives, behavior data analysis, problem solving professional development. | Behavioral Support Program | 08/14/2013 | 05/30/2014 | $2000 - General Fund | Administration, PBIS Committee |

**Strategy2:**

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

grade level PLCs with consultants, team meetings with school counseling department, RBLT/Student Assistance team, team leaders with administration and counselors with administration. Collaboration meetings will center on problem solving in the following areas; student learning, student behavior, school data, professional practices, effective school improvement strategies, school governance, and professional learning.

Research Cited: Standards and Indicators for School Improvement

| Activity - Committee Chairpersons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will collaborate on SBDM standing committees to problem solve, provide input and recommendations for school activities, scheduling, professional development, and school discipline and safety and problem solving for SVMS. Committee chairpersons will meet with Administration to share feedback from the committee members. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Committee Chairperson, Administration |

| Activity - PLCs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Each week the grade level content teachers will meet in PLCs to discuss curriculum, learning targets, formative assessments, embedded assessments, instructional strategies and concerns with resources or materials. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration, |

| Activity - Implementation of RBLT/ SAT team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers, along with the school psychologist, FRYSC, and administration will meet as the RTI team bi-monthly to problem solve solutions for student concerns, failures, and barriers to learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration, School Psychologist, Special Education Lead Teacher, FRYSC |

| Activity - Team Leader Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Bi-monthly meetings for team leaders to meet with Administration to discuss problems or concerns, such as; schedules, research, RTI and data that will support student learning. During the team leader meeting there will be an agenda developed that will include; upcoming events and timelines, research articles or information about effective school practices, school data (discipline, school environment, community involvement) and problem solving for Summit View MS. | Policy and Process | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration and Team Leaders |

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

**Goal 1:**

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

**Measurable Objective 1:**

collaborate to increase the average reading KPREP Proficiency scores from 51.2% in 2013 to 55.3% in 2014 and the average math KPREP proficiency scores from 42.1% in 2013 to 55.8% in 2014 by 10/15/2014 as measured by School report card delivery targets.

**Strategy1:**

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

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

| Activity - MAP Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will receive training in MAP; student goal setting plans, DesCartes, RIT score analysis, and projected growth proficiency analysis. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration |

| Activity - Instructional Assistant Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Instructional assistants will receive professional learning in using reading strategies and math strategies to enhance student learning in the classroom. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration |

| Activity - Instructional Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers from all academic areas, including special education, PLCS and A/H, other than ELA, will receive professional learning on developing instructional strategies and support programs in reading and math. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration and Teachers |

| Activity - Differentiation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will receive professional learning in the area of differentiation that will enable them to adjust their instruction to meet the needs of every student. | Professional Learning | 01/06/2014 | 06/02/2014 | $0 - No Funding Required | Administration |

**Strategy2:**

Analysis of Data - Teachers and administration will meet monthly with ELA Consultant to analyze student progress data in Read 180, System 44, and Expert 21 reading programs.

Research Cited: Scholastic Reading

**Comprehensive School Improvement Plan**
Summit View Middle School

| Activity - MAP Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Analyze MAP data to identify students below the 35%ile in the 6th, 7th, and 8th and place those students in a RTI group that will utilize direct instruction for remediation. | Policy and Process | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration and Teachers |

| Activity - Scholastic Data: 180/44/21 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Analyze and monitor progess of students in Read 180, System 44 and Expert 21 through monthly meetings. | Policy and Process | 06/03/2013 | 05/30/2014 | $0 - No Funding Required | Administration and Teachers |

**Strategy3:**

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

Research Cited: Scholastic Reading and Math, Springboard

| Activity - Springboard LA and Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Math and ELA teachers at each grade level will collaborate throughout the year with all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in math and ELA. | Academic Support Program | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration, math and Language Arts teachers |

| Activity - LDC/MDC | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will collaborate with other teachers in the district and district consultants to develop, refine and implement Literacy Design Collaborative/LDC and the Math Design Collaborative/MDC to improve analyzing, reasoning and writing skills of students. | Academic Support Program | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration and teachers |

| Activity - ESS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All grade level teachers will collaborate with administration and counselors to determine students who are in need of additional instruction or additional time to gain skills and knowledge. These students will be invited to attend ESS/Extended school services that will occur after school. | Academic Support Program | 01/06/2014 | 06/02/2014 | $1300 - State Funds | Administration and teachers |

**Goal 2:**

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

**Measurable Objective 1:**

collaborate to increase percent of students reaching benchmark (from 2013 scores) in each of the Explore subdomains by 5% by 10/15/2014

as measured by Explore scores..

**Strategy1:**

7th Grade take Explore test - 7th grade students will take the 8th Explore test during the fall of 2013. This data will be analyzed for common

strengths and weaknesses in order to adjust instruction and address the college and career needs of the students.

Research Cited: EPAS

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| 7th grade teachers will identify content and grade level college readiness skill deficits based on Explore item analysis report and will address these needs through RTI or class instruction. | Academic Support Program | 01/06/2014 | 05/30/2014 | $0 - No Funding Required | Adminsitration and 7th grade teachers. |

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Gap Goal: 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 9.8% to

26.3%. by 10/01/2014 as measured by School Report Card.

**Strategy1:**

Research Based Programss - Language Arts teachers will implement Read 180, System 44, Expert 21, and Springboard in their Language

Arts class. Read 180 for those students who score 2 years or more below grade level in reading based on MAP, Expert 21 for those that

score 1 year below grade level in reading based on MAP, System 44 for students who have not mastered their phonetic reading skills, and

Springboard for those students who are at grade level.

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

| Activity - Springboard Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| ELA teachers at each grade level will collaborate throughout the year with PLCs, all schools in the district, district level consultants, and Springboard consultants to implement best practices, strategies and align curriculum in ELA | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration, ELA teachers |

| Activity - Scholastic Reading Data Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will analyze the SPI and SRI reading scores from Read 180, System 44 and Expert 21 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 | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Language Arts Teachers and Administration. |

| Activity - ESS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Students will be identified in skill areas of reading and stay after school twice a week for skill building. The reading skills identified for remediation will come from MAP DesCartes according to RIT scores and from teacher feedback. Students will also receive social skill or testing strategy instruction during ESS. | Academic Support Program | 01/06/2014 | 05/30/2014 | $1315 - State Funds | Administration, ESS staff, teachers, FRYSC |

| Activity - PLCs/Professional Learning Communities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will meet on a regular basis to learn additional skills and instructonal strategies, monitor student progress, and develop knowledge in using DesCartes resources from NWEA that will enhance student learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration and teachers |

| Activity - RTI/ Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Response to Intervention groups are developed at each grade level and students are identified by their skill or knowledge level in Reading using MAPS/Measure of Academic Progress or KPREP Scores. Using MAPS students are identified by their RIT scores and using KPREP scores the students are grouped by novice, apprentice, proficient, or distiguished.The students are grouped by their level and for 30 minutes each day they receive skill building they can use to improve their abilities, skills or knowledge. The groups are re-evaluated each six to nine weeks and then the students are regrouped using updated RIT information or different content progress monitoring data. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration and teachers |

| Activity - SRI / SPI Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | 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 | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Language Arts Teachers and Administration |

**Strategy2:**

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

for working with students with special needs.

Research Cited: A Guide to the Kentucky System of Interventions

| Activity - Co-Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| ELA teachers, along with special education teachers, will receive professional developement for co-teaching strategies that will improve learning in Language Arts classes for students with disabilities. | Professional Learning | 01/06/2014 | 05/30/2014 | $0 - No Funding Required | Administration |

| Activity - Instructional Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will receive professional learning for instructional strategies that will assist in the learning in reading for students with disabilities. | Professional Learning | 01/06/2014 | 05/30/2014 | $0 - No Funding Required | Administration |

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will analyze student achievement for students with disabilities, including MAP data, student work, assessments to determine instructional changes to improve student learning. | Academic Support Program | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration and teachers |

| Activity - Accommodations & Modifications | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will receive professional learning increase their knowledge and skills in accommodations and modifications for students with disabilities based on research. | Professional Learning | 08/14/2013 | 05/30/2014 | $0 - No Funding Required | Administration |

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

**Goal 1:**

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

**Measurable Objective 1:**

collaborate to increase our Program Review score for A/H from 6.8 in 2013 to 8.0 in 2014 and increase PLCS score from 5.9 in 2013 to 8.0 in 2014 by 05/31/2014 as measured by the Program Review Evidence Index.

**Strategy1:**

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

Research Cited: Kentucky Program Review

| Activity - Professional Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers receive and implement professional learning through job embedded and PLCs to enhance the integration of the Arts and Humanities, Practical Living and Career Studies into other content areas. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration |

| Activity - Schedule Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All students will have access to practical living, vocational studies, and arts and humanities classes on an equal basis. School wide schedule is quarterly and every 9 weeks students will participate in an average of two PLCS and A/H classes. | Other | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration and Counselors |

| Activity - ILPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers, through professional learning, will receive training in student ILP development and conferencing that will enhance the college and career skills and knowledge for all students as they complete their ILPs. | Career Preparation/ Orientation | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration and Counselors |

**Measurable Objective 2:**

collaborate to increase our Program Review score for Writing from 5.32 in 2013 to 8.0 in 2014 by 05/31/2014 as measured by Program Review Evidence Index.

**Strategy1:**

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

Research Cited: Kentucky Writing Program Review

| Activity - Writing Policy and Procedures | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Language Arts teachers will develop a list of writing standards that will become the minimum expectation when writing in all other content classes across SVMS and these standards will become part of the SBDM writing policy. | Policy and Process | 01/06/2014 | 06/02/2014 | $0 - No Funding Required | Administration and ELA teachers |

| Activity - PLCs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| 6th and 8th teachers will meet in PLCs to develop instructional strategies in the process of On-Demand writing and and all grade level teachers will develop strategies for writing in the content classes. | Professional Learning | 08/14/2013 | 06/02/2014 | $0 - No Funding Required | Administration |