2019-20 Phase One: Continuous Improvement Diagnostic for Schools_09142019_08:54

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Twenhofel Middle School
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11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 09/14/2019
Status: Open

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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Title I Annual Review[*] Diagnostic

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Dr. Shannon K Gross, 9/14/2019

2019-20 Phase Two: The Needs Assessment for Schools

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Last Modified: 10/30/2019
Status: Open

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Twenhofel Middle School has developed a plan to review the data for its respective students. During PLC's staff have reviewed with administration the data points for Twenhofel Middle School. With the review there were areas to celebrate: Proficiency and Seperate Academic Index. For Twenhofel Middle School we scored a 48.8 for growth. Our focus is to ensure that ever student reaches proficiency. Students that scored novice or apprentice have been identified. With that teachers and administration have identified all students that scored a novice or apprentice along with the subject areas that they scored a novice or apprentice. Teachers have identified the class periods that they have those respective students along with the interventions in place. This will be a year long process as we continue to monitor their progress in the different academic subject areas and continue to push these students to reach their full potential. Twenhofel's MTSS team is also monitoring student data that includes academic, social and emotional, as well as behavior. Twenhofel's Middle School's SBDM Council has received a copy of the data and they will be reviewing the data at the October 2019 SBDM meeting. Twenhofel's Administrative team is constantly reviewing data as well as making changes with students based on their needs.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Overall our students did a good job over all with their KPREP results. We have a amazing students and an amazing staff that is all about taking care of students. Our overall attendance for the previous year was at 96.36%. We are so proud of our students and staff, but we know that we still have areas that we need to approve on. We are so proud of our students, but we still have areas that we need to improve on as it relates to KPREP. Students with disability: Proficiency Indicator 42.8, Novice in Reading - 52%, Apprentice in Reading-31% MATH Novice- 33%, Apprentice 59% Students with disability: Separate Indicator 35.8, Novice in Science- 13%, Apprentice in Science- 14%, Social Studies Novice- 11%, Apprentice-11%Students with disability: Growth Indicator 46.4

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Twenhofel's main focus for the year is the subgroup of students with IEP's. The students within this group are under performing their same aged peers. The data that justifies are concern are as follows: Students with disability: Proficiency Indicator 42.8, Novice in Reading - 52%, Apprentice in Reading-31% MATH Novice- 33%, Apprentice 59%Students with disability: Separate Indicator 35.8, Novice in Science- 13%, Apprentice in Science- 14%, Social Studies Novice- 11%, Apprentice-11%Students with disability: Growth Indicator 46.4

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Over the past three years students with disabilities has been an area of weakness. The amount of growth with students with IEP's has been almost stagnant. The data with our subgroups: Students with disability: Proficiency Indicator 42.8, Novice in Reading - 52%, Apprentice in Reading-31% MATH Novice- 33%, Apprentice 59% Students with disability: Separate Indicator 35.8, Novice in Science- 13%, Apprentice in Science- 14%, Social Studies Novice- 11%, Apprentice-1% Students with disability: Growth Indicator 46.4 are our major concerns. This is our major concern as we want to ensure that our students with IEP's are performing academically that would ensure they are successful. Twenhofel Middle School is constantly focusing on its school culture as the students and staff are overall a very welcoming and caring group.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

KCWP 4: Review, Analyze and Apply Data: For this component we are analyzing data collected during PPR walks to improve instruction. As a school we have developed at Race to Success initiative that included identifying all students from each grade level that scored a novice or apprentice. Within the plan students with IEP's were also identified so that the appropriate interventions could be put in place to ensure the success for each child. During grade level PLC's and staff professional development session the MTSS pyramid is a focus on how as a school and professional we can grow instructionally and improve and monitor the interventions for students. Through data analysis sessions and PLC's MAP scores are analyzed to see what trends students are occurring within the students. The Race to Success program has an intentional focus on our students that are scoring novice and apprentice and teachers have identified what period that they have the respective students along with the specific interventions currently in place and its discussed during our weekly PLC's with the progress or lack there of for each the students identified.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Proficiency Indicator: 81.3, Math: 6th grade: 8.45% Novice, 7th grade 8.68% Novice, 8th grade 7.60% NoviceSeparate Academic Indicator: 71.1: Science Index was a 61.5 and Social Studies Index was a 86.9While we do have areas of growth we still had areas to celebrate as our students overall performed well, but we know that we have specific areas of growth

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Assurances_10102019_14:40

2019-20 Phase Two: School Assurances

Twenhofel Middle School
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Last Modified: 10/10/2019
Status: Open

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2019-20 Phase Two: School Assurances

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Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Introduction

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ● **Yes**
- ○ No
- ○ N/A

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ○ Yes
- ○ No
- ● N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ○ Yes
- ○ No
- ● N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ○ Yes
- ○ No
- ● N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ○ Yes
- ○ No
- ● N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ○ Yes
- ○ No
- ● N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ○ Yes
- ○ No
- ● **N/A**

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● **N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ○ Yes
- ○ No
- ● **N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ○ Yes
- ○ No
- ● N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ○ Yes
- ○ No
- ● N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ○ Yes
- ○ No
- ● N/A

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

We were identified as a TSI school due to our subgroup: students with IEP's. Over the course of the year we have strategically developed a plan to help with the support of students with IEP's. Twenhofel has restructured the special education department to make sure that supports are in place to ensure success academic success.

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ● **Yes**
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ○ Yes
- ○ No
- ● **N/A**

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ○ Yes
- ○ No
- ● **N/A**

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Safety Report

Twenhofel Middle School
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Last Modified: 10/10/2019
Status: Open

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2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes, September 2019

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes, September 2019

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes, 8-26-2019

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, August 19, 2019

7. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

8. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Three: Executive Summary for Schools

Twenhofel Middle School
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Last Modified: 11/13/2019
Status: Open

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2019-20 Phase Three: Executive Summary for Schools

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?

Twenhofel Middle School, named after noted geologist, botanist, and educator Dr. William Twenhofel, was founded in 1961. In 2006, a new, state-of-the-art, green school opened its doors to an excited and eager community. Nestled in Independence, the heart of Kenton County, Kentucky, Twenhofel boasts an enrollment of approximately 840 students and a staff of approximately 85. Over the past three years, the staff has experienced very little turnover; however. Student enrollment has shown a steady increase over the past few years, with a free/reduced population of 42%. Of late, the once rural community has welcomed a number of new businesses, restaurants, etc. It has, though, held strong toits traditional farming roots. Within the building itself, the staff and students share a "family-like bond"; this is a carry-over from the strong family ties within the community at large. At Twenhofel Middle School we do not have rules, but instead we have expectations. The expectations are for our students to: Treat each other with respect, Be Responsible, and Be Prepared each and every day. We hope that once our students leave the eighth grade they are not only prepared instructionally, but that they are overall good citizens that can be successful in the real world.

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.

Twenhofel Middle School is a student-centered learning environment. Twenhofel Middle School strives to ensure a safe and caring learning for all students. At Twenhofel Middle School, there is a family atmosphere in which all needs (social, emotional, and instructional) are the focus of each and every student. Over the past two years, the staff at Twenhofel Middle School have been involved in a book study to continue to improve on how students are treated and the expectations set at the school. Twenhofel Middle School offers many different activities to involve students.

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.

Over the pat several years Twenhofel Middle School has had many reasons to celebrate academically. With the most recent KPREP results Twenhofel Middle School once again had many reasons to celebrate. For this section there were three specific areas that will be identified. The first was with Twenhofel's free and reduced population proficiency growth was 47.5%. the overall proficiency rating for all students was 81.3%. In the area of reading the overall all index score was 83%. While there was areas that reason to celebrate there were also specific areas for growth. In the review of the areas for growth, Twenhofel's GAP population specifically with students with disabilities there were two areas identified as areas of growth. In the review of the data the score/ proficiency indicator for reading for students with disabilities was 42.8 The other specific area of growth for Twenhofel Middle School was with students with disabilities for math with a proficiency indicator score of 45.1.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Twenhofel Middle School is a student-centered school. We focus on all aspects of the individual student. The focus is on the social, emotional, as well as the instructional needs of the student. Twenhofel Middle School also strives to ensure that all students have a safe place to learn emotionally, socially, and instructionally.

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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Last Modified: 12/03/2019
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template.</u>

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
TwenKDE Comprehensive Improvement Plan 2019-2020	TwenKDE Comprehensive Improvement Plan 2019-2020	·

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive Sc student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goa schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readin

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon ir objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established imp

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
    KCWP 2: Design and Deliver Instruction
    KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and En

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are obse

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness o

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduati
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduatioi

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle sch... achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achieven... should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure o
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criter... shows the im... work. The **measure** quantitative ... qualitative, b... observable in...

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2023, Twenhofel Middle School will increase the combined reading and m
measured by the proficiency data

Objective	Strategy	Activities	Measure o
Objective 1 (Reading) By 2020, TMS will increase Reading Proficiency for all students from 81.3 to 87.3	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are	KPREP, MA Midpoint an Assessments Behavior & Emotional Learning/Mc Health & Ac ensure equit learners
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	MTSS, R18(PLC's with consultants, Academic M ensure equit learners
	KCWP 4: Review, Analyze and Apply Data Classroom Activities	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	RTI, R180, I consultants administratic Academic M ensure equit learners
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	RTI, R180/N PLC's with consultants, Academic M ensure equit learners, MA common ass data
Objective 2		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and	KPREP, MA Midpoint an Assessments

(Math) By 2020, TMS will increase Math Proficiency for all students from 83 to 87	KCWP 2:Design and Deliver Instruction Classroom Activities	determine if instructional adjustments are needed, and if so, what those adjustments	Academic M MTSS in Be Social Emo Learning/Mc Health & Ac
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	RTI, M180, with consult administratic Academic M
	KCWP 4: Review, Analyze and Apply Data Classroom Activities	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	KPREP, MA Midpoint an Assessments MTSS Acad Meetings
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	KPREP, MA Midpoint an Assessments Academic M

2: Separate Academic Indicator

1) Goal 2 (State your separate academic indicator goal.): *): Reduce novice scores for students with disability wil writing.*

Objective	Strategy	Activities	Measure o
Objective 1: Reduce science novice for students with disability with IEP – 13% to 22% by 2023	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MA Midpoint an Assessment, Meetings
Objective 2: Reduce Social Studies novice for students with disability IEP – 11% to 5%	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, Mio Common As MTSS Meet
Objective 3: Reduce writing novice for students with disability with IEP- 31.3% to 26.3%	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, Wr Scrimmages Meetings

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2023, Twenhofel Middle School will increase the combined reading measured by the school proficiency data.

Objective	Strategy	Activities	Measure o
Objective 1 (Reading) By 2020, TMS will increase reading gap students with disabilities from 52 to 42.2	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MA Midpoint an Assessment MTSS Acad Meetings,
	KCWP 2:Design and Deliver Instruction Classroom Activities	Develop a process in conjunction with protocol and monitoring/documentation tool for tiered intervention movement considerations specific to students with disabilities-IEP toward growth in core classes	KPREP, MA Midpoint an Assessment MTSS Acad Meetings
Objective 2 (Math) By 2020 TMS will increase math proficiency for students with disabilities from 45.1 to 50	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional	KPREP, MA Midpoint an Assessment, Academic M

		adjustments are needed, and if so, what those adjustments	

4: Growth

Goal 4 (State your growth goal.):): By 2023, Twenhofel Middle School will increase the percentage of students sho
school math from 55.92% in spring 2019 to 60.92%.

Objective	Strategy	Activities	Measure o
Objective 1(Reading) By 2020, TMS will increase percentage of students showing growth in Reading MAP from 53.48% in 2019 to 58.48% in 2020	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MA Midpoint an Assessment, MTSS Acad Meetings
Objective 2 (Math) By 2020, TMS will increase percentage of students showing growth in MAP from 55.92% in 2019 to 60.92% in 2020	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MA Common As RTI

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 12/03/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Achievement Gap Group spreadsheet is attached

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Twenhofel Middle School is a family oriented school. First and foremost the staff is a loving and nurturing staff that understands the middle school aged child. The first priority is to ensure that all students have a safe and caring place to learn. Once the teachers feel as though the students have what the need from a social and emotional the teachers then focus on the academic components of the students within their classroom.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

The area of improvement within the GAP population over the past few years have been the students. The two specific GAP groups that have be an area of focus is students identified with disabilities and and students that are free/reduced lunch. Over the past three years with the data the achievement gap has been closed with students identified as free and reduced. For the most recent data with students that are free/reduced the Growth Indicator was 47.5% and that was only 1.3% below all students. Students that are free and reduced had growth in reading of 51.3

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Over the past two years students specifically identified as free and reduced have show an increase in academic performance. Specific data trends have shown increase performance of the past several years. The area of improvement within the GAP population over the past few years have been the students. The two specific GAP groups that have be an area of focus is students identified with disabilities and and students that are free/reduced lunch. Over the past three years with the data the achievement gap has been closed with students identified as free and reduced. For the most recent data with students that are free/reduced the Growth Indicator was 47.5% and that was only 1.3% below all students. Students that are free and reduced had growth in reading of 51.3

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The focus for this area would be students identified with a disability IEP. Over the last several years the gap data has not shown improvements in closing the academic gap between students with IEPs compared to those that do not have a disability. The proficiency indicator for all students is 81.3 in reading and the proficiency indicator for students with an IEP is 42.8 in reading. In the content area of math the academic index for all students was 83.0 and the academic index for students with disabilities was 40.4.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

The focus has been to make sure that special education collaboration support has been assigned in the areas of math and language arts. Math and Reading Intervention classes have been

restructured to make sure that they have more support and in math intervention classes the math content teacher is teaching the intervention. The amount of growth from previous intervention classes were structured in such away that the intentional focus of meeting students needs were being addressed. Twenhofel Middle School every week has a special education meeting to review special education students and their progress. Twenhofel Middle School also is heavily invested in the MTSS process and making sure that student needs are being identified through the process of reviewing specific students.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

School administration along with special education lead teachers worked on specific scheduling of the collaboration teachers. We have also begin to focus on what interventions are in place and what other supports are needed to ensure that students are successful. There has been a lot of work to ensure the success of all students. At the beginning of the 2019 -2020 school year there was specific scheduling with the special education teachers to ensure that appropriate supports were put in place to make sure that students with IEP's were getting the appropriate supports in the content areas of language arts and math. There has been ongoing to list students that scored novice and apprentice to make sure those students have been identified. Within that context student scores: MAP and common assessment scores have been analyzed and continue to be analyzed to ensure that appropriate interventions are in place to help support students in the

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

There has been a lot of work to ensure the success of all students. At the beginning of the 2019 -2020 school year there was specific scheduling with the special education teachers to ensure that appropriate supports were put in place to make sure that students with IEP's were getting the appropriate supports in the content areas of language arts and math. There has been ongoing to list students that scored novice and apprentice to make sure those students have been identified. Within that context student scores: MAP and common assessment scores have been analyzed and continue to be analyzed to ensure that appropriate interventions are in place to help support students in the academic areas. This is not just a one and done process but it is a working document of how students are performing in the content areas.

III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Attached

Closing the Achievement Gap

Step 1: Download the <u>Closing the Achievement Gap Summary</u> spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
1920Achievement Gap Group Identification	1920Achievement Gap Group Identification	°
1920Measurable Gap Goal	1920Measurable Gap Goal	°

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
(Reading) by 2020, TMS will increase reading GAPstudents with disability from 52 to 42.2	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	School Administration, Teachers	Grade Level PLC's, Special Ed PLC's Adopt A Bred, specific GAP students identified/Great Academic Performers (Race to Success), Common Assessment Scores, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, school safety, academic success, SEL and determining next steps for student success), Goal 3 increased participation in activities. FRYSC assists with students that have specific needs

(Math) By 2020 TMS will increase math proficiency for students with disabilities from 45.1 to 50	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	School Administration, Teachers	Grade Level PLC's, Special Ed PLC's Adopt A Bred, specific GAP students identified/Great Academic Performers (Race to Success), Common Assessment Scores, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, school safety, academic success, SEL and determining next steps for student success), Goal 3 increased participation in activities. FRYSC assists with students that have specific needs

Funding Mechanism and Amount
NA

Gap Group/Total number of students	Percentage of Total School Population
White (non-hispanic)	92.9% - 787 students
Hispanic or Latino	2.7% - 23 students
Two or more races	2.6% - 22 students
Other	1.8%- 15 students
Economically Disadvantaged	42.5%-360
Students with Disabilities	13.9%-118

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Woodland Middle School
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Last Modified: 09/10/2019
Status: Locked

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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.
Christi A Jefferds 9/10/2019

2019-20 Phase Two: The Needs Assessment for Schools

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Last Modified: 10/16/2019
Status: Open

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

At Woodland Middle School, data drives our decision making and we have developed a specific process for reviewing, analyzing, and applying results. When individual student KPREP results were released in August 2019, they were shared with teachers in weekly PLCs following the signing of a nondisclosure agreement. These results were used to inform instruction for the current school year for these individual students. The KPREP results were analyzed by the Principal and Assistant Principal in monthly District Leadership Meetings and Curriculum and Instruction Meetings. This was documented by meeting agendas. The SBDM Council and school staff will participate in an in-depth data analysis session on October 23. Results will be shared with the PTSA at the November 13 meeting. Overall results and links to the School Report Card were shared with parents in the Oct. 7 newsletter. Ongoing work using KPREP and other assessment results to improve school programs will continue throughout the 2019-20 school year during weekly PLC meetings, weekly MTSS Leadership Meetings, monthly Faculty Meetings, and monthly SBDM meetings.

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

The percentage of students scoring Proficient and Distinguished on KPREP Math rose from 45.4% in 2017/18 to 51.9% in 2018/19 (+ 6.5%).The percentage of students scoring Proficient and Distinguished on KPREP Reading rose from 58.1% in 2017/18 to 61.5% in 2018/19 (+ 3.4%).The KPREP Combined Proficiency Score was 75.6, which exceeded the state average of 72.3 (+3.3).The Social Studies Proficient and Distinguished KPREP score rose from 63.9% in 2017/18 to 67.8% in 2018/19 (+ of 3.9%).Novice scores for students with disabilities on KPREP Reading increased from 61.0% in 2017/18 to 61.5% in 2018/19. (+.5%).Novice scores for students with disabilities on KPREP Math decreased from 55.1% in 2017/18 to 41.8% in 2018/19 (-13.3%).The KPREP Social Studies Proficiency rate of 67.83% exceeded the state average of 58.8% (+9.03) on the KPREP in 2018/19.The student attendance rate improved slightly from 95.45% in 2017/18 to 95.9% in 2018/19 (+.45)

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

61.5% of students with IEPs scored novice on the KPREP reading test as opposed to just 10.3% of students without IEPs.41.8% of students with IEPs scored novice on the KPREP math test as opposed to just 7.6% of students without IEPs.All students scoring proficient or distinguished on the On Demand Writing KPREP test decreased from 43.3% in 2017/18 to 36.52% in 2018/19 (-6.78).Students with IEPs scoring novice on the On Demand Writing KPREP test increased from 47.2% in 2017/18 to 59.4% in 2018/19 (+12.2)

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Student attendance has made slight improvement (+0.16) over the previous two academic years (95.45% in 2017/18, 95.61% in 2018/19) but remains below the district goal of 96.25%.The percentage of students with disabilities scoring below proficient on KPREP Reading continues to be significant over the previous two academic years (88.9% in 2017/18 and 89.9 in 2018/19).The percentage of students with disabilities scoring below proficient on KPREP Math continues to be significant over the previous two academic years (89.8% in 2017/18 and 91.3% in 2018/19).The percentage of students scoring proficient and distinguished on the On Demand Writing KPREP test has remained mostly stagnant over the previous two years (39.3% in 2016/17, 43.3% in 2017/18, and 36.5% in 2018/19. Proficient and distinguished Science KPREP scores showed very little growth from 2017/18 (25%) to 2018/19 (25.1%).

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

KCWP 2: Design and Deliver Instruction•What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? Teachers submit lesson plans which are reviewed by administration for standards alignment. Teachers receive regular feedback through PPR walks. Teachers participate in PLCs focused on standards based instruction. Teachers analyze common assessment data to make instructional decisions for students. Teachers align their PD plan and Professional Growth Plan to growth areas.• What systems of collaboration are in place in order to meet the Tier I educational needs of all students? Teachers meet weekly in subject-specific PLCs to review and analyze student data and work samples to make instructional decisions. The principal meets monthly with Department Lead Teachers to discuss school wide and department-specific needs and to develop plans to address them. The SBDM Council meets monthly to review student achievement data and determine school wide approaches to make continuous improvement. District cadres meet throughout the year to share best practices, revise curriculum, and develop formative and summative assessments. • What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? PPR walks, feedback, PLCS, Professional Growth Plans, review of MAP data during PLCs, and monthly MTSS review of Tier II data.• How is learning monitored before, during, and after instruction? (Explicit Instruction) MAP scores are analyzed following each round of testing and the results are used to monitor student growth, place students in interventions or extentions as appropriate, Common Assessment data is reviewed and analyzed during weekly PLCs, and formative assessment during and after instruction is ongoing in all classrooms.• How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? We use the PLC structure and monthly Department meetings to share effective instructional practices and work closely with our district curriculum consultants during these meetings.KCWP 4: Review, Analyze and Apply Data• How do teachers use these different types of assessment to ensure a balanced approach: Formative, Summative, Interim? Feedback through PPR walks and data-based PLCs allow us to balance our approach to assessments.• How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting inquality data? We use collaboratively developed common assessments and curriculum that are standards-based.• What questions do school/district leadership want teachers to answer with the data that they collect? Are students growing and performing at grade level in each subject area? If not, what are the barriers? When barriers have been identified, what steps need to be taken to overcome the barriers? What instructional practices are most effective in improving student achievement?• What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? We regularly review and analyze Common Assessment data, writing samples, and intervention progress data to drive classroom instruction.• How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers ofintervention, grouping/regrouping, teacher

placement, scheduling)? Through the development of the master schedule with intentional scheduling of students, the development of the needs-based RTI period, and our MTSS structure .• How does a principal/district leader use all of the data and information to improve instruction and reduce the number of students scoring novice? As a school,we review student data including academic, behavioral, social emotional and mental health data of all students placed in a Tier II intervention on a monthly rotating basis. Attendance data is reviewed weekly at the Reducing Barriers to Learning meeting. As barriers are identified, interventions are put into place to help overcome them. The effectiveness of these interventions are monitored, and adjustments and/or the increase of the levels of support are made as needed. Our School Wide Literacy Plan includes training all teachers in effective, content-specific literacy practices, implementation of school wide On-Demand Writing, to include scoring calibration and analysis of the student pieces to focus future instruction on overall needs, and reading/discussing the book "Focus" by Mike Schmoker to strengthen discipline-specific literacy practices. Feedback and training centered on special education collaboration continues for all collaborating regular and special ed teachers to reduce the number of students with disabilities scoring novice, and all teachers are learning high-leverage instructional strategies to improve the student achievement levels of all students. High expectations with appropriate support are in place throughout the school, with standards-based learning targets, formative assessment during and at the end of lessons with ongoing lesson adjustments, and KPREP-like common assessments to determine student mastery. Our new RTI process provides support for students who need it, and enrichment for other students to differentiate their learning.

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The certified staff turnover rate has decreased from 26% in 2016/17 and 2017/18 to its current rate of 6%.The percentage of students identified as Chronically Absent decreased from 10.78% in 2017/18 to 10.22% in 2018/19, a decrease of -0.56%, and -1.68% below our goal of 11.9%.Our Proficiency Indicator score rose from 70.5 in 2017/18 to 75.6 in 2018/19 (+5.1).The percentage of students scoring proficient and distinguished in Social Studies was 67.83%, which exceeded the state average of 58.8% by +9.03.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Assurances

Woodland Middle School
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Last Modified: 10/10/2019
Status: Open

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2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ● **Yes**
- ○ No
- ○ N/A

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ○ Yes
- ○ No
- ● N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ○ Yes
- ○ No
- ● N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ○ Yes
- ○ No
- ● N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ○ Yes
- ○ No
- ● N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ○ Yes
- ○ No
- ● N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

○ Yes

○ No

● **N/A**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

○ Yes

○ No

● **N/A**

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ○ Yes
- ○ No
- ● N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ○ Yes
- ○ No
- ● N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ○ Yes
- ○ No
- ● N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ○ Yes
- ○ No
- ● N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ○ Yes
- ○ No
- ● N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ○ Yes
- ○ No
- ● N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ○ Yes
- ○ No
- ● N/A

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- **Yes**
- ○ No
- ○ N/A

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ● **Yes**
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ○ Yes
- ○ No
- ● **N/A**

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ○ Yes
- ○ No
- ● **N/A**

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: School Safety Report

Woodland Middle School
Christi Jefferds
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 10/10/2019
Status: Open

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2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes.

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes-August 14. 2019.

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes-August 19, 2019.

7. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes.

8. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes.

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Three: Executive Summary for Schools

Woodland Middle School
Christi Jefferds
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 12/12/2019
Status: Open

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2019-20 Phase Three: Executive Summary for Schools

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?

Woodland Middle School is located in Taylor Mill, KY. Taylor Mill is a suburb of Cincinnati and is surrounded by a supportive community. Taylor Mill is a thriving middle class community. The majority of our families commute to Cincinnati and the surrounding areas for job opportunities due to the close proximity of I-275. Woodland Middle School is the home of the Wildcats. We currently serve 680 students in grades 6-8. 87.9% of our students are Caucasian, 3.1% of our students are Hispanic, 2.9% students are African American, and 1% of our students are Asian. 15% of our students receive special education services and 49% of our students qualify for free or reduced pricelunch. 1.0% of our students are English Language Learners. Woodland Middle has three structured teaching classrooms which serve the needs of students who require the highest level of support. Woodland Middle School has 20 content area teachers. Woodland Middle School has 5 encore teachers and 9 special education teachers. We also have two full time guidance counselors, a .5 media specialist, and Family Resource Center. Woodland Middle School is a Title I eligible school. Woodland Middle School is unique in that the middle school shares a campus with Scott High School. This offers additional educational opportunities for both our students and students who attend Scott High School. During the 2018-2019 school year, select advanced 8th graders had the opportunity to take Geometry and German courses at Scott High School. The administration, teachers, and staff are committed to the students of Woodland Middle School. At Woodland we are focused on continuous growthand achievement. We look forward to challenging our students to reach their highest potential.

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 Woodland Middle School we are committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students every day and creating a culture of high expectations. The purpose of Woodland Middle School is to focus on the strengths, talents, and abilities of each student, while recognizing our students are in transition from childhood to adolescence. The current mission statement was developed with input from teachers, parents and stakeholders and drives our work by providing focus. Our mission statement is: Woodland is dedicated to a learning environment that fosters academic, emotional, and social growth. We believe: Each student is important. Every student can be a successful learner. Middle school is an important transitional period, and here students are encouraged to develop a sense of self-esteem and personal dignity. Students have a right to a quality education with rigorous learning opportunities. Students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed. Understanding and acceptance of cultural, social, physical, and economic differences creates a healthy learning environment. Learning is a lifelong process. Woodland provides opportunities for students to explore their roles in society, and encourages lifelong participation in their community. The mission statement currently guides our practice and informs our daily work. This is evident through the inclusion of programs to meet the needs of students at all academic levels. We offer tailored Response to Intervention (RTI) classes in reading and math to our students who are struggling, and What I Need (WIN) subject-specific enrichment classes for students who perform at

or above grade level to provide them opportunities to grow. We offer the Prep and Prep + programs in both math and reading, which are designed to challenge and enrich our students who are excelling in math and language arts. All of ourstudents receive core instruction in math and reading in the regular classrooms, with Tier II interventions being offered as an additional daily class. Woodland Middle School is committed to fostering the whole child. In conjunction with our partnership with 1N5, we offer a weekly Social Emotional Learning (SEL) class using the Second Step curriculum, as well as the Sources of Strength peer-to-peer upstream program. Our commitment is also seen through our extensive fine arts program offerings and extracurricular opportunities. Woodland Middle School has an award winning choral and band program. We also offer visual art and Arts and Humanities. Our students have the opportunity to audition and participate in a variety of honor choirs and band programs, as well as drama productions in conjunction with Scott High School. Our students have the opportunity to become involved in many extracurricular activities including Academic Team, football, volleyball, basketball, track, cheerleading, Girls United, National Junior Honor Society, Forensics, Construction 101, Quick Recall, Art Club, andStudent Council.

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.

Woodland Middle School is proud of the academic improvement of our students and their accomplishments through our Fine Arts program and clubs. In the 2018-2019 school year, 3 students were selected to participate in KMEA All-State Chorus performance during the KMEA Conference in Louisville. The past three years, Woodland Mixed and Women's Choirs have received Distinguished ratings at KMEA Large Group Assessment. All WMS vocal students who have performed at Solo and Ensemble have received distinguished or proficient ratings over the past four years. In November 2018, 26 students participated in the District 6 NKY Jr. High Honor Choir with students from all over northern Kentucky. The Kenton County middle school chorus teachers also provided the opportunity for All-Star Chorus in April of 2019, where up to 25 boys and 25 girls from each middle school were invited to rehearse with guest conductors and perform exemplary works. Our curricular vocal ensembles perform three evening concerts each year for the community in addition to performing for in-school events. A plethora of skilled students also performed in our production of Woodland's Got Talent in 2019, and many of our vocalists perform with a variety of extracurricular ensembles and theatre programs in the area. Our band program is also a significant point of pride for Woodland Middle School. Our band students excel and represent us with distinction at a variety of events. Both our 7th and 8th grade band have received proficient ratings at the KMEA large group assessment. In November 2018, twenty of our 7th and 8th grade band members were nominated and participated in Kenton County All-Star Band. In February 2019 we had 3 band students who auditioned, were selected for, and participated in the Northern Kentucky Select Band. Along with all of these "extra" accomplishments, our band members are active members of our student body and perform Fall, Winter, and Spring community concerts, as well as performing at an occasional sporting event. Woodland is very proud of our award winning Forensics Team. Forensics is a competitive speech and drama team. Students memorize and perform their speeches, poetry, prose, and acting pieces and travel on the weekends to compete at tournaments throughout the state. During the 2018-19 school year our Forensics Team achieved great success. Our students regularly receive awards at Forensics tournaments through KESDA and KHSSL. Our team achieved 3rd place in the NKY Region and came home with the Regional Champion in Poetry. Woodland fields a competitive academic team and quick recall team. Over the years, the team has represented the school with distinction as an extracurricular club. This year our 6th grade students were the district runner up at the 6th Grade Showcase for Quick Response. At 6th grade showcase students competed against several

schools in their division. Woodland students won 1st place in mathematics, 3rd place in social studies and 5th place in language arts.Our students also represent us well athletically. Many of our approximately 180 student athletes have qualified for state competitions and our teams have won district championships. The WMS Archery Team competed at state and national competition with respectable finishes. The 2018 WMS Cross Country team had an outstanding year as well. The XC team won the Kenton County Championships as well as being crowned district champions. Members of the middle school team also contributed to the high school state championship as well. WMS surveyed all students during the 2018-19 school year to find that eighty-one percent of our students were involved in some type of extra-curricular school-sponsored activity. We continue to work to identify and remove barriers that will allow more students to participate in extra-curricular activities.Over the next three years we have identified several academic areas to target for improvement. These areas include a continued focus on improving student achievement in reading, math, on-demand writing, and science, and increasing the proficiency of our students with disabilities. We are committed to creating better writers though continued use of our school-wide writing instructional plan and a continued focus on writing in all content areas.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Woodland Middle School has experienced a high level of transition in both the school leadership and teaching staff over the past decade. With the hiring of a new principal and assistant principal in 2018, and with increased support to teachers who have a deep commitment to improving the culture, climate and academic achievement level of the school, we are confident that our plans and efforts to make Woodland Middle School one of the best middle schools in the state will be realized. Developing and sustaining procedures and policies, investing in teacher development, and building skills and leadership capacity among all our teachers will pay great dividends as we move forward.

Attachment Summary

Attachment Name	Description	Associated Item(s)

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Principal, Asst. Principal, Special Ed Lead Teachers, District Curriculum/Special Ed Consultants	Review of Common Assessment data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel.)	N/A
Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Principal, Asst. Principal, Special Ed Lead Teachers, District Curriculum/Special Ed Consultants	Review of Common Assessment data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel.)	N/A

Gap Group/Total number of students	Percentage of Total School Population
African American/36	5%
Hispanic/35	5%
Two or more races/34	5%
Economically Disadvantaged/349	49.80%
Students with Disabilities/102	14.50%
Asian/6	1%
Native Hawaiian, Pacific Islander/2	0.30%
American Indian,Alaska Native/0	0%

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11132019_09:10

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Woodland Middle School
Christi Jefferds
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 12/08/2019
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template.</u>

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

It is our goal that each and every student at Woodland Middle School will obtain the academic skills, the personal coping strategies, the interpersonal relationship skills and a growth mindset to be successful during their academic careers and throughout their lives.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Woodland MS Comprehensive Improvement Plan 2019-20		•

Comprehensive School Improvement Plan (CSIP)

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2023, and math proficiency for all students from 51.9% in 2019 to 72.7% in 2023 as measured by the school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 65.68% in 2020 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. RUN the RACE strategy usage school wide on all short answer and extended response in all content areas. Setting a purpose for reading in all content area classes. Wrong Answer analysis on Common Assessments as a classroom instructional strategy in all subject areas.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments. Individual students meeting or exceeding RTI goals, decreased numbers of students requiring Tier II interventions.	Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers.)	$500 for Run the Race posters for each classroom.
		Incorporating reading, reflecting, discussion and writing into all content areas daily, as part of the Focus by Mike Schmoker book study during Faculty Meetings, department meetings, and weekly PLCs.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers); Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.	$1,250 for Focus by Mike Schmoker books for each teacher and staff member.

Goal 1: *Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2023, and math proficiency for all students from 51.9% in 2019 to 72.7% in 2023 as measured by the school report card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies (ex: Kagan, Accountable Talk) Use formative and summative evidence to inform what comes next for individual students and groups of students. Develop assignments and activities reflect the learning targets students have had the opportunity to learn.	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form. Increased student engagement across the school based on PPR Feedback.	Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify teachers requiring specific coaching and professional development and provide the needed resources and training.	N/A
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding RTI goals.	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior/discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary,	$2500.00 from instructional funds for MobyMax subscription

Goal 1: *Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2023, and math proficiency for all students from 51.9% in 2019 to 72.7% in 2023 as measured by the school report card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Counselors, FRYSC Coordinator, District FRYSC personnel), review of school safety data at monthly Safety Committee meetings.	
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Wrong Answer analysis on Common Assessments as a classroom instructional strategy in all subject areas.	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding RTI goals.	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior/discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), review of school safety data at monthly Safety Committee meetings.	N/A
	KCWP 5: Design, Align and Deliver Support	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports	Weekly PLCs Department Meetings Faculty Meetings SBDM Meetings MTSS Meetings	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings	N/A

Goal 1: *Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2023, and math proficiency for all students from 51.9% in 2019 to 72.7% in 2023 as measured by the school report card proficiency data.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				(teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior/discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), review of school safety data at monthly Safety Committee meetings.	
		Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying of the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline (30- 60-90 day planning), and defining timelines for communication updates. Create school-wide behavioral support system that aligns with the Code of Conduct and ensures equity as well as developing student action plans for self-monitoring and immediate feedback.	Weekly PLCs Department Meetings Faculty Meetings SBDM Meetings MTSS Meetings	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), review of school safety	N/A

Goal 1: *Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2023, and math proficiency for all students from 51.9% in 2019 to 72.7% in 2023 as measured by the school report card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				data during monthly Safety Committee meetings.	
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 57.36% in 2020 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to strengthen Tier I instruction and aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies (ex. Kagan, Accountable Talk.) Use formative and summative evidence to inform what comes next for individual students and groups of students. Develop assignments and activities to reflect the learning targets students have had the opportunity to learn.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments. Individual students meeting or exceeding RTI goals, decreased numbers of students requiring Tier II interventions.	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior/discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), review of school safety data in monthly Safety Committee meetings.	$2500.00 from instructional funds for MobyMax subscription
		Utilize knowledge of best practice/high yield instructional strategies to aid in strengthening Tier I instruction and making curricular adjustments when students fail to meet mastery.	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.	Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify teachers requiring specific coaching and professional development and provide the needed resources and training.	N/A

Goal 1: *Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2023, and math proficiency for all students from 51.9% in 2019 to 72.7% in 2023 as measured by the school report card proficiency data.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Plan for and implement active student engagement strategies (ex: Kagan, Accountable Talk) Use formative and summative evidence to inform what comes next for individual students and groups of students. Develop assignments and activities reflect the learning targets students have had the opportunity to learn.	Increased student engagement across the school based on PPR Feedback.		
		Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers). Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.	Incorporating reading, reflecting, discussion and writing into all content areas daily, as part of the Focus by Mike Schmoker book study during Faculty Meetings, department meetings, and weekly PLCs.	Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify teachers requiring specific coaching and professional development and provide the needed resources and training.	$1,250 for Focus by Mike Schmoker books for each teacher and staff member.
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding RTI goals.	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs, weekly MTSS meetings, and monthly department meetings, review of MAP progress data at least 3 times per year, review of monthly PBIS school wide behavior data, review of attendance data weekly at RBTL meetings.	N/A

Goal 1: *Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2023, and math proficiency for all students from 51.9% in 2019 to 72.7% in 2023 as measured by the school report card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Wrong Answer analysis on Common Assessments as a classroom instructional strategy.	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding RTI goals.	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs, weekly MTSS meetings, and monthly department meetings, review of MAP progress data at least 3 times per year, review of monthly PBIS school wide behavior data, review of attendance data weekly at RBTL meetings.	N/A
	KCWP 5: Design, Align and Deliver Support	Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding RTI goals.	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs, weekly MTSS meetings, and monthly department meetings, review of MAP progress data at least 3 times per year, review of monthly PBIS school wide behavior data, review of attendance data weekly at RBTL meetings.	N/A

2: Separate Academic Indicator

Goal 2 ***Woodland Middle School will increase the combined Separate Academic Indicator for all students from 64.8% in 2019 to 83.7% in 2023 as measured by the school report card proficiency data.***					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the Science proficiency for all students from 25.1 % in 2019 to 34.46% in 2020 as measured by the school report card proficiency data.	KCWP 1: Design and Deploy Standards	Increase opportunities for Science teachers to collaborate with each other and with the District Science Consultant by providing common planning, monthly department meetings, and weekly PLC meetings.	Increased repertoire of strategies designed to teach the NGSS standards at a more rigorous level.	Review of Common Assessments during weekly PLCs (Principal, teachers), monthly department meetings (teachers), and district Science Cadre meetings (District Science Consultant, teachers).	N/A
		Develop Common Assessments as part of the District Science Cadre.	Creation of NGSS standards-based, KPREP-like common assessments for use in ongoing assessment in the Science department.	Review of Common Assessment data and samples of student work during weekly PLCs (Principal, teachers) and monthly Science department meetings (Department Lead teacher, Science teachers, Science curriculum consultant.)	N/A
		Increase opportunities for Science teachers to participate in ongoing professional learning, such as sending representatives from the department to the National Science Teachers of America conference.	Increased repertoire of strategies designed to teach the NGSS standards at a more rigorous level.	Review of weekly lesson plans (Principal, Department Lead Teacher.)	$750 from Instructional Funds for NSTA conference and substitute teachers.
	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies (ex: Kagan structures).	Increased percentage of students who are meaningfully engaged in classroom learning activities as measured during formal and informal observations. Improved student proficiency on formative and summative assessments.	Learning walks/Formal Observations (Principal, Asst. Principal, District personnel) Review of Common Assessment data and samples of student work during weekly PLCs (Principal, teachers) and monthly Science department meetings (Department Lead teacher, Science teachers, Science curriculum consultant.)	N/A

Goal 2 *Woodland Middle School will increase the combined Separate Academic Indicator for all students from 64.8% in 2019 to 83.7% in 2023 as measured by the school report card proficiency data.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Collaborate to design effective instructional strategies as a department.	Consistent instructional strategies and practices observed during learning walks/formal observations and documented in weekly lesson plans.	Learning walks/Formal Observations (Principal, Asst. Principal, District personnel) Review of weekly lesson plans (Principal, Department Lead Teacher.)	N/A
		Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers). Incorporate reading, reflecting, discussion and writing into all content areas daily, as part of the Focus by Mike Schmoker book study during Faculty Meetings, department meetings, and weekly PLCs.	Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.	Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify teachers requiring specific coaching and professional development and provide the needed resources and training.	$1,250 for Focus by Mike Schmoker books for each teacher and staff member.
	KCWP 5: Design, Align and Deliver Support	Provide ongoing coaching and feedback to teachers as part of the KCSD Certified Evaluation Plan, Pillars of Support, and Professional Growth Plans of teachers.	Increased teacher efficacy reflected in improved student formative and summative assessment results/student work samples.	Improved teacher ratings on the KCSD PPR feedback form (Principal/Asst. Principal/district staff), self-reflections (teachers), and summative evaluations (Principal/Asst. Principal).	N/A
		Provide common planning time and regular opportunities during	Documentation of monthly department meetings including	Monthly review of meeting minutes by Principal and Department Lead Teacher.	N/A

Goal 2 *Woodland Middle School will increase the combined Separate Academic Indicator for all students from 64.8% in 2019 to 83.7% in 2023 as measured by the school report card proficiency data.*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		meetings for department collaboration.	topics discussed and decisions reached.		
		Provide teaching resources needed to improve student access to standards-based science materials and resources.	Teachers determine resources are needed to teach the NGSS standards to the depth required by the Kentucky KPREP assessment.	Review budgeting needs as part of the annual Needs Assessment and Budgeting process	$2,500 from school instructional funds
Objective 2 Woodland Middle School will collaborate to increase the Social Studies proficiency for all students from 67.8% in 2019 to 71.82% in 2020 as measured by the school report card proficiency data.	KCWP 1: Design and Deploy Standards	Increase opportunities for Social Studies teachers to collaborate with the District Social Studies Consultant by providing common planning, monthly department meetings, and weekly PLC meetings.	Teachers develop a common understanding of the revised Social Studies standards and plan for their incorporation in the instructional cycle.	Review of teacher adherence to district timelines and administration of Common Assessments.	N/A
		Develop new Common Assessments as part of the District Social Studies Cadre.	New common assessments added to the District Common Assessment bank for use during the 2019-20 school year.	Review of Common Assessment student data at weekly PLC meetings (Principal, teachers) and during monthly Social Studies department meetings (Lead Teacher, teachers, District SS consultant.)	N/A
	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons to increase student literacy practices (read, write, reflect, discuss Social Studies information) and student engagement (ex: Kagan structures).	Increased percentage of students who are meaningfully engaged in classroom learning activities as measured during formal and informal observations. Improved student proficiency on formative and summative assessments	Learning walks/Formal Observations (Principal, Asst. Principal, District personnel) Review of Common Assessment data and samples of student work during weekly PLCs (Principal, teachers) and monthly Social Studies department meetings (Department Lead teacher, SS teachers, SS curriculum consultant.)	N/A

Goal 2 ***Woodland Middle School will increase the combined Separate Academic Indicator for all students from 64.8% in 2019 to 83.7% in 2023 as measured by the school report card proficiency data.***					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Incorporating reading, reflecting, discussion and writing into all content areas daily, as part of the Focus by Mike Schmoker book study during Faculty Meetings, department meetings, and weekly PLCs.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers); Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.	$1,250 for Focus by Mike Schmoker books for each teacher and staff member.
	KCWP 5: Design, Align and Deliver Support	Provide ongoing coaching and feedback to teachers as part of the KCSD Certified Evaluation Plan, Pillars of Support, and Professional Growth Plans of teachers.	Increased teacher efficacy reflected in improved student formative and summative assessment results/student work samples.	Improved teacher ratings on the KCSD PPR feedback form (Principal/Asst. Principal/district staff), self-reflections (teachers), and summative evaluations (Principal/Asst. Principal).	N/A
		Provide common planning time and regular opportunities during meetings for department collaboration.	Documentation of monthly department meetings including topics discussed and decisions reached.	Monthly review of meeting minutes by Principal and Department Lead Teacher.	N/A
		Provide teaching resources needed to improve student access to standards-based Social Studies materials and resources.	Teachers determine resources are needed to teach the revised Social Studies standards to the depth required by the Kentucky KPREP assessment.	Review budgeting needs as part of the annual Needs Assessment and Budgeting process.	$450 for new Social Studies text to address revised 7th grade SS standards.
Objective 3 Woodland Middle School will collaborate to increase the On-Demand	KCWP 1: Design and Deploy Standards	Develop a school wide On-Demand Writing Instructional plan that	All students and teachers will use the common On-Demand	The Principal will meet with Writing Cluster Leader prior to the start of the school year to finalize and share the	N/A

Goal 2 *Woodland Middle School will increase the combined Separate Academic Indicator for all students from 64.8% in 2019 to 83.7% in 2023 as measured by the school report card proficiency data.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Writing proficiency for all students from 36.5% in 2019 to 44.43% in 2020 as measured by the school report card proficiency data.		includes common graphic organizers that will be used school wide.	Writing steps and organizers.	School Wide On-Demand Writing Instructional Plan with all teachers.	
	KCWP 2: Design and Deliver Instruction	Teach all teachers the On-Demand Writing instructional process and administer a school wide On-Demand Writing task in every homeroom class.	All teachers, regardless of content area, will be trained and understand how to teach students to produce On-Demand Writing pieces. Posters of the process and graphic organizer will be created and distributed to all teachers in the school.	The Writing Cluster Leader will teach all teachers, regardless of content area, the process and graphic organizer needed to instruct students in On-Demand Writing during PLC meetings on Sep. 25, 2019.	$135 for certified substitute teacher $700 for Writing Process Posters
		Teach all teachers to score On-Demand Writing pieces.	All teachers, regardless of content area, will be trained and understand how to score student produced On-Demand Writing pieces, and provide meaningful feedback.	The Writing Cluster Leader will teach all teachers, regardless of content area, the process for scoring On-Demand Writing during PLC meetings on Oct. 9, 2019.	$135 for certified substitute teacher
	KCWP 4: Review, Analyze and Apply Data	Following School wide On-Demand scoring, teachers will meet in PLCs to discuss strengths and weaknesses found in student writing and determine areas of focus for future instruction.	All teachers will score the On-Demand writing pieces developed in their homerooms during the school wide On-Demand and be able to discuss strengths and weaknesses seen overall.	Following the first school wide On-Demand, ELA teachers will record student results. They will use the feedback from the writing analysis to determine next priorities for writing instruction. Results from School wide On-Demand Writing #1 will be compared to those from School wide On-Demand Writing #2 (scheduled Dec. 16, 2019) in PLC and Department	N/A

Goal 2 *Woodland Middle School will increase the combined Separate Academic Indicator for all students from 64.8% in 2019 to 83.7% in 2023 as measured by the school report card proficiency data.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Success will be measured by fewer Novice scores, and an increase in the number of Proficient and Distinguished scores on future school wide On-Demand Writing tasks.	meetings (Principal, teachers, Writing Cluster Leader, District Curriculum Consultant.)	

3: Achievement Gap

Goal 3 *Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 and from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 12.1% in 2019 to 23.1% in 2020 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers.)	N/A
		Plan for and implement active student engagement strategies (ex: Kagan, Accountable Talk)	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form	Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify teachers requiring specific coaching and professional development and provide the needed resources and training.	N/A
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers.)	N/A
		Incorporating reading, reflecting, discussion and writing into all	Increased numbers of students scoring	Review of common assessment data and RTI progress monitoring during	$1,250 for Focus by Mike Schmoker

Goal 3 **Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 and from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		content areas daily, as part of the Focus by Mike Schmoker book study during Faculty Meetings, department meetings, and weekly PLCs.	proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers); Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.	books for each teacher and staff member.
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples/progress on IEP goals) that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review of Common Assessment data every 2 weeks in PLCs (Principal, teachers), review of math, reading, SEL/mental health and behavior Tier II and III during weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior and discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.	N/A

Goal 3 *Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 and from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	Increased numbers of teachers receiving "reinforce" feedback provided to teachers during formal and informal Learning Walks (Principal, Asst. Principal, District Curriculum Consultants) and following Pillars of Support visits by District personnel.	$1,000 for certified substitute teachers. $100 for NKCES Explicit Instruction training.
	KCWP 5: Design, Align and Deliver Support	Read, reflect and discuss strategies to improve academic achievement for students with disabilities as outlined in Great Instruction, Great Achievement by John O'Connor during PLCs and faculty meetings.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	Increased numbers of teachers receiving "reinforce" feedback provided to teachers during formal and informal Learning Walks (Principal, Asst. Principal, District Curriculum Consultants) and following Pillars of Support visits by District personnel.	$500 for Great Instruction, Great Achievement books.
		Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form	Increased numbers of teachers reaching the designation of "Implementers" of the Cycle of Quality Instruction following Pillars of Support visits by District personnel.	N/A
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice	Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers.)	N/A

Goal 3 *Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 and from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			on classroom assessments and KPREP-like Common Assessments.		
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 8.8% in 2019 to 20.2% in 2020 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies (ex: Kagan, Accountable Talk)	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.	Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify teachers requiring specific coaching and professional development and provide the needed resources and training.	N/A
		Use formative and summative evidence to inform what comes next for individual students and groups of students.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers.)	N/A
		Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

Ensure that all users of assessment data use information to benefit | Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals. | Review of Common Assessment data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), | N/A |

Goal 3 *Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 and from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		student learning by discussing and implementing research-based instructional strategies.		review of monthly PBIS school wide behavior data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel.)	
		Incorporating reading, reflecting, discussion and writing into all content areas daily, as part of the Focus by Mike Schmoker book study during Faculty Meetings, department meetings, and weekly PLCs.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers); Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.	$1,250 for Focus by Mike Schmoker books for each teacher and staff member.
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	Review of Common Assessment data every 2 weeks in PLCs (Principal, teachers), review of math, reading, SEL/mental health and behavior Tier II and III during weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior and discipline data (PBIS Committee), review of attendance	N/A

Goal 3 **Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 and from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.	
	KCWP 5: Design, Align and Deliver Support	Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	Increased numbers of teachers receiving "reinforce" feedback provided to teachers during formal and informal Learning Walks (Principal, Asst. Principal, District Curriculum Consultants) and following Pillars of Support visits by District personnel.	$1,000 for certified substitute teachers. $100 for NKCES Explicit Instruction training.
		Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form	Increased numbers of teachers receiving "reinforce" feedback provided to teachers during formal and informal Learning Walks (Principal, Asst. Principal, District Curriculum Consultants) and following Pillars of Support visits by District personnel.	N/A

Goal 4 *Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for reading from 51.59% in 2019 to 73.69% in 2023 and for math from 57.23% in 2019 to 71.05% in 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the percentage of students showing growth in Reading MAP from 51.59% in 2019 to 57.6% in 2020	KCWP 1: Design and Deploy Standard	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Increased numbers of students scoring at or above benchmark and showing growth on MAP reading assessment, Common Assessments, weekly RTI Progress Data.	Incorporate Goal Setting as a regular part of the MAP assessment cycle, tracking whether each student meets proficiency and growth goals.	N/A
	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RTI school wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increased numbers of students scoring at or above benchmark and showing growth on MAP reading assessment, Common Assessments, weekly RTI Progress Data.	Training for teachers during faculty meetings, PLCs in use of RTI progress monitoring tools, SMART goal setting and measurement, progress monitoring checks, and high-yield, research-based strategies for Tier II and III instruction.	N/A
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increased numbers of students scoring at or above benchmark and showing growth on MAP reading assessment, Common Assessments, weekly RTI Progress Data.	Training for teachers during faculty meetings, PLCs in use of RTI progress monitoring tools, SMART goal setting and measurement, progress monitoring checks, and high-yield, research-based strategies for Tier II and III instruction.	N/A
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments. (Assessments for Learning).	Increased numbers of students scoring at or above benchmark and showing growth on MAP reading assessment, Common Assessments, weekly RTI Progress Data.	Training for teachers during faculty meetings, PLCs in use of RTI progress monitoring tools, SMART goal setting and measurement, progress monitoring checks, and high-yield, research-based strategies for Tier II and III instruction.	N/A

Goal 4 **Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for reading from 51.59% in 2019 to 73.69% in 2023 and for math from 57.23% in 2019 to 71.05% in 2023.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Incorporate technology (MobyMax) to tailor instruction to each student's specific deficit areas of need.	Increased numbers of students scoring at or above benchmark and showing growth on MAP reading assessment, Common Assessments, weekly RTI Progress Data.	Review of weekly progress monitoring data during MTSS meetings and PLCs.	$2,500 for MobyMax subscription
	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, counselors, DPP, Cabinet for Family and Children, etc.	Reduced numbers of students who are absent or chronically absent through strengthening school connectedness.	Weekly review of attendance data with the Reducing Barriers to Learning Committee, which includes building administration, the FRYSC Coordinator, the attendance secretary, and the district RBTL representative. Actions will be taken following the district attendance policy and determination of individual student and family need. Increasing the percentage of students involved in clubs and afterschool activities. Increased average daily attendance rate and reduction in chronic absenteeism.	N/A
	KCWP 6: Establishing Learning Culture and Environment	Ensure that classroom policies and procedures align with the school's Code of Conduct.	Reduction of office behavior referrals and numbers of suspensions.	The school PBIS committee has established school wide expectations, has prepared lessons for classroom teachers to use when teaching/re-teaching expectations, and meets monthly to review behavior data. The PBIS committee develops plans targeted at reducing unacceptable	N/A

Goal 4 *Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for reading from 51.59% in 2019 to 73.69% in 2023 and for math from 57.23% in 2019 to 71.05% in 2023.*					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				behaviors, including incentives, supervision, and behavior intervention strategies.	
Objective 2 Woodland Middle School will collaborate to increase the percentage of students showing growth in Math MAP from 57.23% in 2019 to 60.7% in 2020.	KCWP 1: Design and Deploy Standard	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment, Common Assessments, weekly RTI Progress Data.	Incorporate Goal Setting as a regular part of the MAP assessment cycle, tracking whether each student meets proficiency and growth goals.	N/A
	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RTI school wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment, Common Assessments, weekly RTI Progress Data.	Training for teachers during faculty meetings, PLCs in use of RTI progress monitoring tools, SMART goal setting and measurement, progress monitoring checks, and high-yield, research-based strategies for Tier II and III instruction.	N/A
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment, Common Assessments, weekly RTI Progress Data.	Training for teachers during faculty meetings, PLCs in use of RTI progress monitoring tools, SMART goal setting and measurement, progress monitoring checks, and high-yield, research-based strategies for Tier II and III instruction.	N/A
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments. (Assessments for Learning).	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment, Common	Training for teachers during faculty meetings, PLCs in use of RTI progress monitoring tools, SMART goal setting and measurement, progress monitoring checks, and high-yield, research-based strategies for Tier II and III instruction.	N/A

Goal 4 **Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for reading from 51.59% in 2019 to 73.69% in 2023 and for math from 57.23% in 2019 to 71.05% in 2023.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Assessments, weekly RTI Progress Data.		
		Incorporate technology (MobyMax) to tailor instruction to each student's specific deficit areas of need.	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment, Common Assessments, weekly RTI Progress Data.	Review of weekly progress monitoring data during MTSS meetings and PLCs.	$2,500 for MobyMax subscription
	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, counselors, DPP, Cabinet for Family and Children, etc.	Reduced numbers of students who are absent or chronically absent.	Weekly review of attendance data with the Reducing Barriers to Learning Committee, which includes building administration, the FRYSC Coordinator, the attendance secretary, and the district RBTL representative. Actions will be taken following the district attendance policy and determination of individual student and family need.	N/A
	KCWP 6: Establishing Learning Culture and Environment	Ensure that classroom policies and procedures align with the school's Code of Conduct.	Reduction of office behavior referrals and numbers of suspensions	The school PBIS committee has established school wide expectations, has prepared lessons for classroom teachers to use when teaching/re-teaching expectations, and meets monthly to review behavior data. The PBIS committee develops plans targeted at reducing unacceptable behaviors, including incentives, supervision, and behavior intervention strategies.	N/A

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Woodland Middle School
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5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 12/12/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attached Achievement Gap Group spreadsheet.

ATTACHMENTS

Attachment Name

WMS Achievement Gap Groups 2019

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

The largest Gap group at Woodland Middle School is that of students receiving free and reduced lunch (49.8%). Our second largest gap group is that of students with disabilities (14.5%). Many of our students fall into both of our largest categories. Because we have many students living in poverty with high academic needs, collaboration between our Family Resource Center Coordinator, our Reducing Barriers to Learning Committee (RBTL), our Leadership Team, our special educators, counselors, mental health professionals, families of our students and all members of our staff is extremely important. Constant communication allows us to identify students who require additional support through our Multi-Tiered System of Supports, which includes academic, behavioral and mental health/social emotional support of our students. The RBTL Committee meets weekly to review student attendance, determines interventions to help improve student attendance, and works closely with the families to make sure that students attend school regularly. Progress data of students who have needs in these areas and are receiving Tier II and III supports is reviewed on a rotating 4 week basis, and interventions are either continued, replaced, or removed depending upon individual student progress. We work closely with outside agencies, such as Action Ministries, 7 Hills Church, North Key, Bluegrass Behavioral Therapy, 1N5, and MEBs as well as with the families of our students to help each student overcome non-academic barriers to their learning.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

In 2017-18, 39.1% of Hispanic students scored proficient or distinguished on KPREP reading, as compared to 58.1% of all students, a difference of 19%. In 2018-19, 58.6% of Hispanic students scored proficient or distinguished on KPREP reading, compared to 61.5% of all students, a difference of only 2.9%. In 2017-18, 51.6% of students having two or more races scored proficient or distinguished on KPREP math. In 2018-19, 55.1% of students having two or more races scored proficient or distinguished on KPREP math, an improvement of 3.5%. In 2018-19, 51.9 of all students scored proficient or distinguished on KPREP math, which indicates that students of two or more races scored 3.2% higher than all students.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Our students who fall into the Economically Disadvantaged group have shown improvement in reading over the past two years. In 2016-17, 44.3% scored in the proficient and distinguished range. In 2017-18, that percentage had improved to 45%, and in 2018-19, 50.8% scored proficient and distinguished in reading-an improvement of 6.5% over the past three years. In math, our students in the Economically Disadvantaged group have improved from 34.5% proficient and distinguished in 2016-17 to 37.6% in 2018-19-an improvement of 3.1%. Also in math, our Hispanic students have improved from 40.9% proficient and distinguished in 2016-17 to 44.8% in 2018-19-an improvement of 3.9%.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Our students with disabilities have regressed over the past 3 years in math. In 2016-17, 14.6% scored proficient and distinguished on KPREP math, in 2017-18 just 10.3% scored proficient and distinguished, and in 2018-19, only 8.8% scored in the proficient/distinguished range. This is a decrease of 5.8%. Additionally, the KPREP reading scores demonstrate regression over the past 3 years. In 2016-17, 16.5% of students with disabilities scored proficient and distinguished. This percentage dropped in 2017-18 to 11.1%. In 2018-19, the percentage of students with disabilities scoring proficient and distinguished in reading was 12.1%, an overall decrease of 4.4% since 2016-17.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Over the course of the past three years, there has been a large amount of turnover in the special education department, the leadership team, support staff, and with our regular education teachers. In 2016-17, 14 new staff members were hired (28% turnover), in 2018-19, 15 new staff members were hired (30% turnover.) In 2019-20, only 5 new staff members were hired (10% turnover.) High turnover rates have made it difficult to establish effective procedures, processes, working relationships and strong collaboration. With the recent drop in the amount of turnover our school has been experiencing, we are striving to reverse this trend and develop effective instructional practices in every classroom, strong collaboration between special education and regular education teachers, more frequent review of student progress data, increased knowledge of high-yield, research-based interventions, and fostering a mindset of high expectations for all students. Additionally, many of our students who fall into the disability gap experience mental health, social emotional, and economic challenges. School staff is working closely and systematically with community partners to combat these persistent barriers to learning. Strengthening our PBIS process and ensuring consistency throughout our school and in every classroom is also a continued focus as we work to establish an environment in which teachers can teach and students can learn.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

During weekly PLC meetings, student assessment data including KPREP test scores, MAP test scores, RTI progress data, and Common Assessment data, is reviewed. This data is disaggregated to focus on the scores of our students with disabilities. Teachers, administrators and district consultants analyze student data to make instructional decisions. A Data Dashboard has been developed that maintains individual student assessment data for every student in the building. Data is analyzed as a team and instruction is planned based on students' performance. Differentiation of instruction and interventions for students are planned based on this data. District curriculum consultants plan instruction with teachers and provide support in PLC meetings, department meetings and instructional walks. The school leadership team, which includes the principal, assistant principal, counselors, behavior coach, school psychologist, special education lead teachers and Kenton Therapeutic Teacher, meets weekly to review the progress of students in Tier II and III interventions for math, reading, behavior and social emotional/mental health. Decisions regarding the effectiveness of the interventions and next steps are made in these meetings. The RBTL (Reducing Barriers to Learing) team meets weekly and includes the assistant principal, the Family Resource Center coordinator, the district FRYSC consultant, the school nurse, the counselors and the attendance secretary to determine steps to take with individual students with poor attendance to remove non-academic barriers to success. The SBDM Council reviews student achievement progress and approves programs and curricula to address specific

needs, as well as to focus our school funds to purchase instructional materials to improve student achievement and close the achievement gap.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Woodland's professional development plan is centered around helping teachers to develop the skills they need to effectively address the social emotional needs of our students, incorporate high-yield, research-based Tier I instructional strategies, and collaborate effectively as special education/regular education co-teaching teams. We reserved 6 hours of our PD Plan to train all staff on our new Second Step Tier I social emotional learning program, spread throughout the year to meet the changing needs of our teachers and the students. 3 hours were reserved for KPREP data analysis, which allowed us to analyze test score data and determine priority areas for improvement. Teachers spent 9-12 hours working with discipline-specific district level cadres to hone their understanding of their content areas, analyze needs withing their content areas, and develop common assessments. Much time was allocated on the plan for special education teachers and staff to develop their skills and abilities in teaching students with disabilities, including 3 hours for collaboration training with their general education counterparts. Ongoing job-embedded training is focused on analysis of ongoing student progress data, Tier I engagement strategies, trauma-informed teaching, RTI strategies, and behavior management strategies. Continued work with our District Curriculum Consultants will result in several site visits during which each classroom teacher will receive informal learning walks and feedback, which will inform next steps for group and individual professional growth. Ongoing formal and informal learning walks using our district Professional Practices Rubric by school administrators, department lead teachers and all teachers during PLCs will increase teacher understanding of elements of the Cycle of Quality Instruction. Specific coaching guidance will be given to improve instructional practice, and resources will be provided as needed.

ATTACHMENTS

Attachment Name

Woodland PD Plan 2019-20

Closing the Achievement Gap Goals
> List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

1. Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 as measured by the school report card proficiency data.2. Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.3. Woodland Middle School will collaborate to increase the percentage of economically disadvantaged students scoring proficient and distinguished from 50.8% in reading in 2019 to 55.5% in 2023 as measured by the school report card proficiency data.4. Woodland Middle School will collaborate to increase the percentage of economically disadvantaged students scoring proficient and distinguished from 51.9% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Woodland Middle School teachers and leadership have developed a strong data review process that will allow us to closely monitor the progress of our students who fall into the disability gap as well as those students who are identified as economically disadvantaged. While implementing research-based strategies that impact each student's behavior and social emotional/mental health needs as well as their basic, non-academic needs, we will continually focus on data collected on RTI progress, IEP progress, Common Assessment scores, MAP scores and other classroom data. Using these multiple sources of data will allow us to meet the needs of the whole child, which, in addition to academic interventions, will improve student achievement of our students in our gap groups as well as all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
WD Measureable Gap Goals 2019-20		.
WMS Achievement Gap Groups 2019	A list of Achievement Gap Groups enrolled in Woodland MS during the 2018-19 school year, and the number and percentage of students falling into each group.	• I
Woodland PD Plan 2019-20		• II.G

Gap Group/Total number of students	Percentage of Total School Population
African American/36	5%
Hispanic/35	5%
Two or more races/34	5%
Economically Disadvantaged/349	49.80%
Students with Disabilities/102	14.50%
Asian/6	1%
Native Hawaiian, Pacific Islander/2	0.30%
American Indian,Alaska Native/0	0%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 12.1% in reading in 2019 to 55.5% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Principal, Asst. Principal, Special Ed Lead Teachers, District Curriculum/Special Ed Consultants	Review of Common Assessment data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel.)	N/A
Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 8.8% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Principal, Asst. Principal, Special Ed Lead Teachers, District Curriculum/Special Ed Consultants	Review of Common Assessment data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel.)	N/A

Woodland Middle School will collaborate to increase the percentage of economically disadvantaged students scoring proficient and distinguished from 50.8% in reading in 2019 to 55.5% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.	Principal, Asst. Principal, Special Ed Lead Teachers, District Curriculum Consultants	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel.)	N/A
Woodland Middle School will collaborate to increase the percentage of economically disadvantaged students scoring proficient and distinguished from 51.9% in math in 2019 to 55.15% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.	Principal, Asst. Principal, Special Ed Lead Teachers, District Curriculum Consultants	Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 2 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Behavior Coach), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel.)	N/A