



KDE Comprehensive School Improvement Plan

Summit View Elementary School
Kenton County

Lesley Smith, Principal
5006 Madison Pike
Independence, KY 41051

TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	5
Notable Achievements and Areas of Improvement	6
Additional Information	7
Plan for KDE Comprehensive School Improvement Plan 2014-15	
Overview	9
Goals Summary	10
Goal 1: Achievement GAP Goal - Reading	11
Goal 2: Kindergarten Readiness Goal	12
Goal 3: TELL Survey Goal	14
Goal 4: Program Review	15
Goal 5: K-PREP Combined Proficiency Goal	16
Goal 6: Achievement GAP Goal - Math	17
Goal 7: KPREP 3rd Grade Proficiency Goal	20
Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff	22
Goal 9: Wellness Plan	23
Activity Summary by Funding Source	25
KDE Needs Assessment	
Introduction	34

Data Analysis..... 35

Areas of Strengths..... 36

Opportunities for Improvement..... 37

Conclusion..... 38

The Missing Piece

Introduction..... 41

Stakeholders..... 42

Relationship Building..... 43

Communications..... 44

Decision Making..... 46

Advocacy..... 48

Learning Opportunities..... 49

Community Partnerships..... 51

Reflection..... 52

Report Summary..... 53

Improvement Plan Stakeholder Involvement

Introduction..... 55

Improvement Planning Process..... 56

KDE Assurances - School

Introduction..... 58

Assurances 59

Compliance and Accountability - Elementary Schools

Introduction 65

Planning and Accountability Requirements 66

School Safety Diagnostic

Introduction 83

School Safety Requirements 84

DRAFT

Introduction

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

DRAFT

Executive Summary

DRAFT

Introduction

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

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

DRAFT

Description of the School

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

Summit View Elementary is an outstanding school that is supported by a working partnership of students, educators, families and community dedicated to providing quality education opportunities each and every day. The school is located in Independence, Kentucky in the heart of Kenton County. Summit View Elementary is the second largest elementary school in the Kenton County School District. The current enrollment is about 775 students from grades preschool through fifth grade. There are 55 certified staff members and 35 support staff members. The district's Emotional Behavioral Disorder unit is also housed at the school. Currently, about 35% of the students qualify for free/reduced lunch.

Summit View Elementary offers a variety of extra-curricular programs in the fourth and fifth grades. Students have the opportunity to be involved in Student Technology Leadership Program, Energy Wise, Strings, Art Club, Talent Show, Future Problem Solving, Academic Team, Chorus, Taekwondo, Girl Scouts, Boy Scouts, Archery, Student Council, Dance and Running Club. Our goal is to offer one new club each school year and to involve 100% of our students in the fourth and fifth grades.

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 Elementary, our mission is to meet the individual needs of all students academically, developmentally, and socially. We strive to do this in a safe, caring learning environment, where we communicate high expectations and celebrate success. Students at Summit View Elementary will have diverse opportunities in an atmosphere which promotes a healthy lifestyle and positive attitude. Our goals continue to be high achievement and a love of learning for all students.

As a staff, we review instructional and assessment data on a regular basis. Teachers, principals, parents, the guidance counselor, family resource coordinator and the school psychologist collaborate to formulate plans to ensure the best quality education for our students. Our Family Resource coordinators support our school community in a variety of ways. Not only do they help support families in need but they also provide parent support trainings in the evenings. Most recently, our Family Resource Coordinator began an All Pro Breakfast at our school for fathers. It is a great way to get more fathers involved in the educational setting.

At school, we also have Response to Intervention programs. This is a 30 minute daily, targeted literacy and/or numeracy intervention for students in kindergarten through fifth grade. After reviewing assessment data, staff members ensure all students are receiving an appropriate intervention or enrichment. Teachers meet in Professional Learning Community meetings on a weekly basis to discuss curriculum, instruction, and assessment. Our number one priority for students and staff is providing quality educational opportunities throughout the school day.

Notable Achievements and Areas of Improvement

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

Summit View Elementary is identified as a Proficient school. We had an overall score of 70.3 and are in the 73rd percentile for the state. The students also scored a 100 in the area of Science. In the area of Program Review, we improved our score from 92% to 100%. We were also awarded the Mathematics Response to Intervention grant for grades three through five and the Read to Achieve Grant for students in grades kindergarten through second grade. The grants are allowing our school to receive additional training and resources for teachers which are directly impacting reading and math instruction for students. Our Academic and Future Problem Solving teams continue to be successful each year. In 2014, our school won the district and regional Governor's Cup competition. Many of our students are recognized throughout the year for various community projects. Several of our students have participated and have won the Kenton County Attorney's office calendar contest and poetry writing contest. Students are awarded state recognition from PTA for writing, visual arts, and photography. For eight consecutive years, our school has been recognized as a School of Contribution for our Service Learning projects. These projects not only connect to the curriculum but also provide an outreach to the community. We currently have three Nationally Board Certified teachers on staff and three of our staff members have been selected as Golden Apple winners because of their outstanding teaching abilities.

Areas of improvement include expanding our Response to Intervention instructional block to ensure all students are receiving an intervention or enrichment. We also want to make sure teachers are providing quality instruction throughout the school day and have a thorough understanding of the Kentucky Core Academic Standards. Teachers are required to meet weekly to discuss student assessment information as well as the instructional strategies needed to meet the students' needs. We continue to work closely with our special education teachers to determine areas of need and ways to improve the special education students' achievement. Another area of concern for Summit View Elementary is the school's gap and growth in reading as measured by the KPREP assessment. As a staff, we are triangulating our assessment data to determine what factors are causing our students to not make adequate growth in reading. As a staff we are reviewing our Literacy programs and instructional strategies to ensure quality instruction is being implemented across all grade levels.

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

DRAFT

Plan for KDE Comprehensive School Improvement Plan 2014-15

DRAFT

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan 2014-15

Plan Description

DRAFT

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	Achievement GAP Goal - Reading	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
2	Kindergarten Readiness Goal	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$950
3	TELL Survey Goal	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$7000
4	Program Review	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	K-PREP Combined Proficiency Goal	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$500
6	Achievement GAP Goal - Math	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$250
7	KPREP 3rd Grade Proficiency Goal	Objectives: 2 Strategies: 4 Activities: 8	Organizational	\$500
8	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
9	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Achievement GAP Goal - Reading

Measurable Objective 1:

collaborate to increase average combined reading proficiency for students with disabilities from 30.9% in 2014 to 48.8% by 10/01/2015 as measured by school report card delivery targets .

Strategy 1:

Instructional Strategies and Programs in Reading - Teachers will provide instruction using best practices based on the Kentucky Core Academic Standards for English/Language Arts and using effective intervention strategies and programs.

Category: Professional Learning & Support

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and support from Scholastic and Central Office consultants on Read 180 and System 44 instruction and reports. Teachers and administration will meet monthly to review Read 180 and System 44 data and discuss student progress. In addition, multiple sources of data will be triangulated to monitor student progress. Students meeting expectations will be exited from the program.	Professional Learning	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Special education teachers, Central Office consultants, Administration , Reading Specialist
Activity - KPREP/MAP Data Crosswalk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Administration , School Psychologist, Guidance Counselor, Reading Specialist
Activity - Reading Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative and summative assessments will be used in Reading to monitor student progress and guide instruction. Teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Live Scoring will be implemented monthly to monitor student responses and to provide direct feedback to students.	Academic Support Program	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Administration , School Psychologist, Guidance Counselor, Reading Specialist

Strategy 2:

Special Education Collaboration - Special education teachers and administration will collaborate to discuss and monitor student progress, share instructional strategies and interventions, and analyze assessment data.

Category: Professional Learning & Support

Activity - KPREP/MAP Crosswalk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth by teacher caseload. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the resource or collaborative setting. Teachers will then develop individual student goals based on the assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	No Funding Required	Special Education teachers, Administration, School Psychologist, Guidance Counselor, Central Office consultants

Activity - Instructional Interventions and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share strategies and instructional programs/tools being used to meet the needs of the students. Example programs include: Soar to Success, Stars, Reading A-Z, and Read Naturally. A master list of effective strategies and instructional programs will be compiled and shared with staff.	Professional Learning	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Administration, School Psychologist, Guidance Counselor, Special Education Teachers, Central Office consultants

Activity - Reading Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative and summative assessments will be used in Reading to monitor student progress and guide instruction. Special education teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Proficient responses will be modeled for students and teachers will scaffold instruction in answering the assessments throughout the year. This will allow students to become more independent in completing KPREP-like assessments.	Academic Support Program	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Special Education Teachers, District Consultants, Administration

Goal 2: Kindergarten Readiness Goal

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Measurable Objective 1:

collaborate to increase the percentage of children ready (with enrichments and ready) for kindergarten from 49% in 2014 to 54% by 10/01/2015 as measured by the Brigance Assessment.

Strategy 1:

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

Category: Stakeholder Engagement

Activity - Outreach Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will provide outreach events to inform families in our area about preschool and kindergarten. These events will target a few of the communities surrounding our school. These events will provide information about preschool screenings, kindergarten registration and readiness for school.	Parent Involvement	08/13/2014	10/01/2015	\$300	Other	FRYSC Coordinator, Administration, Guidance Counselor, School Psychologist, Kindergarten Teachers, Preschool Teachers, Reading/Math Intervention Teachers

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will attend an informational session on kindergarten readiness during kindergarten registration in the spring. Parents will receive information and strategies on ways to work with their children at home so they are kindergarten ready.	Parent Involvement	08/13/2014	10/01/2015	\$200	General Fund	Administration, Kindergarten Teachers, FRYSC, School Psychologist, Guidance Counselor

Strategy 2:

Preschool and Kindergarten Transition - Teachers will collaborate to ensure that students transitioning from preschool to kindergarten have the necessary skills to be successful in kindergarten.

Category: Early Learning

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

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Kindergarten teachers will identify strengths and weaknesses they have observed from previous and current students who have attended preschool at Summit View Elementary. This information will be shared with the preschool teachers. Kindergarten teachers will share data from the Brigance, MAP, and DIBELS assessments with the preschool teachers to identify skills of strength and skills of need for kindergarten students at the beginning of the year. Kindergarten teachers will receive a half day substitute to allow for adequate time for preschool and kindergarten collaboration.	Professional Learning	08/13/2014	10/01/2015	\$450	General Fund	Administration , Kindergarten Teachers, Preschool Teachers
---	-----------------------	------------	------------	-------	--------------	--

Activity - Preschool Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In a small group setting, students will receive specific instruction on the skills needed to be successful in Kindergarten.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Preschool Teachers, Administration

Goal 3: TELL Survey Goal

Measurable Objective 1:

demonstrate a proficiency of effectively collaborating with colleagues from 30% in 2013 to 50% by 06/30/2015 as measured by the TELL Survey .

Strategy 1:

Professional Learning Community Meetings - Teachers will collaborate during Professional Learning Community meetings on a weekly basis.

Category: Professional Learning & Support

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A time will be set aside on a weekly basis for teachers to collaborate during Professional Learning Community meetings.	Professional Learning	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Administration , Central Office Consultants

Activity - Grade Level Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will meet at least once per week to plan instruction, review assessment data, and share ideas.	Professional Learning	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Administration

Activity - Grade Level Team Planning Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given two half day planning days to review student data and to plan instruction with their grade level team.	Professional Learning	08/13/2014	10/01/2015	\$7000	District Funding	Teachers, Administration , District Consultants

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Strategy 2:

Cross-Curricular Planning - Teachers will meet in vertical teams a minimum of two times per year.

Category: Professional Learning & Support

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with colleagues from the grade levels above and below to discuss cross-curricular connections a minimum of two times per year.	Professional Learning	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Administration, District Consultants

Goal 4: Program Review

Measurable Objective 1:

collaborate to increase our school's Writing Program Review score from 7.7 points in 2014 to 8 points to make our school Proficient in the area of Writing by 10/01/2015 as measured by the Program Review State Report.

Strategy 1:

Intentional Monitoring and Implementation - Administration and Program Review Committee will monitor the implementation of the Writing Program Review area across grade levels.

Category: Continuous Improvement

Activity - Writing Program Review Evidence Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will provide evidence of writing program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive or hard copies will be put in a crate. The evidence will be collected and monitored three times per year.	Policy and Process	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers and Administration

Activity - Best Practices in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Curriculum and Assessment committee will update the on-demand writing continuum for grades K-5. The continuum will include a schedule for on-demand scrimmages throughout the year that specifies the type of prompt, type of writing, and criteria for each grade level. Teachers will submit on demand writing prompts to the collaborative drive once per month and will highlight student writing samples monthly. The curriculum and assessment committee will also identify effective research-based writing programs and instructional strategies. Grade levels will identify and implement the most effective strategies and programs during their writing block.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Administrators, Teachers

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - Live Scoring for Grades 3-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of three times per year, teachers in grades 3-5 will implement Live Scoring. District consultants and administrators will provide support as needed.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Administration, District Consultants

Strategy 2:

Professional Development Opportunities for Program Review Area - Professional learning opportunities will be provided to all teachers in the area of Writing.

Category: Professional Learning & Support

Activity - Collaboration Between Special Area Teachers and Classroom Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of two times during the school year, intentional collaboration will occur at faculty meetings between special area teachers, writing cluster leaders, and classroom teachers. Resources and instructional strategies will be shared on ways to make connections between writing and other cross-curricular connections.	Professional Learning	08/13/2014	10/01/2015	\$0	No Funding Required	Administrators and Teachers

Goal 5: K-PREP Combined Proficiency Goal

Measurable Objective 1:

collaborate to increase the average combined Reading and Math K-PREP proficiency scores from 60.8% in 2014 to 67.5% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Data Analysis - Assessment data will be analyzed for reading and math. Assessment tools will be used to determine instructional effectiveness and next steps.

Category: Professional Learning & Support

Activity - KPREP/MAP Data Crosswalk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Other	08/13/2014	10/01/2015	\$0	No Funding Required	Administration, teachers, school psychologist, guidance counselor

Strategy 2:

Best Practices in Reading and Math - Teachers will be provided with professional learning opportunities and instructional resources/strategies to best meet the needs of students in reading and math.

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Category: Professional Learning & Support

Activity - Math Instructional Resources and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on specific math standards at all grade levels. Training will be provided through our grant with KCM. These trainings will take place during PLC meetings or before/after school.	Direct Instruction	08/13/2014	10/01/2015	\$500	General Fund	Administrators, Teachers
Activity - Reading Instructional Resources and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a balanced literacy approach in their classroom including shared reading, guided reading, independent reading, and work stations. Instructional activities will be in alignment with the Kentucky Core Academic Standards for English/Language Arts. Effective instructional strategies will be shared during professional learning meetings. Examples include: Daily 5, Close Reading, Text Dependent questioning, etc.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Administrator s, Teachers, Reading Specialist, RTA teacher, District Consultants
Activity - RTI in Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During RTI/RTA leadership meets to discuss and review RTI data and the data is analyzed to determined the effectiveness of the intervention for a targeted group of students. The RTI/RTA leadership team then meets with teachers to analyze data, identify students for instructional groupings, determine research based programs, and progress monitoring tools. Groups will be reconfigured based on student progress and assessment data.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, guidance counselor, school psychologist, reading specialists, math intervention teacher
Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative and summative assessments will be used in both reading and math to monitor student progress and guide instruction. Teachers will incorporate KPREP-like assessments in the format of multiple choice and extended response questions in both reading and math. Live scoring will be implemented monthly in both reading/math to monitor student responses and provide direct feedback to students.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Administration , Teachers, District Consultants

Goal 6: Achievement GAP Goal - Math**Measurable Objective 1:**

collaborate to increase the average combined math proficiency for students with disabilities from 20.6% in 2014 to 47.5% by 10/01/2015 as measured by the school report card delivery targets.

Strategy 1:

Instructional Strategies and Program in Math - Teachers will provide instruction using best practices using the Kentucky Core Academic Standards for Mathematics and will use effective intervention strategies and programs.

Category: Professional Learning & Support

Activity - KPREP/MAP Data Crosswalk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Administration, Central Office consultants
Activity - Math Instructional Resources and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on specific math standards and interventions at all grade levels. Additionally, training will be provided through our Kentucky Center for Mathematics grants. These trainings will take place during PLC meetings, faculty meetings, and during professional development trainings.	Professional Learning	08/13/2014	10/01/2015	\$250	General Fund	Teachers, Special Education teachers, Administration
Activity - Collaborative Math Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least one math class in grades 1-5 will be co-taught with a regular education teacher and special education teacher to allow for additional small group and specialized instruction for students who are identified with an IEP and/or struggle with math. The Math Achievement Fund (MAF) interventionist provides additional support to students during the collaborative first and second grade classes.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Teachers, Special Education Teachers, Administration

Strategy 2:

Special Education Collaboration - Special education teachers and administration will collaborate to discuss and monitor student progress, share instructional strategies and interventions, and analyze assessment data.

Category: Professional Learning & Support

Activity - KPREP/MAP Crosswalk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Summit View Elementary School

<p>KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth by teacher caseload. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the resource or collaborative setting. Teachers will then develop individual student goals based on the assessment data.</p>	<p>Academic Support Program</p>	<p>08/13/2014</p>	<p>10/01/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants</p>
--	---------------------------------	-------------------	-------------------	------------	----------------------------	--

Activity - Instructional Interventions and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will share strategies and instructional tools being used to meet the needs of the students. Strategies from the Kentucky Center for Mathematics trainings will be shared with special education teachers. Do the Math is one instructional program that teachers are utilizing to focus on specific skills in math. A master list of effective strategies and instructional programs will be compiled and shared with staff.</p>	<p>Professional Learning</p>	<p>08/13/2014</p>	<p>10/01/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants</p>

Activity - Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Formative and summative assessments will be used in Math to monitor student progress and guide instruction. Special education teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Proficient responses will be modeled for students and teachers will scaffold instruction in answering the assessments throughout the year. This will allow students to become more independent in completing KPREP-like assessments.</p>	<p>Direct Instruction</p>	<p>08/13/2014</p>	<p>10/01/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants</p>

Goal 7: KPREP 3rd Grade Proficiency Goal

Measurable Objective 1:

collaborate to increase the percentage of 3rd grade students scoring proficient and distinguished in Reading on KPREP from 66.7% in 2014 to 70% by 10/01/2015 as measured by the school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

RTI Best Practices in Reading - Targeted students will receive researched-based interventions and small group instruction. Progress will be monitored weekly.

Category: Continuous Improvement

Activity - RTI Structure in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted research-based interventions in small group settings 4-5 days per week for 30 minutes each day. RTI sessions will be 8-12 weeks long. RTI progress will be monitored weekly and feedback given as appropriate from the RTI/RTA leadership team. Teachers will meet to discuss student groups, instructional activities, and assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	No Funding Required	Primary Teachers, Special Education Teachers, Administration, Guidance Counselor, School Psychologist, Reading Specialist, RTA Teacher

Strategy 2:

ELA Instructional Practices - Teachers will provide instruction using best practices based on the Kentucky Core Academic Standards for English/Language Arts.

Category: Professional Learning & Support

Activity - Balanced Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a balanced literacy approach in their classroom including shared reading, guided reading, independent reading, and work stations. Instructional activities will be in alignment with the Kentucky Core Academic Standards for English/Language Arts and the instructional level of all students. Various approaches are used, including the Daily 5. Training on Daily 5 will be provided to staff members unfamiliar with the structure.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Primary Teachers, Special Education Teachers, Administration

Activity - Implementation of Fry Sight Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Students in grades kindergarten through third grade will recognize and read high frequency words with 90% accuracy. This will be monitored through teacher sight word assessments three times a year.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Primary Teachers, Special Education Teachers, Reading Specialist, RTA Teacher, Administration
---	--------------------	------------	------------	-----	---------------------	---

Activity - Creating Independence in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to a variety of rigorous reading passages to strengthen their ability to answer text dependent questions. This will occur at least one time per week. Progress will be monitored through KPREP like assessments and common assessments.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Primary Teachers, Special Education Teachers, Administration

Measurable Objective 2:

collaborate to increase the percentage of 3rd grade students scoring proficient and distinguished in Math on KPREP from 55.6% in 2014 to 60% by 10/01/2015 as measured by the school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

RTI Best Practices for Math - Targeted students will receive research-based interventions and small group instruction. Progress will be monitored weekly.

Category: Continuous Improvement

Activity - RTI Structure in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted research-based interventions in small group settings 4-5 days per week for 30 minutes each day. RTI sessions will be 8-12 weeks long. RTI progress will be monitored weekly and feedback given as appropriate from the RTI/RTA leadership team. Teachers will meet to discuss student groups, instructional activities, and assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	No Funding Required	Primary Teachers, Special Education Teachers, Math Lab Teacher, Administration, School Psychologist, Guidance Counselor

Strategy 2:

Math Instructional Practices - Teachers will provide instruction using best practices based on the Kentucky Core Academic Standards for Math.

Category: Professional Learning & Support

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - Math Instructional Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the SVE Math Instructional Model which includes Number Talks, problem solving, fluency, whole group instruction, small group or partner practice, and individual practice. Concepts are re-taught and expanded as needed. Accelerated math classes participate in the On-line Math League. Instructional activities will be in alignment with the Kentucky Core Academic Standards for Math and the instructional level of all students. Additional trainings on the Kentucky Core Academic Standards for Math will be provided during Professional Learning opportunities.	Direct Instruction	08/13/2014	10/01/2015	\$500	General Fund	Primary Teachers, Special Education Teachers, Administration
Activity - Co-Teaching in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A special education and regular education teacher co-teach math instruction at grades first through third.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Primary teachers, special education teachers, math intervention teacher, administration
Activity - Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of assessments will be used to guide instruction. Examples include: pre-assessments, various formative assessments and summative assessments. Assessments will be in the format of multiple choice, short answer, and extended responses.	Direct Instruction	08/13/2014	10/01/2015	\$0	No Funding Required	Primary teachers, special education teachers, math intervention teacher, and administration

Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from ____% on May 15, 2015 to ____% by 05/31/2020 as measured by evaluation results.

Strategy 1:

PGES - Professional Growth and Effectiveness System

Category: Professional Learning & Support

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - TPGES Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/06/2014	06/30/2015	\$0	No Funding Required	Central Office, Administrators, Teachers

Strategy 2:

Professional Learning and Support - Professional Learning plan to implement the TPGES.

Category: Professional Learning & Support

Activity - Schoolwide Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a schoolwide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	06/30/2015	\$0	No Funding Required	Central Office, Administrators, Teachers

Goal 9: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school wellness policy to all faculty members to 100% by 10/01/2015 as measured by survey results.

Strategy 1:

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

Category: Professional Learning & Support

Activity - Wellness Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Summit View Elementary School

The school's wellness committee will meet a minimum of three times per year to discuss the district's and school's wellness policies and how they affect our school.	Professional Learning	08/13/2014	10/01/2015	\$0	No Funding Required	Parents, teachers, support staff, Family Resource Coordinator, Guidance Counselor, Administration
--	-----------------------	------------	------------	-----	---------------------	---

DRAFT

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Team Planning Day	Teachers will be given two half day planning days to review student data and to plan instruction with their grade level team.	Professional Learning	08/13/2014	10/01/2015	\$7000	Teachers, Administration, District Consultants
Total					\$7000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Outreach Events	The Family Resource Center will provide outreach events to inform families in our area about preschool and kindergarten. These events will target a few of the communities surrounding our school. These events will provide information about preschool screenings, kindergarten registration and readiness for school.	Parent Involvement	08/13/2014	10/01/2015	\$300	FRYSC Coordinator, Administration, Guidance Counselor, School Psychologist, Kindergarten Teachers, Preschool Teachers, Reading/Math Intervention Teachers
Total					\$300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Team Planning	All grade levels will meet at least once per week to plan instruction, review assessment data, and share ideas.	Professional Learning	08/13/2014	10/01/2015	\$0	Teachers, Administration

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Read 180 and System 44	Teachers will receive training and support from Scholastic and Central Office consultants on Read 180 and System 44 instruction and reports. Teachers and administration will meet monthly to review Read 180 and System 44 data and discuss student progress. In addition, multiple sources of data will be triangulated to monitor student progress. Students meeting expectations will be exited from the program.	Professional Learning	08/13/2014	10/01/2015	\$0	Teachers, Special education teachers, Central Office consultants, Administration, Reading Specialist
Assessments	Formative and summative assessments will be used in both reading and math to monitor student progress and guide instruction. Teachers will incorporate KPREP-like assessments in the format of multiple choice and extended response questions in both reading and math. Live scoring will be implemented monthly in both reading/math to monitor student responses and provide direct feedback to students.	Direct Instruction	08/13/2014	10/01/2015	\$0	Administration, Teachers, District Consultants
Creating Independence in Reading	Students will be exposed to a variety of rigorous reading passages to strengthen their ability to answer text dependent questions. This will occur at least one time per week. Progress will be monitored through KPREP like assessments and common assessments.	Direct Instruction	08/13/2014	10/01/2015	\$0	Primary Teachers, Special Education Teachers, Administration
RTI Structure in Reading	Students will receive targeted research-based interventions in small group settings 4-5 days per week for 30 minutes each day. RTI sessions will be 8-12 weeks long. RTI progress will be monitored weekly and feedback given as appropriate from the RTI/RTA leadership team. Teachers will meet to discuss student groups, instructional activities, and assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	Primary Teachers, Special Education Teachers, Administration, Guidance Counselor, School Psychologist, Reading Specialist, RTA Teacher
Writing Program Review Evidence Collection	All grade levels will provide evidence of writing program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive or hard copies will be put in a crate. The evidence will be collected and monitored three times per year.	Policy and Process	08/13/2014	10/01/2015	\$0	Teachers and Administration
KPREP/MAP Data Crosswalk	KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Direct Instruction	08/13/2014	10/01/2015	\$0	Teachers, Administration, Central Office consultants

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Schoolwide Professional Learning Plan	Develop a schoolwide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	06/30/2015	\$0	Central Office, Administrators, Teachers
Implementation of Fry Sight Words	Students in grades kindergarten through third grade will recognize and read high frequency words with 90% accuracy. This will be monitored through teacher sight word assessments three times a year.	Direct Instruction	08/13/2014	10/01/2015	\$0	Primary Teachers, Special Education Teachers, Reading Specialist, RTA Teacher, Administration
Live Scoring for Grades 3-5	A minimum of three times per year, teachers in grades 3-5 will implement Live Scoring. District consultants and administrators will provide support as needed.	Direct Instruction	08/13/2014	10/01/2015	\$0	Teachers, Administration, District Consultants
KPREP/MAP Data Crosswalk	KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	Teachers, Administration, School Psychologist, Guidance Counselor, Reading Specialist
Instructional Strategies	A time will be set aside on a weekly basis for teachers to collaborate during Professional Learning Community meetings.	Professional Learning	08/13/2014	10/01/2015	\$0	Teachers, Administration, Central Office Consultants
Collaboration Between Special Area Teachers and Classroom Teachers	A minimum of two times during the school year, intentional collaboration will occur at faculty meetings between special area teachers, writing cluster leaders, and classroom teachers. Resources and instructional strategies will be shared on ways to make connections between writing and other cross-curricular connections.	Professional Learning	08/13/2014	10/01/2015	\$0	Administrators and Teachers
TPGES Knowledge	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	01/06/2014	06/30/2015	\$0	Central Office, Administrators, Teachers

KDE Comprehensive School Improvement Plan

Summit View Elementary School

KPREP/MAP Data Crosswalk	KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Other	08/13/2014	10/01/2015	\$0	Administration, teachers, school psychologist, guidance counselor
Preschool Enrichment	In a small group setting, students will receive specific instruction on the skills needed to be successful in Kindergarten.	Direct Instruction	08/13/2014	10/01/2015	\$0	Preschool Teachers, Administration
Math Assessments	Formative and summative assessments will be used in Math to monitor student progress and guide instruction. Special education teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Proficient responses will be modeled for students and teachers will scaffold instruction in answering the assessments throughout the year. This will allow students to become more independent in completing KPREP-like assessments.	Direct Instruction	08/13/2014	10/01/2015	\$0	Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants
Wellness Committee Meetings	The school's wellness committee will meet a minimum of three times per year to discuss the district's and school's wellness policies and how they affect our school.	Professional Learning	08/13/2014	10/01/2015	\$0	Parents, teachers, support staff, Family Resource Coordinator, Guidance Counselor, Administration
Reading Instructional Resources and Training	Teachers will implement a balanced literacy approach in their classroom including shared reading, guided reading, independent reading, and work stations. Instructional activities will be in alignment with the Kentucky Core Academic Standards for English/Language Arts. Effective instructional strategies will be shared during professional learning meetings. Examples include: Daily 5, Close Reading, Text Dependent questioning, etc.	Direct Instruction	08/13/2014	10/01/2015	\$0	Administrators, Teachers, Reading Specialist, RTA teacher, District Consultants

KDE Comprehensive School Improvement Plan

Summit View Elementary School

RTI in Reading and Math	During RTI/RTA leadership meets to discuss and review RTI data and the data is analyzed to determined the effectiveness of the intervention for a targeted group of students. The RTI/RTA leadership team then meets with teachers to analyze data, identify students for instructional groupings, determine research based programs, and progress monitoring tools. Groups will be reconfigured based on student progress and assessment data.	Direct Instruction	08/13/2014	10/01/2015	\$0	Teachers, guidance counselor, school psychologist, reading specialists, math intervention teacher
Reading Assessments	Formative and summative assessments will be used in Reading to monitor student progress and guide instruction. Special education teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Proficient responses will be modeled for students and teachers will scaffold instruction in answering the assessments throughout the year. This will allow students to become more independent in completing KPREP-like assessments.	Academic Support Program	08/13/2014	10/01/2015	\$0	Teachers, Special Education Teachers, District Consultants, Administration
Co-Teaching in Math	A special education and regular education teacher co-teach math instruction at grades first through third.	Direct Instruction	08/13/2014	10/01/2015	\$0	Primary teachers, special education teachers, math intervention teacher, administration
RTI Structure in Math	Students will receive targeted research-based interventions in small group settings 4-5 days per week for 30 minutes each day. RTI sessions will be 8-12 weeks long. RTI progress will be monitored weekly and feedback given as appropriate from the RTI/RTA leadership team. Teachers will meet to discuss student groups, instructional activities, and assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	Primary Teachers, Special Education Teachers, Math Lab Teacher, Administration, School Psychologist, Guidance Counselor

KDE Comprehensive School Improvement Plan

Summit View Elementary School

KPREP/MAP Crosswalk	KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth by teacher caseload. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the resource or collaborative setting. Teachers will then develop individual student goals based on the assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants
Math Assessments	A variety of assessments will be used to guide instruction. Examples include: pre-assessments, various formative assessments and summative assessments. Assessments will be in the format of multiple choice, short answer, and extended responses.	Direct Instruction	08/13/2014	10/01/2015	\$0	Primary teachers, special education teachers, math intervention teacher, and administration
Instructional Interventions and Strategies	Teachers will share strategies and instructional programs/tools being used to meet the needs of the students. Example programs include: Soar to Success, Stars, Reading A-Z, and Read Naturally. A master list of effective strategies and instructional programs will be compiled and shared with staff.	Professional Learning	08/13/2014	10/01/2015	\$0	Teachers, Administration, School Psychologist, Guidance Counselor, Special Education Teachers, Central Office consultants
Vertical Team Planning	Teachers will meet with colleagues from the grade levels above and below to discuss cross-curricular connections a minimum of two times per year.	Professional Learning	08/13/2014	10/01/2015	\$0	Teachers, Administration, District Consultants
KPREP/MAP Crosswalk	KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth by teacher caseload. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the resource or collaborative setting. Teachers will then develop individual student goals based on the assessment data.	Academic Support Program	08/13/2014	10/01/2015	\$0	Special Education teachers, Administration, School Psychologist, Guidance Counselor, Central Office consultants

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Reading Assessments	Formative and summative assessments will be used in Reading to monitor student progress and guide instruction. Teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Live Scoring will be implemented monthly to monitor student responses and to provide direct feedback to students.	Academic Support Program	08/13/2014	10/01/2015	\$0	Teachers, Administration, School Psychologist, Guidance Counselor, Reading Specialist
Collaborative Math Class	At least one math class in grades 1-5 will be co-taught with a regular education teacher and special education teacher to allow for additional small group and specialized instruction for students who are identified with an IEP and/or struggle with math. The Math Achievement Fund (MAF) interventionist provides additional support to students during the collaborative first and second grade classes.	Direct Instruction	08/13/2014	10/01/2015	\$0	Teachers, Special Education Teachers, Administration
Balanced Literacy Plan	Teachers will implement a balanced literacy approach in their classroom including shared reading, guided reading, independent reading, and work stations. Instructional activities will be in alignment with the Kentucky Core Academic Standards for English/Language Arts and the instructional level of all students. Various approaches are used, including the Daily 5. Training on Daily 5 will be provided to staff members unfamiliar with the structure.	Direct Instruction	08/13/2014	10/01/2015	\$0	Primary Teachers, Special Education Teachers, Administration
Best Practices in Writing	The Curriculum and Assessment committee will update the on-demand writing continuum for grades K-5. The continuum will include a schedule for on-demand scrimmages throughout the year that specifies the type of prompt, type of writing, and criteria for each grade level. Teachers will submit on demand writing prompts to the collaborative drive once per month and will highlight student writing samples monthly. The curriculum and assessment committee will also identify effective research-based writing programs and instructional strategies. Grade levels will identify and implement the most effective strategies and programs during their writing block.	Direct Instruction	08/13/2014	10/01/2015	\$0	Administrators, Teachers
Instructional Interventions and Strategies	Teachers will share strategies and instructional tools being used to meet the needs of the students. Strategies from the Kentucky Center for Mathematics trainings will be shared with special education teachers. Do the Math is one instructional program that teachers are utilizing to focus on specific skills in math. A master list of effective strategies and instructional programs will be compiled and shared with staff.	Professional Learning	08/13/2014	10/01/2015	\$0	Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Total

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Instructional Model	Teachers will implement the SVE Math Instructional Model which includes Number Talks, problem solving, fluency, whole group instruction, small group or partner practice, and individual practice. Concepts are re-taught and expanded as needed. Accelerated math classes participate in the On-line Math League. Instructional activities will be in alignment with the Kentucky Core Academic Standards for Math and the instructional level of all students. Additional trainings on the Kentucky Core Academic Standards for Math will be provided during Professional Learning opportunities.	Direct Instruction	08/13/2014	10/01/2015	\$500	Primary Teachers, Special Education Teachers, Administration
Kindergarten Academy	Parents will attend an informational session on kindergarten readiness during kindergarten registration in the spring. Parents will receive information and strategies on ways to work with their children at home so they are kindergarten ready.	Parent Involvement	08/13/2014	10/01/2015	\$200	Administration, Kindergarten Teachers, FRYSC, School Psychologist, Guidance Counselor
Math Instructional Resources and Training	Teachers will receive professional development on specific math standards at all grade levels. Training will be provided through our grant with KCM. These trainings will take place during PLC meetings or before/after school.	Direct Instruction	08/13/2014	10/01/2015	\$500	Administrators, Teachers
Math Instructional Resources and Training	Teachers will receive professional development on specific math standards and interventions at all grade levels. Additionally, training will be provided through our Kentucky Center for Mathematics grants. These trainings will take place during PLC meetings, faculty meetings, and during professional development trainings.	Professional Learning	08/13/2014	10/01/2015	\$250	Teachers, Special Education teachers, Administration
Collaboration	Kindergarten teachers will identify strengths and weaknesses they have observed from previous and current students who have attended preschool at Summit View Elementary. This information will be shared with the preschool teachers. Kindergarten teachers will share data from the Brigance, MAP, and DIBELS assessments with the preschool teachers to identify skills of strength and skills of need for kindergarten students at the beginning of the year. Kindergarten teachers will receive a half day substitute to allow for adequate time for preschool and kindergarten collaboration.	Professional Learning	08/13/2014	10/01/2015	\$450	Administration, Kindergarten Teachers, Preschool Teachers
Total					\$1900	

KDE Needs Assessment

Introduction

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

DRAFT

Data Analysis

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

Summit View Elementary is currently identified as a Proficient school identified by the Kentucky Department of Education. Overall, our school made adequate gains in Achievement, but showed little improvement in the areas of Growth and Gap for Reading on the KPREP assessment. Our number one goal is to review instructional programs and strategies in place to determine their effectiveness. Since growth is an area of concern, our teachers will review KPREP and MAP assessment data to determine which students are not making adequate growth and target these students with interventions or enrichment activities.

The school's assessment data is also shared and analyzed with parents and their feedback is included. Parents participate on the school's SBDM council and assessment data is reviewed often. Parents also participate on school specific committees where instructional strategies and programs are discussed.

The school reviewed the TELL survey and identified staff collaboration as an area of growth. Staff members would like more time to collaborate with their grade level team and vertical team members. Teachers meet weekly in Professional Learning Community (PLC) meetings to discuss student achievement, instructional strategies, and assessment. This is also an opportunity for teachers to problem solve various situations in their classroom. Yearly, grade level teams are provided with two half day planning days to review assessment data and discuss curriculum timelines and instructional strategies.

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?

In 2012, Summit View Elementary was identified as a Needs Improvement school. In 2013 and 2014, Summit View Elementary was identified as a Proficient school. Currently, we are in the 73rd percentile for the state. Summit View Elementary has many reasons to celebrate. We scored a 100 in Science for the third consecutive year and 80% of our students scored Proficient or Distinguished. We also showed improvements in the area of Social Studies. Our Fall of 2013 and 2014, Measures of Academic Progress (MAP) scores indicate that all classrooms were above the 50th percentile in the areas of Reading, Language Usage, and Math. In the area of Math, achievement scores improved from 75.9 to 77.9 and growth scores improved from 56.8 to 58.1. In the area of Reading, the achievement score improved from 78.0 to 80.1 and the percentage of students scoring Distinguished improved from 19.3 to 24.4. In the area of Program Review, our overall score improved from 92% to 100% and the school received the maximum number of points.

There are a variety of strategies in place that have contributed to our school success. The strategies include: teachers participating in routine goal setting, discussing assessment scores with all students, job embedded trainings in reading and math, accelerated course offerings for gifted and talented students, District Literacy Design Collaborative (LDC) that allows for cross-curricular connections, school-wide Response to Intervention, Number Talk lessons, co-teaching in the area of Math, MAP goal setting, and using RIT bands and Des Cartes for interventions.

Opportunities for Improvement

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

Areas of improvement for Summit View Elementary are the gap and growth for the areas of Reading and Writing. Our Reading growth percentage was 52.2%, which was below the district and state average. Our Reading gap decreased from 52.3 to 51.8. In the area of Writing, the achievement score decreased from 67.0 to 66.0 and the gap decreased from 41.8 to 26.9. As a school, an in-depth data analysis was implemented for reading and writing with vertical and grade level teams. The staff also analyzed instructional strategies and programs to identify those that are most effective.

To ensure our students make adequate growth on the KPREP and MAP assessments, the following strategies will be implemented: Analyze individual student data on MAP and K-PREP with individual teachers and grade level teams; Identify the students that didn't make growth on MAP and K-PREP; Utilize MAP growth report for all grade; Share student information with all teachers; teachers will know which students are not making growth and are below the benchmark; Target the specific students not making growth and are below benchmark (these students will receive a specific intervention); Monitor instructional activities being implemented through daily/weekly observations; Have additional training on using formative assessments to inform instructional activities (this will be done in Professional Learning Community (PLC) meetings and monitored through classroom observations); Common assessments and on-demand writing will be monitored (a schedule will be given to teachers and the assessments will be discussed at PLC meetings); Use professional development funding for teachers to have team planning days to review student data, plan instructional activities and assessments, and provide professional development to further their knowledge of ELA Common Core Standards.

To ensure our students with disabilities make adequate growth on the KPREP and MAP assessments, the following strategies will be implemented: Monitor Read 180 & System 44 data on a weekly basis with Response to Intervention (RTI) committee and teachers; RTI committee will meet weekly to discuss data and monitor instructional activities being implemented -- intentional focus on student data at every meeting; Ensure that all students during RTI are receiving instruction based on the students' instructional level; Effectively using Compass Learning with students and monitoring the student use and progress; and Research-based RTI instruction for students with disabilities.

Conclusion

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

The staff participated in an in-depth data analysis in the areas of reading and writing. The data was reviewed with grade level and vertical teams. Effective instructional strategies were also identified in both reading and writing.

The following strategies will be implemented in reading:

1. Close Reading - Intentional close reading lessons at all grade levels; assess understanding through multiple choice questions and constructed responses appropriate for the grade level.
2. Reading Counts - More intentional use of the program to assess comprehension at all grade levels; goals will be set on students' lexile levels and students will receive recognition for meeting their goals.
3. Weekly Constructed Responses (Short Answer/Extended Response) - Students will be assessed by responding to a constructed response at least one time per week.
4. Goal Setting with Students - Teachers will individually goal set with students in the area of Reading. Classroom goals will be identified as well.
5. Pre/Post Assessments - Teachers will intentionally use pre/post assessments to inform instruction. The assessments will be used at the beginning and end of each instructional unit.
6. Differentiated Fluency Homework - Students will be required to read nightly on their instructional level. This can be accomplished through reading passages.
7. Live Scoring - Teachers will facilitate Live Scoring on a monthly basis. District level consultants will assist with Live Scoring to model appropriate instructional strategies.
8. Book Study - The Administration team will begin reading the book, "Rigor is Not a Four Letter Word." Every three weeks the administration will share information learned with teachers via email or during PLC meetings.
9. Vertical Planning - A structure will be created for teachers across grade levels to discuss effective instructional practices. This will take place a minimum of two times per year.
10. Review Balanced Literacy Plan - Feedback is currently being shared regarding the current Balanced Literacy Plan. Changes to the plan are being made based on the ELA standards and effective instructional practices for reading.

The following strategies will be implemented in writing:

1. Writing Programs - The curriculum and assessment committee will investigate possible writing programs to purchase and implement school-wide (Getting to the Core of Writing: 6 + 1 Writing Traits, Being a Writer, Write Steps, etc.).
2. Writing Block - All grade levels will have a designated writing time.
3. Weekly Constructed Responses (Short Answer/Extended Response) - Students will be assessed by responding to a constructed response at least one time per week.
4. Writing Across the Curriculum - Intentional activities will be planned that will require students to write across the curriculum on a daily basis.
5. Monthly On-Demand Pieces - Student will participate in monthly On-Demand Writing scrimmages at all grade levels. Once a month, the writing piece will be displayed on the STAR student bulletin board.
6. Vertical Planning - A structure will be created for teachers across grade levels to discuss effective instructional practices. This will take place a minimum of two times per year.

7. Live Scoring - Teachers will facilitate Live Scoring a minimum of two times per year. District level consultants will assist with Live Scoring
SY 2014-2015

to model appropriate instructional strategies.

The instructional strategies will be included in our Comprehensive School Improvement Plan. The CSIP will be shared with all stakeholders involved. Each staff member will be responsible for making sure students have educational opportunities in place for not only the students to achieve at high levels, but also for students to show growth over time. It is important for strategies and activities to be monitored routinely to ensure effective implementation.

DRAFT

The Missing Piece

DRAFT

Introduction

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

DRAFT

Stakeholders

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

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

Principal, Assistant Principal, Teachers, Parents, SBDM Council

DRAFT

Relationship Building

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

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

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

Communications

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

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

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

KDE Comprehensive School Improvement Plan

Summit View Elementary School

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

DRAFT

Decision Making

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

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

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

KDE Comprehensive School Improvement Plan

Summit View Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

DRAFT

Advocacy

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

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

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

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

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

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

KDE Comprehensive School Improvement Plan

Summit View Elementary School

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

DRAFT

Community Partnerships

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

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

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

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

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

Areas of Strength:

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

We will continue to have ongoing communication with families and involve them in the learning process.

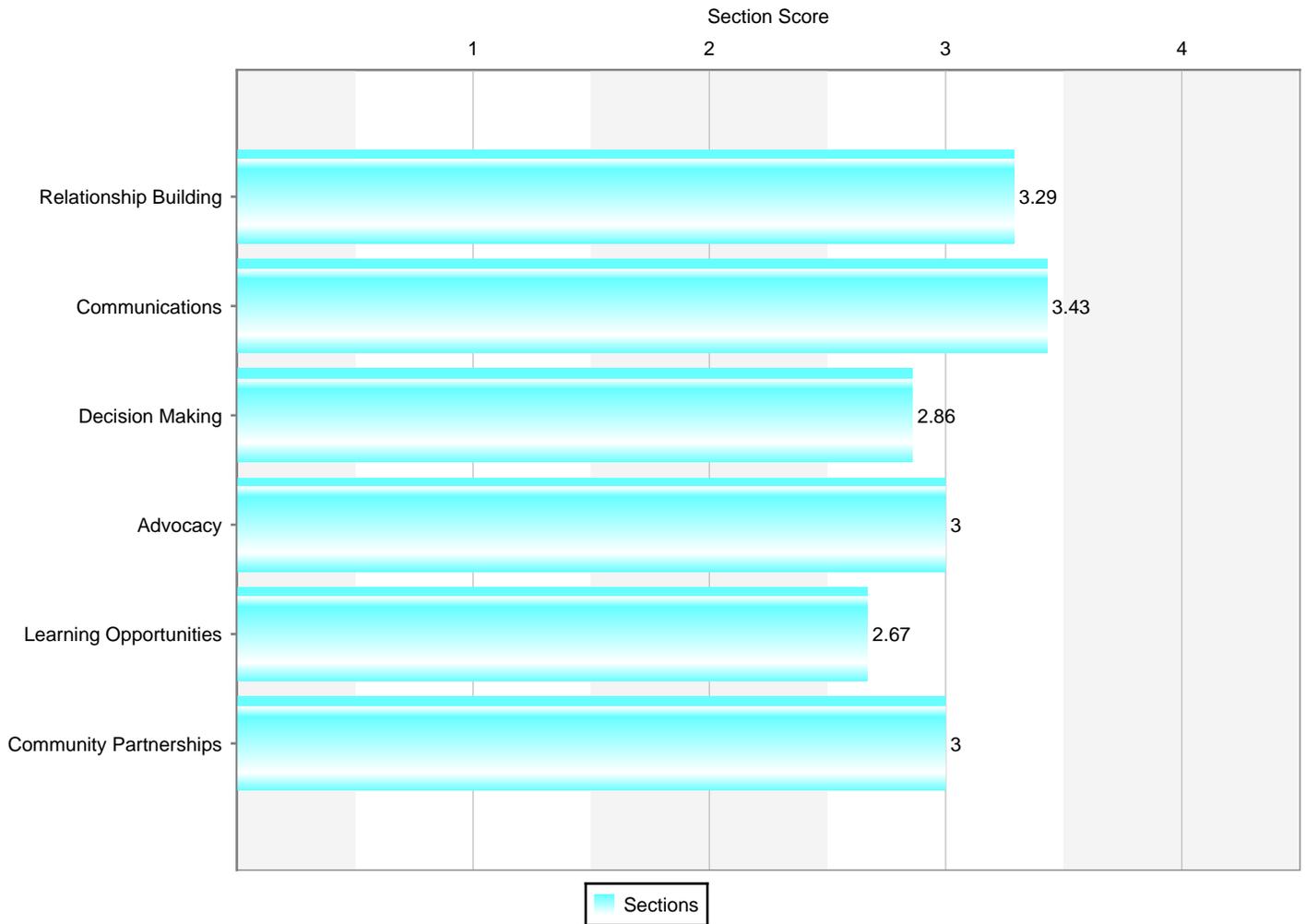
Areas in Need of Improvement:

- Send surveys to parents for feedback
- Create a school policy on classroom visitors and observation in the classroom

We will write a school policy on classroom visitors and observation in the classroom, as well as begin sending surveys to parents requesting feedback on school initiatives.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

DRAFT

Introduction

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

DRAFT

Improvement Planning Process

Improvement Planning Process

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

The school has a CSIP committee composed of teachers and administrators who collaboratively work on the school's improvement plan. Goals are discussed and teachers break apart into teams to work on each of the goals and objectives. Feedback is requested from all stakeholders, including district consultants, family resource coordinator, and counselor. Meetings were scheduled weekly after school and some subcommittees met on their own time. The SBDM council reviews assessment data and provides feedback for the CSIP.

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

The committee is composed of teachers from all grade levels to allow for diverse input and feedback. Parent representatives provide feedback through the SBDM council meetings.

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

Draft copy of the CSIP was reviewed and shared with all stakeholders. District consultants reviewed the draft CSIP and provided feedback. Updated progress on the CSIP goals and objectives are discussed with the SBDM council on a regular basis.

KDE Assurances - School

DRAFT

Introduction

KDE Assurances - School

DRAFT

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
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	N/A	

KDE Comprehensive School Improvement Plan

Summit View Elementary School

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	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	N/A	

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	N/A	

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	N/A	

KDE Comprehensive School Improvement Plan

Summit View Elementary School

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	N/A	

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	N/A	

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	N/A	

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	N/A	

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	N/A	

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	N/A	

KDE Comprehensive School Improvement Plan

Summit View Elementary School

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	N/A	

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		

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	N/A	

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.	No	N/A	

KDE Comprehensive School Improvement Plan

Summit View Elementary School

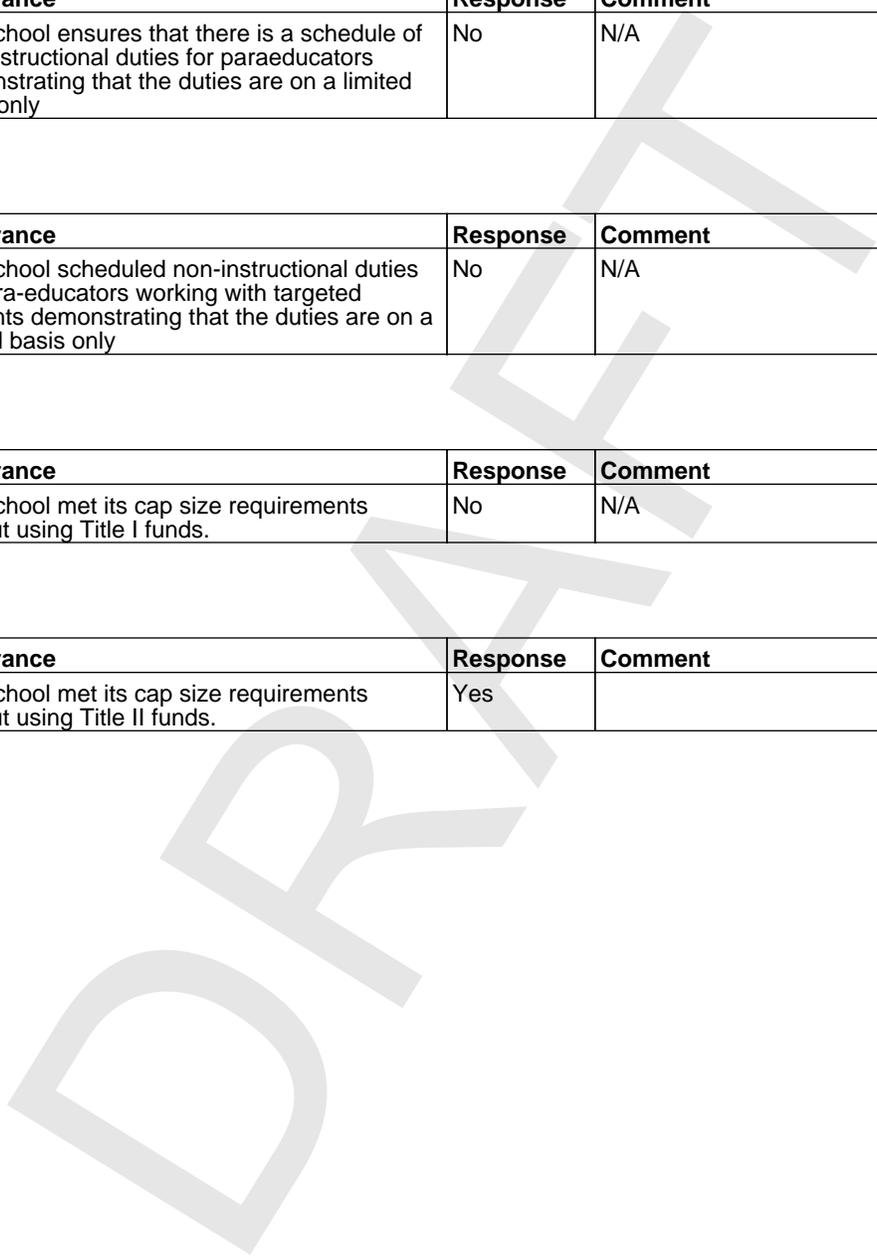
Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	N/A	

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	N/A	

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	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	N/A	

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



Compliance and Accountability - Elementary Schools

DRAFT

Introduction

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

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

DRAFT

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 Goal

Measurable Objective 1:

demonstrate a proficiency of effectively collaborating with colleagues from 30% in 2013 to 50% by 06/30/2015 as measured by the TELL Survey .

Strategy1:

Professional Learning Community Meetings - Teachers will collaborate during Professional Learning Community meetings on a weekly basis.

Category: Professional Learning & Support

Research Cited:

Activity - Grade Level Team Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will meet at least once per week to plan instruction, review assessment data, and share ideas.	Professional Learning			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Administration

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A time will be set aside on a weekly basis for teachers to collaborate during Professional Learning Community meetings.	Professional Learning			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Administration, Central Office Consultants

Activity - Grade Level Team Planning Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given two half day planning days to review student data and to plan instruction with their grade level team.	Professional Learning			08/13/2014	10/01/2015	\$7000 - District Funding	Teachers, Administration, District Consultants

Strategy2:

Cross-Curricular Planning - Teachers will meet in vertical teams a minimum of two times per year.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - Vertical Team Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with colleagues from the grade levels above and below to discuss cross-curricular connections a minimum of two times per year.	Professional Learning			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Administration, District Consultants

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

Goal 1:

K-PREP Combined Proficiency Goal

Measurable Objective 1:

collaborate to increase the average combined Reading and Math K-PREP proficiency scores from 60.8% in 2014 to 67.5% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Data Analysis - Assessment data will be analyzed for reading and math. Assessment tools will be used to determine instructional effectiveness and next steps.

Category: Professional Learning & Support

Research Cited:

Activity - KPREP/MAP Data Crosswalk	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Other			08/13/2014	10/01/2015	\$0 - No Funding Required	Administration, teachers, school psychologist, guidance counselor

Strategy2:

Best Practices in Reading and Math - Teachers will be provided with professional learning opportunities and instructional resources/strategies to best meet the needs of students in reading and math.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - RTI in Reading and Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During RTI/RTA leadership meets to discuss and review RTI data and the data is analyzed to determine the effectiveness of the intervention for a targeted group of students. The RTI/RTA leadership team then meets with teachers to analyze data, identify students for instructional groupings, determine research based programs, and progress monitoring tools. Groups will be reconfigured based on student progress and assessment data.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, guidance counselor, school psychologist, reading specialists, math intervention teacher

Activity - Reading Instructional Resources and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement a balanced literacy approach in their classroom including shared reading, guided reading, independent reading, and work stations. Instructional activities will be in alignment with the Kentucky Core Academic Standards for English/Language Arts. Effective instructional strategies will be shared during professional learning meetings. Examples include: Daily 5, Close Reading, Text Dependent questioning, etc.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Administrators, Teachers, Reading Specialist, RTA teacher, District Consultants

Activity - Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative and summative assessments will be used in both reading and math to monitor student progress and guide instruction. Teachers will incorporate KPREP-like assessments in the format of multiple choice and extended response questions in both reading and math. Live scoring will be implemented monthly in both reading/math to monitor student responses and provide direct feedback to students.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Administration, Teachers, District Consultants

Activity - Math Instructional Resources and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on specific math standards at all grade levels. Training will be provided through our grant with KCM. These trainings will take place during PLC meetings or before/after school.	Direct Instruction			08/13/2014	10/01/2015	\$500 - General Fund	Administrators, Teachers

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness Goal

Measurable Objective 1:

collaborate to increase the percentage of children ready (with enrichments and ready) for kindergarten from 49% in 2014 to 54% by 10/01/2015 as measured by the Brigance Assessment.

Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend an informational session on kindergarten readiness during kindergarten registration in the spring. Parents will receive information and strategies on ways to work with their children at home so they are kindergarten ready.	Parent Involvement			08/13/2014	10/01/2015	\$200 - General Fund	Administration, Kindergarten Teachers, FRYSC, School Psychologist, Guidance Counselor

Activity - Outreach Events	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will provide outreach events to inform families in our area about preschool and kindergarten. These events will target a few of the communities surrounding our school. These events will provide information about preschool screenings, kindergarten registration and readiness for school.	Parent Involvement			08/13/2014	10/01/2015	\$300 - Other	FRYSC Coordinator, Administration, Guidance Counselor, School Psychologist, Kindergarten Teachers, Preschool Teachers, Reading/Math Intervention Teachers

Strategy2:

Preschool and Kindergarten Transition - Teachers will collaborate to ensure that students transitioning from preschool to kindergarten have the necessary skills to be successful in kindergarten.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - Preschool Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In a small group setting, students will receive specific instruction on the skills needed to be successful in Kindergarten.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Preschool Teachers, Administration

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will identify strengths and weaknesses they have observed from previous and current students who have attended preschool at Summit View Elementary. This information will be shared with the preschool teachers. Kindergarten teachers will share data from the Brigance, MAP, and DIBELS assessments with the preschool teachers to identify skills of strength and skills of need for kindergarten students at the beginning of the year. Kindergarten teachers will receive a half day substitute to allow for adequate time for preschool and kindergarten collaboration.	Professional Learning			08/13/2014	10/01/2015	\$450 - General Fund	Administration, Kindergarten Teachers, Preschool Teachers

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

Goal 1:

Kindergarten Readiness Goal

Measurable Objective 1:

collaborate to increase the percentage of children ready (with enrichments and ready) for kindergarten from 49% in 2014 to 54% by 10/01/2015 as measured by the Brigance Assessment.

Strategy1:

Preschool and Kindergarten Transition - Teachers will collaborate to ensure that students transitioning from preschool to kindergarten have the necessary skills to be successful in kindergarten.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - Preschool Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In a small group setting, students will receive specific instruction on the skills needed to be successful in Kindergarten.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Preschool Teachers, Administration

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will identify strengths and weaknesses they have observed from previous and current students who have attended preschool at Summit View Elementary. This information will be shared with the preschool teachers. Kindergarten teachers will share data from the Brigance, MAP, and DIBELS assessments with the preschool teachers to identify skills of strength and skills of need for kindergarten students at the beginning of the year. Kindergarten teachers will receive a half day substitute to allow for adequate time for preschool and kindergarten collaboration.	Professional Learning			08/13/2014	10/01/2015	\$450 - General Fund	Administration, Kindergarten Teachers, Preschool Teachers

Strategy2:

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

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend an informational session on kindergarten readiness during kindergarten registration in the spring. Parents will receive information and strategies on ways to work with their children at home so they are kindergarten ready.	Parent Involvement			08/13/2014	10/01/2015	\$200 - General Fund	Administration, Kindergarten Teachers, FRYSC, School Psychologist, Guidance Counselor

Activity - Outreach Events	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will provide outreach events to inform families in our area about preschool and kindergarten. These events will target a few of the communities surrounding our school. These events will provide information about preschool screenings, kindergarten registration and readiness for school.	Parent Involvement			08/13/2014	10/01/2015	\$300 - Other	FRYSC Coordinator, Administration, Guidance Counselor, School Psychologist, Kindergarten Teachers, Preschool Teachers, Reading/Math Intervention Teachers

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

Goal 1:

KPREP 3rd Grade Proficiency Goal

Measurable Objective 1:

collaborate to increase the percentage of 3rd grade students scoring proficient and distinguished in Reading on KPREP from 66.7% in 2014 to 70% by 10/01/2015 as measured by the school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

RTI Best Practices in Reading - Targeted students will receive researched-based interventions and small group instruction. Progress will be monitored weekly.

Category: Continuous Improvement

Research Cited:

Activity - RTI Structure in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive targeted research-based interventions in small group settings 4-5 days per week for 30 minutes each day. RTI sessions will be 8-12 weeks long. RTI progress will be monitored weekly and feedback given as appropriate from the RTI/RTA leadership team. Teachers will meet to discuss student groups, instructional activities, and assessment data.	Academic Support Program			08/13/2014	10/01/2015	\$0 - No Funding Required	Primary Teachers, Special Education Teachers, Administration, Guidance Counselor, School Psychologist, Reading Specialist, RTA Teacher

Strategy2:

ELA Instructional Practices - Teachers will provide instruction using best practices based on the Kentucky Core Academic Standards for English/Language Arts.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - Balanced Literacy Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement a balanced literacy approach in their classroom including shared reading, guided reading, independent reading, and work stations. Instructional activities will be in alignment with the Kentucky Core Academic Standards for English/Language Arts and the instructional level of all students. Various approaches are used, including the Daily 5. Training on Daily 5 will be provided to staff members unfamiliar with the structure.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Primary Teachers, Special Education Teachers, Administration

Activity - Implementation of Fry Sight Words	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades kindergarten through third grade will recognize and read high frequency words with 90% accuracy. This will be monitored through teacher sight word assessments three times a year.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Primary Teachers, Special Education Teachers, Reading Specialist, RTA Teacher, Administration

Activity - Creating Independence in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to a variety of rigorous reading passages to strengthen their ability to answer text dependent questions. This will occur at least one time per week. Progress will be monitored through KPREP like assessments and common assessments.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Primary Teachers, Special Education Teachers, Administration

Measurable Objective 2:

collaborate to increase the percentage of 3rd grade students scoring proficient and distinguished in Math on KPREP from 55.6% in 2014 to 60% by 10/01/2015 as measured by the school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

RTI Best Practices for Math - Targeted students will receive research-based interventions and small group instruction. Progress will be monitored weekly.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - RTI Structure in Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive targeted research-based interventions in small group settings 4-5 days per week for 30 minutes each day. RTI sessions will be 8-12 weeks long. RTI progress will be monitored weekly and feedback given as appropriate from the RTI/RTA leadership team. Teachers will meet to discuss student groups, instructional activities, and assessment data.	Academic Support Program			08/13/2014	10/01/2015	\$0 - No Funding Required	Primary Teachers, Special Education Teachers, Math Lab Teacher, Administration, School Psychologist, Guidance Counselor

Strategy2:

Math Instructional Practices - Teachers will provide instruction using best practices based on the Kentucky Core Academic Standards for Math.

Category: Professional Learning & Support

Research Cited:

Activity - Math Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the SVE Math Instructional Model which includes Number Talks, problem solving, fluency, whole group instruction, small group or partner practice, and individual practice. Concepts are re-taught and expanded as needed. Accelerated math classes participate in the On-line Math League. Instructional activities will be in alignment with the Kentucky Core Academic Standards for Math and the instructional level of all students. Additional trainings on the Kentucky Core Academic Standards for Math will be provided during Professional Learning opportunities.	Direct Instruction			08/13/2014	10/01/2015	\$500 - General Fund	Primary Teachers, Special Education Teachers, Administration

Activity - Co-Teaching in Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A special education and regular education teacher co-teach math instruction at grades first through third.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Primary teachers, special education teachers, math intervention teacher, administration

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - Math Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of assessments will be used to guide instruction. Examples include: pre-assessments, various formative assessments and summative assessments. Assessments will be in the format of multiple choice, short answer, and extended responses.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Primary teachers, special education teachers, math intervention teacher, and administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Achievement GAP Goal - Reading

Measurable Objective 1:

collaborate to increase average combined reading proficiency for students with disabilities from 30.9% in 2014 to 48.8% by 10/01/2015 as measured by school report card delivery targets .

Strategy1:

Instructional Strategies and Programs in Reading - Teachers will provide instruction using best practices based on the Kentucky Core Academic Standards for English/Language Arts and using effective intervention strategies and programs.

Category: Professional Learning & Support

Research Cited:

Activity - Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative and summative assessments will be used in Reading to monitor student progress and guide instruction. Teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Live Scoring will be implemented monthly to monitor student responses and to provide direct feedback to students.	Academic Support Program			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Administration, School Psychologist, Guidance Counselor, Reading Specialist

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - KPREP/MAP Data Crosswalk	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Academic Support Program			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Administration, School Psychologist, Guidance Counselor, Reading Specialist

Activity - Read 180 and System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support from Scholastic and Central Office consultants on Read 180 and System 44 instruction and reports. Teachers and administration will meet monthly to review Read 180 and System 44 data and discuss student progress. In addition, multiple sources of data will be triangulated to monitor student progress. Students meeting expectations will be exited from the program.	Professional Learning			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Special education teachers, Central Office consultants, Administration, Reading Specialist

Strategy2:

Special Education Collaboration - Special education teachers and administration will collaborate to discuss and monitor student progress, share instructional strategies and interventions, and analyze assessment data.

Category: Professional Learning & Support

Research Cited:

Activity - KPREP/MAP Crosswalk	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth by teacher caseload. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the resource or collaborative setting. Teachers will then develop individual student goals based on the assessment data.	Academic Support Program			08/13/2014	10/01/2015	\$0 - No Funding Required	Special Education teachers, Administration, School Psychologist, Guidance Counselor, Central Office consultants

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative and summative assessments will be used in Reading to monitor student progress and guide instruction. Special education teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Proficient responses will be modeled for students and teachers will scaffold instruction in answering the assessments throughout the year. This will allow students to become more independent in completing KPREP-like assessments.	Academic Support Program			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Special Education Teachers, District Consultants, Administration

Activity - Instructional Interventions and Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share strategies and instructional programs/tools being used to meet the needs of the students. Example programs include: Soar to Success, Stars, Reading A-Z, and Read Naturally. A master list of effective strategies and instructional programs will be compiled and shared with staff.	Professional Learning			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Administration, School Psychologist, Guidance Counselor, Special Education Teachers, Central Office consultants

Goal 2:

Achievement GAP Goal - Math

Measurable Objective 1:

collaborate to increase the average combined math proficiency for students with disabilities from 20.6% in 2014 to 47.5% by 10/01/2015 as measured by the school report card delivery targets.

Strategy1:

Instructional Strategies and Program in Math - Teachers will provide instruction using best practices using the Kentucky Core Academic Standards for Mathematics and will use effective intervention strategies and programs.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - KPREP/MAP Data Crosswalk	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the classroom. Teachers will then develop classroom and individual student goals based on the assessment data.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Administration, Central Office consultants

Activity - Collaborative Math Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least one math class in grades 1-5 will be co-taught with a regular education teacher and special education teacher to allow for additional small group and specialized instruction for students who are identified with an IEP and/or struggle with math. The Math Achievement Fund (MAF) interventionist provides additional support to students during the collaborative first and second grade classes.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Special Education Teachers, Administration

Activity - Math Instructional Resources and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on specific math standards and interventions at all grade levels. Additionally, training will be provided through our Kentucky Center for Mathematics grants. These trainings will take place during PLC meetings, faculty meetings, and during professional development trainings.	Professional Learning			08/13/2014	10/01/2015	\$250 - General Fund	Teachers, Special Education teachers, Administration

Strategy2:

Special Education Collaboration - Special education teachers and administration will collaborate to discuss and monitor student progress, share instructional strategies and interventions, and analyze assessment data.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Activity - KPREP/MAP Crosswalk	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KPREP and MAP data will be entered into an analysis tool to monitor student achievement and growth by teacher caseload. Teachers then identify specific students not making growth or adequate progress. This information will guide direct instructional practices and interventions in the resource or collaborative setting. Teachers will then develop individual student goals based on the assessment data.	Academic Support Program			08/13/2014	10/01/2015	\$0 - No Funding Required	Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants

Activity - Instructional Interventions and Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share strategies and instructional tools being used to meet the needs of the students. Strategies from the Kentucky Center for Mathematics trainings will be shared with special education teachers. Do the Math is one instructional program that teachers are utilizing to focus on specific skills in math. A master list of effective strategies and instructional programs will be compiled and shared with staff.	Professional Learning			08/13/2014	10/01/2015	\$0 - No Funding Required	Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants

Activity - Math Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative and summative assessments will be used in Math to monitor student progress and guide instruction. Special education teachers will incorporate KPREP-like assessments in the format of multiple choice, short answer, and extended response questions. Proficient responses will be modeled for students and teachers will scaffold instruction in answering the assessments throughout the year. This will allow students to become more independent in completing KPREP-like assessments.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Special Education teachers, Special Education Lead Teacher, Administration, School Psychologist, Guidance Counselor, District Consultants

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

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Measurable Objective 1:

collaborate to increase our school's Writing Program Review score from 7.7 points in 2014 to 8 points to make our school Proficient in the area of Writing by 10/01/2015 as measured by the Program Review State Report.

Strategy1:

Intentional Monitoring and Implementation - Administration and Program Review Committee will monitor the implementation of the Writing Program Review area across grade levels.

Category: Continuous Improvement

Research Cited:

Activity - Best Practices in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Curriculum and Assessment committee will update the on-demand writing continuum for grades K-5. The continuum will include a schedule for on-demand scrimmages throughout the year that specifies the type of prompt, type of writing, and criteria for each grade level. Teachers will submit on demand writing prompts to the collaborative drive once per month and will highlight student writing samples monthly. The curriculum and assessment committee will also identify effective research-based writing programs and instructional strategies. Grade levels will identify and implement the most effective strategies and programs during their writing block.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Administrators, Teachers

Activity - Writing Program Review Evidence Collection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will provide evidence of writing program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive or hard copies will be put in a crate. The evidence will be collected and monitored three times per year.	Policy and Process			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers and Administration

Activity - Live Scoring for Grades 3-5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A minimum of three times per year, teachers in grades 3-5 will implement Live Scoring. District consultants and administrators will provide support as needed.	Direct Instruction			08/13/2014	10/01/2015	\$0 - No Funding Required	Teachers, Administration, District Consultants

KDE Comprehensive School Improvement Plan

Summit View Elementary School

Strategy2:

Professional Development Opportunities for Program Review Area - Professional learning opportunities will be provided to all teachers in the area of Writing.

Category: Professional Learning & Support

Research Cited:

Activity - Collaboration Between Special Area Teachers and Classroom Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A minimum of two times during the school year, intentional collaboration will occur at faculty meetings between special area teachers, writing cluster leaders, and classroom teachers. Resources and instructional strategies will be shared on ways to make connections between writing and other cross-curricular connections.	Professional Learning			08/13/2014	10/01/2015	\$0 - No Funding Required	Administrators and Teachers

DRAFT

School Safety Diagnostic

DRAFT

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.

DRAFT

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	4/15/14	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	5/28/14	

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	8/11/14	

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	8/11/14	

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		

KDE Comprehensive School Improvement Plan

Summit View Elementary School

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	8/13/14	

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

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

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

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