



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09252020_17:02

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Summit View Academy
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United States of America

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2020-21 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 2020-21 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
- Professional Development Plan for Schools

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.

Lesley Smith 9/25/20



2020-21 Phase Two: The Needs Assessment for
Schools_10072020_14:27

2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Summit View Academy analyzes a variety of pieces of data throughout the year. The process is very strategic and on-going to support and monitor past and current student and school level progress. Data is analyzed with all stakeholders and occurs during professional learning sessions, weekly Professional Learning Community (PLC) meetings, monthly District Curriculum, Instruction, and Assessment (CIA) meetings, and during grade level and/or content specific PLC meetings. Regularly, SBDM council members analyze data and provide recommendations for school improvement. District consultants assist with the analysis of content specific data for all grades. All meetings are documented through agendas with specific notes that are kept in the Google Drive for easy reference for all stakeholders. Formative and summative assessment data, including common assessment data, is reviewed for individual students with teachers and district consultants. Based on the data, interventions and instructional strategies are discussed and identified. Annually, we meet as a staff to review state and local assessment scores in a professional learning session after school. For the 2020-21 school year, there is no state data to review due to the cancellation of state testing during the COVID-19 pandemic; therefore, only local assessment scores will be reviewed. During professional learning sessions, specific content area scores are discussed, a plan of action is created to improve scores, and teachers create specific, actionable goals. On-going and frequently, the leadership team meets with district consultants to review data and determine instructional recommendations for staff and school. The school's Multi-Tiered System of Support (MTSS) team meets weekly to review student concerns, develop a plan of action for students struggling and review Response to Intervention (RTI) data for students receiving Tier II and Tier III interventions. Teachers regularly submit progress monitoring data that is reviewed and feedback is given. The Positive Behavior Intervention Support (PBIS) team meets monthly to review expectations and to analyze discipline data. Discipline and attendance data is shared with staff on a monthly basis and data is compared to previous years.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

-In grade 3, the number of students reading on grade level exiting the 3rd grade is tracked through a series of assessments. Once students reach one of the benchmarks, they are counted as achieving grade level status. Although we did not have end of the year data due to the COVID-19 pandemic, as of March 2020, 60% of 3rd grade students were reading on grade level compared to the end of the year data from the previous year, which was 63%. This data indicates that we were on track to show growth in the number of 3rd grade students achieving the goal of being on grade level when exiting 3rd grade. The district goal is that 95% of students are on grade level exiting the primary program. SVA's iRead data supports this upward trend in data. The data indicates an increase in the number of students completing the iRead program by the end of 2nd grade. In 2019-20, 45% of 2nd graders had completed iRead with 3 months of school left, compared to 39% the previous school year. - In grades K-5, on the Fall 2019 MAP Reading assessment, 63% of students were in the 50th percentile or above. This was on track with the district average of 63%. On the Winter 2020 MAP Reading assessment, 68% of students were in the 50th percentile or above. This was 1% less than the district average of 69%. -In grades 6-8, on the Fall 2019 MAP Reading assessment, 69% of students were in the 50th percentile or above. This was 2% above the district

average of 67%. On the Winter 2020 MAP Reading assessment, 66% of students were in the 50th percentile or above. This 3% decrease was consistent with the district average of 66%. -In grades K-5, on the Fall 2019 MAP Math assessment, 62% of students were in the 50th percentile or above. This was 1% below the district average of 63%. On the Winter 2020 MAP Math assessment, 64% of students were in the 50th percentile or above. This was consistent with the district average of 64%. -In grades 6-8, on the Fall 2019 MAP Math assessment, 52% of students were in the 50th percentile or above. This was 5% below the district average of 57%. On the Winter 2020 MAP Math assessment, 55% of students were in the 50th percentile or above. This was 1% above district average of 54%. -Fall data in both MAP Reading and Math assessments for grades K-5 were 3% above the 2018-2019 Fall data for our school. -Winter data for the MAP Reading assessment for grades K-5 was 4% below the 2018-19 data for our school while the Winter data for MAP Math assessment for grades K-5 was the same as the 2018-19 year. -In grades K-5, on the Winter 2020 MAP Reading assessment, 34% of the students with a disability scored above the 50th percentile. This was 5% above the district average of 29%. 61% of the students showed growth from the Fall. This was the same as the district average. -In grades K-5, on the Winter 2020 MAP Math assessment, 36% of the students with a disability scored above the 50th percentile. This was 1% above the district average of 35%. 61% of the students showed growth from the Fall. This was 3% above the district average. -In grades 6-8, on the Winter 2020 MAP Reading assessment, 25% of the students with a disability scored above the 50th percentile. 62% of the students showed growth from the Fall. SVA was 5% above the district average on the number of students with a disability above the 50th percentile and was 8% above the district on the percentage of students with disabilities showing growth. -In grades 6-8, on the Winter MAP Math assessment, 11% of the students with a disability scored above the 50th percentile and 63% of the students showed growth from the Fall. SVA was at the district average on the number of students with a disability above the 50th percentile and was 11% above the district average on the percentage of students with disabilities showing growth.

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

-In grades 3-8 in the area of Math on KPREP, SVA was below the district average for all assessed grade levels. -In grade 4 in the area Math, overall 46% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a decrease from 2018 when 48% of the students scored Proficient/Distinguished. 9% of students with disabilities in the area of Math scored Proficient/Distinguished. -In grades 6-8, on the Fall 2019 MAP Math assessment, 52% of students were in the 50th percentile or above. This was 5% below the district average of 57%. On the Winter 2020 MAP Math assessment, 55% of students were in the 50th percentile or above. This was 1% above district average of 54%. -In grades 6-8, on the Winter MAP Math assessment, 11% of the students with a disability scored above the 50th percentile and 63% of the students showed growth from the Fall. SVA was at the district average on the number of students with a disability above the 50th percentile and was 11% above the district average on the percentage of students with disabilities showing growth.

Trends

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

When reviewing data over time, Summit View Academy is seeing a flat trend line. The school does make slight gains and slight decreases across content and grade levels but for the most part the data has flatlined in most grades. SVA hovers in the 60th percentile range of students meeting proficiency goals in all areas and have not seen significant changes in these numbers. Because of the COVID-19 pandemic we do not have KPREP assessment data to analyze and compare to previous years. In grades 3-5 in the areas of Math and Reading on KPREP, we have seen an increase in the number of students with a disability scoring novice over the last two years. In grades 6-8 in the area of Reading KPREP, we have also seen an increase in the number of students with disabilities scoring in the novice range. In grades 6-8, SVA saw a slight decrease in the number of students with a disability scoring novice.

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](#)

School Improvement Strategies - 1- Deployment of Standards, 2- Delivery of Instruction, 3- Assessment Literacy, 4- Review, Analyze, and Apply Data Results, and 5- Design, Align, and Deliver Support Processes with Sub-group Focus. All certified teachers have created a data notebook that includes: 1) Lesson Plans, 2) Formative/ Summative Assessments, 3) Student Data, 4) Professional Practices Rubric (PPR) On-going Instruction Feedback, 5) Evaluation Information. Each of the specific items in the folders will show evidence of effective instructional strategies, feedback, and next steps for school improvement. Lesson Plans - all certified teachers submit weekly lesson plans for review by the leadership team. The leadership team will provide feedback on lesson plans a minimum of one time monthly. Feedback will be specific and based on Tier I instruction and effective interventions. Formative/ Summative Assessments: Teachers create mid-point and summative assessments that are directly aligned to standards. Assessments will be reviewed by consultants and leadership team to ensure questions align with standard and are rigorous. The assessments are common across grade level and content areas. An assessment calendar has been developed for each grade level to continuously monitor student understanding of standards and plan next steps in instruction. Student Data - Classroom and individual student data will be kept in a student data file. The data will include summative/formative assessment data, MAP data, DIBELS, and KPREP (No KPREP Data 2020). Formative/summative assessment data is updated on a regular basis. Feedback will be specific and based on Tier I instruction and effective Tier II and III interventions. Evaluation Information- All required evaluation documents are kept in Frontline, an online database of information. Supporting evidence and informal observation information is kept in the teacher's data notebook. Teachers receive a minimum of one informal observation per month. Feedback is specific and connected to the Professional Practices Rubric (PPR). The PPR document is a live document and evidence can be added throughout the year

to support improvement and growth. The school created a Failure is Not an Option policy. The policy includes a structure and support for students so they do not fail. Students have multiple opportunities to receive remediation and classwork/homework help from staff members. Information regarding students missing assignments and/or failing will be monitored weekly. Information will be communicated to parents. Students have opportunities to stay after school to receive support and remediation. Professional Learning Community Meetings - All PLC meetings will be focused on student achievement, student progress toward mastery of the standards, and instructional strategies. Student specific data will be reviewed weekly. Core Instruction for All Students - The Multi-Tiered System of Supports (MTSS) will be used to discuss, plan and implement strong Tier I instruction and to place students into Tier II and III interventions as needed. Students who are in need of additional interventions will be placed in interventions or needs based instructional groups during RTI. Progress monitoring will be completed and reviewed for those students in Tier II and Tier III interventions. Specially Designed Instruction - Student Individual Education Program (IEPs) will be reviewed to maximize instructional support. SDI will be monitored through the review of IEP data, informal instructional walks, formal observations, and data reviews during Special Education Professional Learning Community (PLC) meetings which include student progress toward IEP goals and standards.

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%.

Summit View Academy reported an increase in the number of students completing iRead and an increase in the number of students exiting 3rd grade on reading level. In March 2020, 60% of 3rd grade students were reading on grade level compared to the end of the year data from the previous year, which was 63%. The iRead data indicates an increase in the number of students completing the iRead program by the end of 2nd grade which is the goal. In 2019-20, 45% of 2nd graders had completed iRead with 3 months of school left, compared to 39% the previous school year. In K-5 MAP Reading, 68% of students were at the 50th percentile or above on the Winter 2020 assessment. This increase of 5% from the Fall testing as well as 59% of students having growth, indicated that students were on track to reach over 70% of K-5 students meeting the goal of 50th percentile and above on the Reading MAP assessment in the Spring, however, due to COVID-19 pandemic this assessment was not taken.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_10072020_13:58

2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. 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

COMMENTS

11. 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

COMMENTS

12. 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

COMMENTS

13. 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

COMMENTS

14. 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

COMMENTS

15. 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

COMMENTS

16. 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

COMMENTS

17. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. 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

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☒ Yes

☐ No

☐ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10072020_13:41

2020-21 Phase Two: School Safety Report

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

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2020-21 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

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.

8/25/20 prior to students coming back to in-person instruction

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.

August 18, 2020 8:30 a.m.

7. During the first 30 instructional days of the current 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 prior 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, at Summit View Academy

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools_11202020_16:15

2020-21 Phase Three: Professional Development Plan for Schools

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

The mission of Summit View Academy is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1) In grades 3-8 in the area of Math on KPREP, SVA was below the district average for all assessed grade levels. Learning effective strategies to increase math achievement for all students is Summit View Academy's top professional development priority. 2) In grade 4 in the area Math, overall 46% of the students scored Proficient/Distinguished in 2019 on KPREP. This is a decrease from 2018 when 48% of the students scored Proficient/Distinguished. 9% of students with disabilities in the area of Math scored Proficient/Distinguished. Learning effective strategies to close the disability gap in math is Summit View Academy's second highest professional development priority.

3. How do the identified **top two priorities** of professional development relate to school goals?

We are addressing the need to raise the math achievement of our students by focusing our school goals on improving math instruction for all students by planning professional learning that will increase all teachers' abilities to teach math to all students and to close the achievement gap for our students with disabilities.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Teachers will focus on best practices and instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers will plan for and implement active student engagement strategies, such as Kagan Cooperative Learning Strategies, Accountable Talk, the use of technology to engage and get products from all students, as well as the use of formative and summative assessments to inform the next steps for students. Teachers will implement formal and informal processes (goal setting, review of MAP/Common Assessment/progress on IEP goals, intervention data) to gather evidence to directly improve the learning of students.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are increased in numbers of students scoring proficient or distinguished, in the area of math on classroom assessments, KPREP-like Common Assessments, MAP, and on the KPREP state assessment.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success include increased number of students scoring proficient or distinguished in math and a decrease in numbers of students scoring novice on classroom assessments, MAP, and KPREP-like Common Assessments.

4d. Who is the targeted audience for the professional development?

All teachers and paraprofessionals are the targeted audience for the professional development. All teachers in grades K-3 teach mathematics as part of their core instruction. In grades 4th-8th we have math content area teachers, but all teachers may provide math interventions during Royals WIN time.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and teachers will be impacted by this component of professional development as teachers gain new skills to improve their instruction, and students benefit from improved instruction to increase learning and improve academic achievement.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support the professional development include ongoing learning through job embedded learning around the Khan Academy Mappers resource led by SVA teachers (no cost), refresher professional development on ST Math and Do the Math(no cost), district-developed data collection and analysis tools (no cost), Kagan Cooperative Learning Structures professional development (\$12,000 through CCEIS grant), and time during PLCs, Faculty Meetings, and Content Meetings with district consultants for job embedded training.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports include feedback following classroom learning walks by district consultants and building administrators, follow up on the implementation of Khan Academy Mappers for students in grades 2nd-8th, follow up on the implementation of ST Math for grades K-2nd, follow up on the implementation of Do the Math as an intervention, PLCs, Content Meetings, and coaching by district consultants.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments,

classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Review of Common Assessment data monthly in PLCs (principals/teachers), review of math interventions and progress in MTSS meetings, Content Meetings, review of MAP progress data at least 3 times a year, intentional informal walks on math teachers and looking at feedback patterns to determine strengths and areas of growth.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Teachers will focus on best practices and instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers will plan for and implement active student engagement strategies, such as Kagan Cooperative Learning Strategies, Accountable Talk, the use of technology to engage and get products from all students, as well as the use of formative and summative assessments to inform the next steps for students. Classroom teachers and special education teachers will focus on the implementation and refinement of co-teaching in math collaborative classrooms. Teachers will implement formal and informal processes (goal setting, review of MAP/Common Assessment/progress on IEP goals, intervention data) to gather evidence to directly improve the learning of students.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are increased in numbers of students with IEPs scoring proficient or distinguished, as well as a decrease in the number of students with IEPs scoring novice in the area of math on classroom assessments, KPREP-like Common Assessments, MAP, and on the KPREP state assessment.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success include increased number of students with disabilities scoring proficient or distinguished in math and a decrease in numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments, as well as decreased performance gaps between students with disabilities and all students on the MAP and KPREP math assessment.

5d. Who is the targeted audience for the professional development?

All teachers and paraprofessionals are the targeted audience for the professional development. All teachers in grades K-3 teach mathematics as part of their core instruction. In grades 4th-8th we have math content area teachers, but all teachers may provide math interventions during Royals WIN time. Special Education teachers and paraprofessionals will have a particular focus on co-teaching with their regular education teacher.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and teachers will be impacted by this component of professional development as teachers gain new skills to improve their instruction, and students benefit from improved instruction to increase learning and improve academic achievement.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support the professional development include ongoing learning through job embedded learning around the Khan Academy Mappers resource led by SVA teachers (no cost), refresher professional development on ST Math and Do the Math (no cost), district-developed data collection and analysis tools (no cost), Kagan Cooperative Learning Structures professional development (\$12,000 through CCEIS grant), and time during PLCs, Faculty Meetings, and Content Meetings with district consultants for job embedded training. Special education teachers and paraprofessionals will need resources specifically tailored to enhancing co-teaching opportunities in the classroom through support provided by district special education teachers and the Northern Kentucky Cooperative.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports include feedback following classroom learning walks by district consultants and building administrators, follow up on the implementation of Khan Academy Mappers for students in grades 2nd-8th, follow up on the implementation of ST Math for grades K-2nd, follow up on the implementation of Do the Math as an intervention, PLCs, Content Meetings, and coaching by district special education consultants.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Review of Common Assessment data monthly in PLCs (principals/teachers), review of math interventions and progress in MTSS meetings, Content Meetings, review of MAP progress data at least 3 times a year, intentional informal walks on math teachers with co-teaching special education teachers and looking at feedback patterns to determine strengths and areas of growth.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement
Plan_11202020_16:01

2020-2021 Phase Three: Comprehensive School Improvement Plan

Summit View Academy
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Independence, Kentucky, 41051
United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

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, achievement gap, growth, and transition readiness. 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*, *Baldrige*, 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.

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.


. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

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)
 2020-21 SVA CSIP		

Comprehensive School Improvement Plan (CSIP) – Summit View Academy

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, Baldrige, 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: By 2025, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 58.9% to 79.45% in 2025 and for students in grades 6-8 from 60.7% to 80.35% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021, Summit View Academy will increase the combined reading proficiency for students in grades 3-5 from 60.8% in 2019 to 64.7% and for students in grades 6-8 from 66.2% to 69.5% as measured by state assessment data.	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants and principals will observe in classrooms to provide specific feedback on instruction. The Cycle for Quality Instruction will be utilized to provide effective feedback.	

Goal 1: By 2025, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 58.9% to 79.45% in 2025 and for students in grades 6-8 from 60.7% to 80.35% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Follow up observations and support will occur based on feedback.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	The district consultants will meet with content specific teachers to review assessment data, review/revise formative and summative assessments and to discuss specific student needs. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	Teacher lesson plans, PPR Walks, MAP Data, KPREP Data, MTSS, Teacher Data Notebooks Student Involvement Data (Goal 3)	Teachers will implement Social Emotional Learning (SEL) lessons a minimum of 30 minutes weekly to all students. The school counselors have developed a curriculum and timeline for all teachers to follow and implement. Students needing additional support will receive Tier II and/or Tier III instruction based on academic and mental health needs. All staff will be trained and will receive ongoing training on Trauma Informed Care. Strategies to assist in the classroom to assist with students will be shared to assist with reducing physical and mental health needs. The school will identify students not involved in a school related activity	

Goal 1: By 2025, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 58.9% to 79.45% in 2025 and for students in grades 6-8 from 60.7% to 80.35% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				and assist them in finding ways to be connected to the school. The Family Resource Coordinator will assist with students needing additional support and services.	
Objective 2: By 2021, Summit View Academy will increase the combined math proficiency for students in grades 3-5 from 57% in 2019 to 61.3% and for students in grades 6-8 from 55.2% to 57.7% as measured by state assessment data	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA

Goal 1: By 2025, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 58.9% to 79.45% in 2025 and for students in grades 6-8 from 60.7% to 80.35% as measured by the school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants and principals will observe in classrooms to provide specific feedback on instruction. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	\$500
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	Teacher lesson plans, PPR Walks, MAP Data, KPREP Data, MTSS, Teacher Data Notebooks Student Involvement Data (Goal 3)	Teachers will implement Social Emotional Learning (SEL) lessons a minimum of 30 minutes weekly to all students. The school counselors have developed a curriculum and timeline for all teachers to follow and implement. Students needing additional support will receive Tier II and/or Tier III instruction based on academic and mental health needs. All staff will be trained and will receive ongoing training on Trauma Informed Care. Strategies to assist in the classroom to assist with students will be shared to assist with reducing physical and mental health needs. The Family Resource Coordinator will assist with students needing additional support and services. The school will identify students not involved in a school related activity and assist them in finding ways to be connected to the school.	\$500

2: Separate Academic Indicator

Goal 2: By 2025, Summit View Academy will increase proficiency for the Separate Academic Indicator for grades 3-5 from 59.8% in 2019 to 79.9% in 2025 and students in grades 6-8 from 46.5% in 2018 to 73.25% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021, Summit View Academy will increase Science proficiency for students in grade 4 from 35.6% in 2019 to 42% and for students in grade 7 from 31.6% to 38.44% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets and assessment measures.	Quality Assessments	District consultants, principals, and teachers will work together to develop and revise rigorous assessments that are directly aligned to the Next Generation Science Standards. The assessments will be quality controlled by a team to ensure rigor and alignment to standards. Formative assessments given in the classroom will be directly aligned to Next Generation Science Standards.	\$300
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS TCT	The district consultants and principals will meet with content specific teachers in the area of Science to review assessment data, review/revise formative and summative assessments and to discuss specific student needs. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions.	

Goal 2: By 2025, Summit View Academy will increase proficiency for the Separate Academic Indicator for grades 3-5 from 59.8% in 2019 to 79.9% in 2025 and students in grades 6-8 from 46.5% in 2018 to 73.25% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2021, Summit View Academy will increase Social Studies proficiency for students in grade 5 from 76.3% in 2019 to 78.67% and for students in grade 8 from 67.1% to 70.39% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants and principals will observe in classrooms to provide specific feedback on instruction. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	\$500
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS	The district consultants and principals will meet with content specific teachers in the area of Social Studies to review assessment data, review/revise formative and summative assessments and to discuss specific student needs. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions.	NA
Objective 3: By 2021, Summit View Academy will increase On-Demand Writing proficiency for students in grade 5 from 67.5% in 2019 to 70.7% and for students in grade 8 from 41% to 46.9% as measured by state assessment data	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants and principals will observe in classrooms to provide specific feedback on instruction. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	NA

Goal 2: By 2025, Summit View Academy will increase proficiency for the Separate Academic Indicator for grades 3-5 from 59.8% in 2019 to 79.9% in 2025 and students in grades 6-8 from 46.5% in 2018 to 73.25% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure congruency is present between standards, learning targets, and assessment measures.	Summative Assessment Data	District consultants and Writing cluster leaders will design assessments that are given to all students in a scrimmage format. This will occur two times per year. After the assessment is given, all teachers will analyze data, determine next steps, and provide interventions as needed.	\$500
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, resource sharing and collaborative lesson creating, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS	The district consultants and principals will meet with content specific teachers in the area of On-Demand Writing to review assessment data, review/revise formative and summative assessments and to discuss specific student needs. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions.	NA

3: Achievement Gap

Goal 3: By 2025, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 24.5% in 2019 to 62.25% and for students in grades 6-8 from 22.9% in 2019 to 61.45% in 2025 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021, Summit View Academy will increase reading proficiency for students with disabilities for grades 3-5 from 24.5% to 32.05% and for students in grades 6-8 from 29.2% to 36.28% as measured by state assessment data.	KCWP 1: Design and deploy standards	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.	Professional Development Agenda and Sign-in Sheet	Special education teachers will participate in on-going professional learning opportunities around specially designed instruction and co-teaching/collaboration. A special education cohort will be identified in the building to provide additional support in training throughout the year.	\$500
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS IEP Goals & Objectives PBIS/Discipline Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data, including data for students with disabilities. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data. Discipline data will be reviewed to ensure equality between general education students and students with disabilities.	NA

Goal 3: By 2025, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 24.5% in 2019 to 62.25% and for students in grades 6-8 from 22.9% in 2019 to 61.45% in 2025 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants, special education consultants and principals will observe in classrooms to provide specific feedback on instruction. Observations will occur during resource and co-taught classrooms. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	NA
Objective 2: By 2021, Summit View Academy will increase math proficiency for students with disabilities for grades 3-5 from 24.6% to 32.14% and for students in grades 6-8 from 16.6% to 24.94% as measured by state assessment data.	KCWP 1: Design and deploy standards	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.	Professional Development Agenda and Sign-in Sheet	Special education teachers will participate in on-going professional learning opportunities around specially designed instruction and co-teaching/collaboration. A special education cohort will be identified in the building to provide additional support in training throughout the year.	NA

Goal 3: By 2025, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 24.5% in 2019 to 62.25% and for students in grades 6-8 from 22.9% in 2019 to 61.45% in 2025 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS IEP Goals & Objectives PBIS/Discipline Data	Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data, including data for students with disabilities. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data. Discipline data will be reviewed to ensure equality between general education students and students with disabilities.	NA
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Observations District Site Visits	District consultants, special education consultants and principals will observe in classrooms to provide specific feedback on instruction. Observations will occur during resource and co-taught classrooms. The Cycle for Quality Instruction will be utilized to provide effective feedback. Follow up observations and support will occur based on feedback.	NA

4: Growth

Goal 4: By 2025, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 59.24% in Spring 2019 to 76.48%, and for math from 61.3% in Spring 2019 to 78.82%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 59.24% in Spring 2019 to 62.36%.	KCWP 1: Design and deploy standards	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.	Professional Development Agenda and Sign-in Sheet PLC Agenda and Minutes	Teachers will participate in on-going professional learning opportunities around the Cycle for Quality Instruction. Teacher leaders will be identified in the building to provide additional support in training throughout the year. Feedback will be given during informal and formal observations.	NA
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	All teachers will participate in regular goal setting and celebration around assessment data. The goals will be displayed in classrooms and reviewed frequently with staff. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA

Goal 4: By 2025, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 59.24% in Spring 2019 to 76.48%, and for math from 61.3% in Spring 2019 to 78.82%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2021, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for math from 61.3% in Spring 2019 to 66.11%.	KCWP 1: Design and deploy standards	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.	Professional Development Agenda and Sign-in Sheet PLC Agenda and Minutes	Teachers will participate in on-going professional learning opportunities around the Cycle for Quality Instruction. Teacher leaders will be identified in the building to provide additional support in training throughout the year. Feedback will be given during informal and formal observations.	NA
	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Data Formative assessment data Teacher Data Notebooks District MTSS PBIS Data	All teachers will participate in regular goal setting and celebration around assessment data. The goals will be displayed in classrooms and reviewed frequently with staff. Weekly PLC meetings, Professional Learning sessions to analyze school and student specific data. Review of midpoint checks and summative assessments to determine students meeting grade level standards and students needing additional interventions. The district consultants will provide support and assistance with this process. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and to monitor progress monitoring data.	NA

5: Impact Survey

Goal 5: By 2025, Summit View Academy will increase the percentage of teachers feeling that professional learning sessions are valuable from 24% in the Spring of 2020 to 62% in the Spring of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021, Summit View Academy will increase the percentage of teachers feeling professional development sessions are valuable on the Impact Survey from 24% to 31.6% in the Spring of 2021.	KCWP 1: Design and deploy standards	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.	Professional Development Committee Agendas and Sign-in Sheets	Teachers will participate in a committee to determine which professional learning opportunities will be offered for the following school year. They will survey staff and develop a plan to recommend to the SBDM council and principal for approval. Professional development sessions will be differentiated for various teams and/or content areas.	NA
	KCWP 1: Design and deploy standards	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.	Professional Development Agenda and Sign-in Sheet Reflection data	After each professional learning session, teachers will complete a survey to provide specific feedback to the quality of the professional development session. The teacher will state how the session relates to their specific classroom and if the session was valuable or not. Future professional development sessions may be changed/adapted based on the feedback.	NA



2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

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2020-21 Phase Three: Executive Summary for Schools

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

Summit View Academy is a unique school in the Kenton County School District. In the Summer of 2015, both Summit View Elementary and Summit View Middle School were merged and Summit View Academy was formed. The school is the only P-8 school in the district. Summit View Academy is located on a large campus in the heart of Independence, Kentucky. Independence is a rapidly growing suburban/residential community supported by a working partnership of students, educators, families, and community dedicated to providing quality education opportunities for students. Summit View Academy services students in grades preschool through eighth grade. The student body is made up of about 1500 students with diverse cultures. 46% of the students qualify for free/reduced lunch and currently about 12% are minority. The school has 150 staff members, including 100 certified staff members, 3 certified counselors, 1 school psychologist, 4 assistant principals, and 1 principal.

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

Summit View Academy is the only P-8 school in Kenton County. The school is unique because it focuses on STEAM not only in enrichment classes but also in general education classes. The staff works with parents, teachers, and students on ways to incorporate STEAM into instruction. The mission at Summit View Academy is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready. Summit View Academy's school goals focus on becoming a Five Star school, increasing Reading and Math MAP scores, increasing KPREP scores in all content areas, improving attendance rates, and increasing the number of students participating in extra-curricular activities beyond the school day. The school has identified the ROYAL Habits that align to the school's mission and beliefs. The ROYAL Habits are the character traits that we are developing in all students, as they work to become ROYAL: Resilient Leader, Open Communicator, Creative VisionarY, Active Learner, Lifelong Innovator. These ROYAL Habits have been communicated to parents, students and the community as a part of the school's mission and culture. Characteristics of these habits are displayed in the murals throughout the school so that the students are constantly exposed to

them. All students have experienced a series of lessons around the murals and each individual habit. Throughout the school year, we focus on a single ROYAL Habit through motivational quotes, activities, and recognizing students exhibiting habit. The PBIS expectations have become a huge part of the school culture. The expectations at Summit View Academy is that students follow the STAR (Safe, Think, Attitude, Responsibility) Expectations to lead to student success. The expectations are taught explicitly to all students at the beginning of the school year. The behaviors are reinforced positively and students are recognized frequently. The STAR expectations are re-taught after extended breaks. The PBIS committee meets to review expectations and to develop plans for additional areas.

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

Summit View Academy is the only P-8 school in the Kenton County School District. The assessment scores are reported separately (Grades 3-5 and grades 6-8) even though we are one school. Students did not take the KPREP assessment in the Spring of 2020 because of the Pandemic. During the 2019 KPREP assessment, the Writing and Social Studies were the top in the district and above the state average. The Writing and Social Studies scores were top in the district and above the state average. Grades 6-8 had an overall score of 59.1 which fell in the "high" category and was the highest in the district. The school receives state funding from the Read to Achieve grant that is utilized with grades P-3 students that are not on grade level. The students not on grade level receive a research based intervention. The school also receives Title I funding to help support students that are not achieving grade level standards. The preschool program received a 5 Star Rating in the Kentucky All STARS Tiered Quality Rating and Improvement System. We are fortunate enough to have received a New Teacher Support grants and several grants to support STEAM at Summit View. The grants have allowed the school to offer Girls Rocket Camp, Bike Club, Wellness Activities, and Project Lead the Way for many of our students. Areas of Improvement include utilizing the Whatever I Need (WIN)/Response to Intervention block to not only provide interventions to students below grade level but also to offer challenging enrichment opportunities to students. Achieving proficiency for students with disabilities continues to be in area of growth. The students with disabilities are showing limited growth on state assessments. The school leadership team and staff will utilize the district Multi-Tiered System of Supports (MTSS) pyramid to provide support to students. The MTSS team analyzes interventions that are in place to ensure that Tier I instruction is rigorous, aligned to state standards and engaging. We use district consultants to assist in classroom observations and providing feedback, as well as analyzing assessment data with

teachers. The school team needs to ensure that all students are being challenged through rigorous, Tier I instruction in the classroom. The school will continue to work on the creation of formative assessment to be utilized between common assessments. Teachers are analyzing data and making informed decision about next steps with students on a regular basis. Administrators are frequently providing feedback during informal and formal observations. The feedback is directly tied to the Cycle for Quality Instruction. As a staff, we are triangulating assessment data to determine what factors are causing the students to not make growth in reading and math.

. **CSI/TSI Schools (including ATSI) 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

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

Summit View Academy strives to provide a safe and nurturing learning environment for students at all grade levels. All safety procedures are reviewed with students and staff annually and multiple practice opportunities are conducted during the school year. All administrators are certified in the safety training called ALICE, which is an emergency lockdown system used throughout the Kenton County School District. All staff and students are training following ALICE procedures and the procedures are reinforced throughout the school year. All classroom doors are locked during the school day. Communication is a priority with our staff and families. The school utilizes an electronic newsletter to send home to parents weekly. Teachers send home grade level/teacher specific newsletters at least two times per month. The school and many of the teachers use Remind and/or Bright Arrow for text messaging. This allows for two way communication with parents. The school also has a webpage, Facebook page, and uses Twitter to keep families and the community informed of important dates, events and extra-curricular programs.

Generated on 12/11/2020

Summit View Academy

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11202020_16:03

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051
United States of America

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II. Achievement Gap Analysis	5
III. Planning the Work	9
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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 Achievement Gap spreadsheet attached.

II. Achievement Gap Analysis

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

Summit View Academy's school mission is to provide rigorous, engaging opportunities that allow students to develop the ROYAL Habits and become college and/or career ready. Supports are provided to meet the needs of all students, including those students who are in the gap population. The Multi-Tiered System of Support (MTSS) is in place to support academic, behavior, and emotional needs. Within the MTSS, tiered interventions are provided to meet the needs of students. MTSS meetings are held with teachers, administrators, counselors, school psychologist, and/or other stakeholders to discuss specific needs for students and plan next steps for intervention and support. A mentoring program is in place for students who are in need of a positive adult role model and someone to help motivate, encourage, and support them. Social Emotional Learning (SEL) instruction is provided to all students a minimum of 30 minutes per week. The SEL curriculum includes topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Monthly recognitions and assemblies are held to celebrate student progress in ST Math, iRead, and other successes in the classroom. Through the Failure Is Not An Option policy, students are not allowed to accept failure and are given the opportunity to turn in missing assignments and correct assignments to reach mastery of content. Academic support and after school tutoring is offered to students to help them master content. Saturday School and Summer School are in place for students who need additional support and/or have failed classes.

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

Over the past two academic years, as a school we have not met our gap goals, however we have made positive progress in improving our gap scores in all content areas.

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.

In the area of Math for grades 6-8, students with disabilities increased the amount of Proficient/Distinguished to 29.2% (+10.6). This has had a steady increase over the

past two years. In the area of Math, students with disabilities increased the amount of Proficient/Distinguished to 16.6% (+9.7%) for grades 3-5 and 24.6 (+7) for grades 6-8. Math has been an area of focus and we have seen increases with all students, including the gap students identified. In the area of Reading, all grade levels assessed were above the state average; Grades 3-5: 9.6% and grades 6-8: 2.4% above. **This data is based on our most recent KPREP test taken in May 2019.

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.

In the area of Reading, students with disabilities decreased the amount of Proficient/Distinguished from 28.1% to 24.5%. Students with disabilities struggle to achieve Proficiency. The content gets more difficult and the gap is widening. In the area of Math, students with disabilities are below the state average: Grades 3-5 are 3% below the state average and grades 6-8 are 1.6 below the state average. As a school we are showing improvement in Math, as we still continue to be below the state average. Grades 6-8 was designated a 4 star school but lost one of the stars because of students with disabilities not reaching proficiency. **This data is based on our most recent KPREP test taken in May 2019.

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

There are several conditions that hinder closing the achievement gap, however, at Summit View Academy we work tirelessly to support all of our students daily. Given the current pandemic conditions of this school year, just connecting and developing relationships with students online and part time has been challenging. The transient population at SVA has increased, which has made identification of students needing specific interventions more difficult to immediately assess and service student needs. Another area that has prevented our school from closing the achievement gap is finding adequate instructional time for students in the gap population to receive Tier I, Tier II, and Tier III instruction while protecting time for other content areas. Students who need additional support in multiple content areas and mental health have a difficult time fitting all the instructional support into their schedule. Students often miss enrichment activities to accommodate for the additional time needed.

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.

Summit View Academy has the Multi-Tiered System of Support (MTSS) plan in place that includes all tiers of instruction and timely monitoring of achievement. The MTSS provides information for quality Tier I instruction for academics, behavior, and mental health along with supports for students needing interventions. All students needing support are documented and progress is monitored through this support system. The MTSS team meets weekly to review students in need as well as student progress monitoring data. During weekly PLC meetings, faculty meetings, and professional developments sessions student data is reviewed regularly. Teachers, administrators, counselors, and district academic consultants analyze student data to make instructional decisions. Each teacher maintains a Data Notebook on the Google Drive where midpoint, formative, and summative assessment data is kept. Data is analyzed as a team and instruction is planned and adjusted accordingly based on student performance. Differentiation of instruction, flashbacks, and interventions for students are planned based on this data. Academic consultants plan instruction with teachers to provide support and feedback through classroom instructional walks. Teachers, interventionists, instructional assistants, and Read to Achieve (RTA) teacher provide targeted small group instruction to students.

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.)

Summit View's Professional Development Plan was approved by the District in May of 2020. As part of the schools PD Plan, all teachers participated in the Kagan Win-Win Discipline for all Staff during the summer (6 hours). This innovative and active PD compelled teachers to reach students who are unmotivated and often challenging with their discipline, these types of students are often part of our achievement gap. The strategies covered in this workshop directly correlated with the MTSS support plan for academics, behavior, and mental health. The second six hours for our teachers came from Content/Job Specific training based on curriculum needs. Teachers were given the opportunity to work with district consultants over the summer and during PGA trainings to enhance the

development of lessons based on data. Our third professional development component to support our gap populations came from the Make it Plan Diversity Training, this training will occur over a six month period and will encourage staff members to focus on their own biases to develop a more open-minded approach to support all students in our building. The final component of our professional development will help teachers with differentiated professional learning based on area of need and professional growth plan. Ongoing professional development occurs through weekly PLC meetings with each grade level team. Each individual teacher has a Data Notebook where classroom data for all students is stored. Students in the Gap population are identified. Data includes midpoint, summative assessment data, data analyzer questions/reflections, MAP data, DIBELS data, and other classroom level data. This data is analyzed with teachers, developing next steps for Tier I, Tier II, and Tier III instruction and interventions. Tier II and Tier III interventions are implemented through small group targeted instruction during Response to Intervention. Summit View's Extended School Year was approved in 2020. Extended School Year services include a Summer Learning Program, Me and My School for incoming kindergarten students. In addition to ongoing data analysis, teachers receive professional development on the MTSS. Professional development around Tier I instruction occurs during PLC meetings and after school sessions during monthly faculty meetings. If students receive effective instruction in Tier I then the amount of students need Tier II and Tier III will decrease. Staff will also receive instruction on effective Tier II and Tier III instruction in reading and math. The MTSS will be utilized to improve student achievement in all content areas. The district is provided specific professional learning opportunities over the summer for special designed instruction and co-teaching/collaboration for special education. The professional learning sessions will continue throughout the school year to provide additional strategies and resources for teachers.

III. Planning the Work

. 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).

By 2025, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 24.5% from 2019 to 62.25% for students in grades 6-8 from 22.9% in 2019 to 61.45% in 2025 as measured by the school report card. Objective 1: By 2021, Summit View Academy will increase the reading proficiency for students with disabilities for grades 3-5 from 24.5% to 32.05% and for students in grades 6-8 from 29.2% to 36.28% as measured by state assessment data - KCWP 1: Design and deploy standards
Objective 2: By 2021, Summit View Academy will increase math proficiency for students with disabilities for grades 3-5 from 24.6 % to 32.14% and for students in grades 6-8 from 16.6% to 24.94% as measured by state assessment data.



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.

See SVA Measurable Gap spreadsheet attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-21 Achievement Gap Identification	Achievement Gap Identification	•
 2020-21 SVA Measurable Gap Goal	SVA Measurable Gap Goal	•

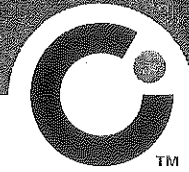
Summit View Academy- Grades 3-5

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch: 113/343	32.94%
Disability: 41/343	11.95%
Hispanic/Latino: 15/343	4.40%
American Indian/Alaska Native: 0/343	0%
African American: 10/343	2.90%
Native Hawaiian: 0/343	0%
Asian: 1/343	0.29%
Two or More Races: 21/343	6.10%

Summit View Academy- Grades 6-8

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch: 323/744	43.40%
Disability: 95/744	12.77%
Hispanic/Latino: 40/744	5.40%
American Indian/Alaska Native: 1/744	0.13%
African American: 19/744	2.60%
Native Hawaiian: 0/744	0%
Two or More Races: 55/744	7.39%

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2020-21 Phase One: Continuous Improvement Diagnostic for
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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Turkey Foot Middle School
Holly Spritzky
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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2020-21 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 2020-21 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
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

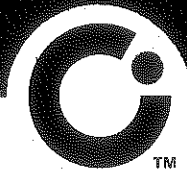
- Progress Monitoring

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.

Turkey Foot Middle School

Holly Spritzky 9/24/2020



2020-21 Phase Two: The Needs Assessment for
Schools_10072020_13:41

2020-21 Phase Two: The Needs Assessment for Schools

Turkey Foot Middle School
Holly Spritzky
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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2020-21 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

At each SBDM council meeting we have made a commitment to review data to make sure we are making a positive impact with the climate and culture of our school. This data reviewed includes: attendance, office discipline referrals, suspensions, number of turkey token redeemed, number of students who are on the honor roll, number of students who are not currently passing each class, MAP results, number of students receiving school based therapy, number of students receiving Tier 2 and Tier 3 Supports, number of suicide risk assessments. Each meeting we look at the discipline data and include any of the other most recent data pieces. The agendas and minutes are kept and posted routinely. The administration at TFMS has created a team structure for the 2020-2021 school year. This structure has created the potential for teachers to become advocates of our students and build future educational leaders. The team leaders meet weekly to discuss progress of individual students. School counselors or administrators are also involved in the team meetings. This allows them to be aware of students of concern and gather any potential anecdotal data that could be relevant. The administrative team meets with the team leads monthly. During these meetings we discuss data. For an example, we shared Impact Survey data with the team leaders so that we can gain valuable input for rolling out the data to the staff. We also looked at grade level proficiency on the MAP test. We used this data to help develop school goals and areas of focus. The data we routinely review in team meetings include ODR, grades, attendance, MTSS referrals and participation. Each week there is an administrative meeting. This meeting includes administration, counselors, FRYSC, SRO, social worker, and the behavior coach. . Notes are taking and saved by the principal. Some examples of topics and data review weekly include: behavior, immunizations, MTSS referrals and progress checks, instructional walks, special education parent request, PLC planning, attendance/participation, faculty meeting plans, social emotional lessons, terrace metrics, grades and safety assessments We also have weekly PLC meetings. During these meetings we have a theme that we follow. These meeting include the regular education and special education teachers for a team of students. The rotational topics include: MTSS data, special education data, SEL and assessment and instruction Week 1: Instruction and Assessment Week 2: Behavior and Social Emotional Learning Week 3: Special Education Data Review Week 4: MTSS Student Review There are also content teachers meetings.

They meet at minimum monthly to discuss common assessment results and use the information to drive instruction.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

If you look at the data below you can see that TFMS has remained consistent around all settings. Data Academic Data 67.64% of students are proficient on 2020 Winter Map in Reading 70.47% of 6th graders 58.65% of 7th graders 69.82% of 8th graders 57.22% of students were proficient on the 2020 Map in Math 57.66% of 6th graders 49.87% of 7th graders 64.88% of 8th graders 18.60 % of students with IEP's are proficient in the 2020 Winter Map in Reading 23.76 % of students with IEP's are proficient on 2019 Fall Map in Reading 21.51 % of students with IEP's are proficient in the 2018 Map in Reading 8.14 % of students with IEP's are proficient in the 2020 Winter Map in Math 16% of students with IEP's are proficient on 2019 Fall Map in Math 9.68% of students with IEP's were proficient in the 2018 Map in Math 62.1% of students were proficient in Reading on the 2018-19 K-Prep 67.6% of students were proficient in Reading on the 2017-2018 K-Prep 52.1% of students were proficient in Math on the 2018-2019 K-Prep 56.6% of students were proficient in Math on the 2017-2018 K-Prep 35.6% of students were proficient in Writing on the 2018-2019 K-Prep 56.6% of students were proficient in Writing on the 2017-2018 K-Prep 68.7% of students were proficient in Social Studies on the 2018-2019 K-Prep 73.1% of students were proficient in Social Studies on the 2017-2019 K-Prep 28.9% of students were proficient in Science on the 2018-2019 K-Prep 33.8% of students

were proficient in Science on the 2017-2018 K-prep Non-Academic Data 2019-2020 Attendance 95.80% 2018-2019 Attendance 96.14% 2017-2018 Attendance 96.04% 2019-2020 Chronic Absenteeism 9.22% 2018-2019 Chronic Absenteeism 7.93% 2017-2019 Chronic Absenteeism 8.95% 2020-2021 Open Enrollment: 39 Tuition 20 2019-2020 2018-2019 Open Enrollment 42 2018-2019 Tuition 46 2019-2020 Total Number of Office Discipline Referrals 467, 57 resulting in out of school suspension 2019-2020 Total Number of Office Referrals involving Special Education Students 119, 23 resulting in out of school suspension 2018-2019 Total Number of Office Discipline Referrals 739, 187 resulting in out of school suspension 2018-2019 Total Number of Office Referrals involving Special Education Students 114, 47 resulting in out of school suspension

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

Based on the 2020 Winter MAP there continues to be a concern with our students with disabilities in mathematics. Only 9.38% of the students were proficient and only 42.57% showed growth.

Trends

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

The school climate continues to be an area of concern. Our current average based on the 2020 Impact Kentucky Working Conditions Survey we scored a 45%. This is below both the state and district average. Although this data point is a new measure, it was an area of weakness when looking at survey data of teachers and parents previously.

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

There are three main Key Core Work Processes we will implement at Turkey Foot Middle School in order to improve student achievement. 1. Establishing Learning Culture and Environment: We will continue to improve our PBIS, SEL and Adult Advocacy programs this year. 2. Design and Deliver Instruction Admin is using the data from PPR walks to provide feedback and determine PLC topics in order to improve instruction. 3. Review, Analyze and Apply Data: PLC's and Admin meetings have a skeleton agenda that includes opportunities to discuss a variety of data and that can be analyzed for school improvement. The data analysis will include using common assessment scores to measure individual student progress towards standards.

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%.

Overall proficiency continues to be a strength for Turkey Foot Middle School. This can be seen in the three year trend of Winter MAP proficiency. Reading 17-18 68% 18-19 67% 19-20 66.17% Math 17-18 58.5% 18-19 56% 19-20 57.22% 62.1% of students were proficient in Reading on the 2018-19 K-Prep 67.6% of students were proficient in Reading on the 2017-2018 K-Prep 52.1% of students were proficient in Math on the 2018-2019 K-Prep 56.6% of students were proficient in Math on the 2017-2018 K-Prep

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_10072020_14:25

2020-21 Phase Two: School Assurances

Turkey Foot Middle School
Holly Spritzky
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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Turkey Foot Middle School

Title I Schoolwide Programs

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☐ Yes

☐ No

● N/A

COMMENTS

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

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. 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

COMMENTS

11. 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

COMMENTS

12. 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

COMMENTS

13. 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

COMMENTS

14. 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

COMMENTS

15. 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

COMMENTS

16. 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

COMMENTS

17. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. 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

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10072020_15:23

2020-21 Phase Two: School Safety Report

Turkey Foot Middle School
Holly Spritzky
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United States of America

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2020-21 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

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 2020

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 18th

7. During the first 30 instructional days of the current 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.

No. We are currently in the first 30 days of instruction with students in the building. All of the necessary drills will be conducted and are scheduled for each group of students.

8. During the month of January during the prior 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)
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2020-21 Phase Three: Professional Development Plan for Schools_11052020_08:17

2020-21 Phase Three: Professional Development Plan for Schools

Turkey Foot Middle School
Holly Spritzky
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Turkey Foot Middle School recognizes that the years of early adolescence are pivotal and abundant with individual potential and opportunity. It is our desire to care for the students personally, listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future. Our mission is to ensure that every student is prepared for the 21st Century Economy.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for

professional development that support continuous improvement?

By 2021, Turkey Foot Middle School will increase the reading proficiency for all students from 62.08% in 2019 to 65.87% in 2021 as measured by the percent of P/D on the KPREP data. By 2021, Turkey Foot Middle School will increase math proficiency for all students from 52.06% in 2019 to 56.85% in 2021 as measured by the percent of P/D on the KPREP data.

3. How do the identified **top two priorities** of professional development relate to school goals?

At Turkey Foot Middle School, stakeholders are addressing the need to increase the achievement in both reading and math for all students.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

We will continue to strengthen our work around Teacher Collective Efficacy. Regardless of any training's that can be shared with our staff, with out the belief that our staff can improve student achievement it will be null and void. Through the collective efforts of our staff we have determined our next steps to be centered around mastery goal setting for our students. This goal was determined collectively by our team leads. One contextual factor of building collective efficacy is empowering teachers the other is giving teachers a voice in matters related to school improvement.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are an increase in student academic outcomes. It is also a common belief with all stakeholders that collective they have the biggest impact over student achievement. As we continue to empower teachers collectively any thing is possible. With the focus on mastery goals we can better engage in conversation around common assessments. We will create a protocol that will enable teachers to discuss data that supports instructional changes based on the standards that students have mastered and what they have not mastered.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success can be measured by IEP monitoring data, common assessment proficiency results, proficiency on MAP, grades displaying mastery of content and the KPREP assessment.

4d. Who is the targeted audience for the professional development?

All teachers and instructional assistants are the targeted audience for the professional development.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Administrators, teachers and students are impacted by the professional development. Students will benefit from rigorous instruction, based on reflective practices from teacher, which in turn will result in improved student achievement. The administration team needs to make a focus in improving the 5 contextual factors that improve collective efficacy. We will look at data from the collective efficacy survey to determine which of the 5 areas to address. Those areas include 1. empowering teachers, embedded reflective practices, cohesive teacher knowledge, goal consensus and supportive leadership. Without supportive leadership the other areas cannot reach their maximum potential.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

In district training Northern Kentucky Cooperative for Educational Services Data Dashboard Jenni Donohoo Center for Collective Efficacy Staff Meetings District Level Content

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

On going supports including Collective efficacy training, mastery goal setting, PPR coaching feedback from learning walks, Special Ed PLC's, MTSS PLC's, Assessment and Instruction PLC's and faculty meetings.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

a. Special Education IEP monitoring goals (Individual teams of regular ed and special education teachers, admin) b. Common Assessment data review to include proficiency and question analysis (Grade Level Content teachers) c. Review of MAP data including longitudinal data (Teachers and Admin) d. MTSS student data checks (MTSS team to include but not limited to admin, counselors, social worker, FYSC, behavior coach and social worker) e.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Our second priority need for professional development is engagement strategies. When students are engaged, they pay attention, are motivated and learn more. The best teachers are able to engage the most students. Our priority is to provide professional development around strategies that require all students to participate. Our goal will be to increase the practical tools needed so that high levels of achievement can occur daily.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are an increase in student academic outcomes for all students.. As students are actively engaged they are able to master standards more so than if they are not actively engaged.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Common assessment proficiency results, proficiency on MAP, grades displaying mastery of content and the KPrep assessment.

5d. Who is the targeted audience for the professional development?

All teachers and instructional assistants are the targeted audience for the professional development.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Both teachers and students are impacted by the professional development. Students will benefit from rigorous instruction, which in turn will result in improved

student achievement. The professional development will allow teachers to improve best practices for student engagement.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Cooperative Extension Data Dashboard Kagan Strategies Staff Meetings District Level Content

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

On going supports including Collective efficacy training, engagement strategies, mastery goal setting, PPR coaching feedback from learning walks, Special Ed PLC's, MTSS PLC's, Assessment and Instruction PLC's and faculty meetings.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

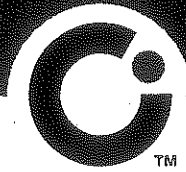
A. Common Assessment data review to include proficiency and question analysis (Grade Level Content teachers) B. Review of MAP data including longitudinal data (Teachers and Admin) C. MTSS student data checks (MTSS team to include but not limited to admin, counselors, social worker, FYSC, behavior coach and social worker)

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement Plan_11052020_08:14

2020-2021 Phase Three: Comprehensive School Improvement Plan

Turkey Foot Middle School
Holly Spritzky
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

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, achievement gap, growth, and transition readiness. 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*, *Baldrige*, 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.

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.

. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 TFMS CSIP		.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on prioritizing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates 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, graduation rate, and transition readiness. Long-term targets should be informed by data.

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. 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*, 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 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 data.

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.

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma</i>, <i>Shipley</i>, <i>Baldrige</i>, etc.).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include time responsible individuals. Progress monitoring that plans are being implemented and an opportunity to determine whether the plan is working.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): *By 2024, Turkey Foot Middle School will increase the combined reading and math proficiency on KPREP for all students to 78.05% in 2024*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By 2021, Turkey Foot Middle School will increase the reading proficiency for all students from 62.08% in 2019 to 65.87% in 2021 as measured by the percent of P/D on the KPREP data.	<u>KCWP 4: Review, Analyze and Apply Data</u>	Use protocol for monitoring/documentation of tiered intervention movement for student, continued support and development of all teachers around the Quality Cycle of Instruction, continue refinement of Common Assessment PLC's	MAP Data, common Assessment Data, K Prep Data	Common Assessment PLC, PPR walk data, Progress checks for students in the MTSS pyramid every 8-10 weeks
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, common Assessment Data, K Prep Data	monthly school level assessment analysis, Progress checks for students in the MTSS pyramid every 8-10 weeks
	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Implementation of student participation in conducting student-led data conferences and goal setting	MAP Data, common Assessment Data, K Prep Data	PLC agenda's to determine expectations and best practices, Goal setting for PLC, other assessments with common teachers and students
		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.	MAP Data, common Assessment Data, K Prep Data	Common Assessment PLC note
Objective 2 By 2021, Turkey Foot Middle School will increase math proficiency for all students from 52.06% in 2019 to 56.85% in 2021 as	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Plan for and implement active student engagement through implementation of the Quality Cycle of Instruction and professional development around Kagan strategies	MAP Data, common Assessment Data, K Prep Data, Office discipline referral analysis,	Increase in student engagement measured by Office Discipline Referrals, Analysis of PLC feedback to determine PLC focus, Instructional Assessment PLC agenda

Goal 1 (State your proficiency goal.): *By 2024, Turkey Foot Middle School will increase the combined reading and math proficiency on KPREP for all students to 78.05% in 2024*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
measured by the percent of P/D on the KPREP data.	<u>KCWP 4: Review, Analyze and Apply Data</u>	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. continued support and development of all teachers around the Quality Cycle of Instruction, continue refinement of Common Assessment PLC's	MAP Data, common Assessment Data, K Prep Data	In following with the MTSS process, administration will work with R-180 intervention team to monitor individual students and continue review of R180
		Use protocol for monitoring/documentation of tiered intervention movement for student, continued support and development of all teachers around the Quality Cycle of Instruction, continue refinement of Common Assessment PLC's	MAP Data, common Assessment Data, K Prep Data	monthly school level analysis of students in the MTSS pyramid,
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, common Assessment Data, K Prep Data	monthly school level analysis, Progress check in the MTSS pyramid and
		Implementation of student participation in conducting student-led data conferences and goal setting	MAP Data, common Assessment Data, K Prep Data	PLC agenda's to determine expectations and best practices setting procedure
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource	MAP Data, common Assessment Data, K Prep Data	After school content are determine mastery of standards instructional changes need learning forward

Goal 1 (State your proficiency goal.): *By 2024, Turkey Foot Middle School will increase the combined reading and math proficiency on KPREP for all students to 78.05% in 2024*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		sharing and collaborative lesson creation, and analysis of data.		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): *By 2024, Turkey Foot Middle School will increase the proficiency on demand writing score, social studies score, and science score from 35.63% in 2019 to 72.2% in 2024 as measured by KPREP.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By 2021, TFMS will increase the on demand writing scores from 35.63% in 2019 to 42.06% on KPREP	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Revisit building wide writing continuum to insure the writing expectations (TECC) are clear, Provide professional development for teachers that includes best instructional practices in reading and writing, Model instructional best practices in the area of reading and writing during monthly PLC's, Building wide writing calibration with all staff 2-3 times a year in order to determine criteria for proficient writing pieces,	MAP Data, common Assessment Data, K Prep Data	Writing samples and age appropriate writing posted in Turkey Foot Writing Continuum.
Objective 2 By 2021, TFMS will increase the 7th grade science score from 28.86% in 2019 to 36.17% in 2021.	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Develop and deploy a Common Assessment PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	common Assessment Data, K Prep Data	Science Common Assessment Agendas, lesson plans, PLC agendas, grades
Objective 3 By 2021, TFMS will increase the 8th grade social studies scores from 68.68% in 2019 to 71.81% in 2021.	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Develop and deploy a Common Assessment PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and	common Assessment Data, K Prep Data	Social Studies, Common Assessment PLC agendas, lesson plans, PLC agendas, grades

Goal 2 (State your separate academic indicator goal.): *By 2024, Turkey Foot Middle School will increase the proficiency on demand writing score, social studies, and science from 68.2% in 2019 to 72.2% in 2024 as measured by KPREP.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		collaborative lesson creation, and analysis of data		

3: Achievement Gap

Goal 3 (State your achievement gap goal.): *By 2025, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 58.4% in 2019, to 52.56%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By 2021, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 58.4% in 2019, to 52.56%	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Teachers will be following disability students' progress on the standards using a universal google document to track proficiency on standards, Monthly Special Education meetings to go over IEP progress goals with a team of teachers	MAP Data, common Assessment Data, K Prep Data	review of discipline data, behavior incident reports, discipline referrals, Special Education PLC agendas, Student data, analyze data from PPR, focus on collaborative work in class
		Monthly compliance binder checks to ensure students are receiving necessary services and IEP are based on student need.	MAP Data, common Assessment Data, K Prep Data	Compliance review data, Special Education PLC agendas, monitoring data
Objective 2				

4: Growth

Goal 4 (State your growth goal.): *By 2024, Turkey Foot Middle School will increase the percentage of students showing growth in MAP for reading from 49.05% in the Spring of 2019 to 52% in the Spring of 2021*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By 2021 TFMS will increase the percentage of students showing growth in reading MAP from 47.48% in Spring of 2019 to 50% in Spring of 2021	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Conduct Monthly PPR walks and continue to provide professional development to ensure quality instruction for all students.	MAP Data, common Assessment Data, K Prep Data	Increase in student engagement measured by Office Dis Referrals, Analysis of P feedback, Agendas from and Instruction PLC.
		Implement the MTSS process/protocol using the district data dashboard and tools	MAP Data, common Assessment Data, K Prep Data	Progress checks of student every 8-10, MTSS PLC
		Develop and deploy a Common Assessment PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	MAP Data, common Assessment Data, K Prep Data	Agendas from Common PLC's, student proficiency
Objective 2 By 2021 TFMS will increase the percentage of students showing growth in math MAP from 49% in Spring of 2019 to 52% in spring of 2021	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Develop and deploy a Common Assessment PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	MAP Data, common Assessment Data, K Prep Data	Agendas from Common PLC's, student proficiency
		Implement the MTSS process/protocol using the district data dashboard and tools	MAP Data, common Assessment Data, K Prep Data	Progress checks of student every 8-10, MTSS PLC
		Conduct Monthly PPR walks and continue to provide professional	MAP Data, common Assessment Data, K Prep Data	Increase in student engagement measured by Office Dis Referrals, Analysis of P

Goal 4 (State your growth goal.): *By 2024, Turkey Foot Middle School will increase the percentage of students showing growth in MAP for reading from 49.05% in the Spring of 2019 to 52% in the Spring of 2021*

Objective	Strategy	Activities	Measure of Success	Progress Mon
		development to ensure quality instruction for all students.		feedback, Agendas from and Instruction PLC.

5: Transition Readiness

Goal 5 (State your transition readiness goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monit
Objective 1				
Objective 2				

6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1				
Objective 2				

7: Other (Optional)

Goal 7 (State your separate goal.): On the 2019 Impact Kentucky survey 42% of teacher felt that school leaders communicate important information to teachers. We hope that by 2021, 51.6% of our faculty will believe that school administrators will effectively communicate important information to our teachers.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By 2021, 51.6% of our faculty believe that the school administrators effectively communicate important information to our teachers.	KCWP 5: Design, Align and Deliver Support	Weekly and as needed newsletters to staff, Google meets to discuss important topics that need to be conveyed orally.	impact survey results	Collective efficacy survey, forms requesting feedback, communication, Special MTSS PLC's, weekly meetings, virtual meetings, monthly meetings, common assessment, faculty meeting agendas
Objective 2				

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, must consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in the performance of underperforming subgroups?

Response:

Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified, and how identified resource inequities will be addressed.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). Will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge.

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the school audit. The CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance as identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround efforts, and (3) a plan to address resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (KDE, 2015). The aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is required for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence research and interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of the school's findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Evidence under ESSA" resource available on KDE's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional evidence.

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge.



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2020-21 Phase Three: Executive Summary for Schools

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2020-21 Phase Three: Executive Summary for Schools

. 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?

Turkey Foot Middle School is a suburban public school in the Northern Kentucky Region located in the city of Edgewood, Kentucky. The school was originally built in 1962 and in 2010, a new Turkey Foot Middle School was constructed. It is a state of the art "Green School" and on of the most energy efficient schools in the country. The school is located 10 minutes south of Cincinnati, Ohio. Turkey Foot Middle School serves the communities of Edgewood, Ft. Wright, Villa Hills, Crescent Springs, Park Hills and parts of Erlanger, Elsmere and Covington. We currently have nearly 1100 students in grades 6-8. Turkey Foot Middle School has a higher population of EL students. Currently we have 44 students who are in the program and receive services. We have slowly seen an increase in our percentage of economically disadvantaged students. We ware currently at 42% free and reduced lunch.

. 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.

Turkey Foot Middle School recognizes that the years of early adolescence are pivotal and abundant with individual potential and opportunity. It is our desire to care for the students personally, listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future. Our mission is to ensure that every student is prepared for the 21st Century Economy. In order to support of our students we provide school based counseling for students and families. For the 2020-2021 school year we continue to have a social worker and behavior coach to improve our social and emotional learning services. We have a rigorous curriculum that is shared with the students from a caring energetic staff. We also have class for high school credit available to our student in 8th grade. They have the opportunity to take both Spanish 1, Algebra, and Geometry for high school credit. This opportunity gives our students flexibility to explore many interest as the student move on to high school. Each year our students have the opportunity to show their talents through the arts. Some of the activities include, band concerts, chorus concerts, plays. Every year we have Conbrio. This event starts with an art show and ends with a musical performance from our students. Our band and chorus students routinely received high ratings from KMEA.

. 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.

Turkey Foot had several notable achievements and recognitions over the past few years. In 2018-2019 we were recognized as a Three Star School and we have maintained at least a Proficient rating since the advent of the current state testing. In 2016-2017 we were recognized as a Distinguished School and have maintained at least a Proficient rating since the advent of the current state testing system. In 2017-2018 Turkey Foot was identified as a TSI school in the area of disability. We are working to increase proficiency in reading and math with our GAP students through quality instruction, data analysis, targeted interventions, IEP development, progress monitoring and teacher training and support. Turkey Foot has been recognized as an energy efficient school through Energy Star. Turkey Foot have been Governor's Cup District Champions 28 of the last 32 years. Turkey Foot Middle school were the Regional Academic Team Champions for the 19-20 school year.

. **CSI/TSI Schools (including ATSI) 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

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

We have a strong faculty that is dedicated to our students. We also had teachers recognized for their personal achievement in the education field. We currently have two National Board Certified Teachers on staff. Our Spanish teacher was recognized as a GoTeachKy ambassador. Mrs. Jana Bromley, recently received a Kentucky Colonel Award from the governor. She was nominated by a parent based on her dedication to students and the profession.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11052020_08:16

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Turkey Foot Middle School
Holly Spritzky
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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II. Achievement Gap Analysis	5
III. Planning the Work	7
Attachment Summary	8

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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 attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Turkey Foot Middle School has an enrollment of 1121 students. We have a diverse population that makes up approximately 20% of our population.

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

Kprep data shows negligible differences between male and female in the area of proficiency in math and reading.

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.

Reading: African American, Hispanic, Asian, American Indian, Two or more races, EL and Free/Reduced Math: African American, Hispanic, Asian, American Indian, Two or more races, EL and Free/Reduced There groups consistently score above the state average in both content areas.

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.

Reading: Disability with IEP Math: Disability with IEP Both of these area's continue to be stagnant in proficiency

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

Turkey Foot Middle school continues to have concerns with the lack of progress of our students with disabilities. One reason we have not been able to show movement is because we have not had specific processes and practices as it relates specifically to students with disabilities. Most of the responsibility of the successes of the student fell primarily on the caseload managers. Last year we were able to implement a team approach with the students. This allowed a team of teachers to works specifically with a set groups of students. This year we took it a step further

and have monthly meetings to discuss the students path toward success. During these meetings we are able to as a team make decisions/recommendations to improve student outcomes.

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.

Lead Teachers: serve as mentors to rookie special education teachers by providing feedback to IEP development
Special Education Teachers: responsible for providing progress monitoring data on the special education students on their caseload at monthly data meetings
Regular Education Teachers: they provide feedback on proficiency of special education students based on classroom performance and common assessment results
Administration: will facilitate monthly meeting with teaches to discuss progress of gap students

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.)

We will continue to strengthen our work around Teacher Collective Efficacy. Regardless of any training's that can be shared with our staff, with out the belief that our staff can improve student achievement it will be null and void. Through the collective efforts of our staff we have determined our next steps to be centered around mastery goal setting for our students. We will also look to add training to increase the rigor and engagement for our students. We will utilize Kagan strategies, our technology instructional leaders to share technology strategies to improve engagement, and best practices resources provided by the Northern Kentucky Cooperative.

III. Planning the Work

. 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).

By 2025, Turkey Foot Middle School will decrease the percentage of disability students scoring novice in reading from 54% in 2019 to 29.4% in 2025.

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.

See attachment

ATTACHMENTS

Attachment Name

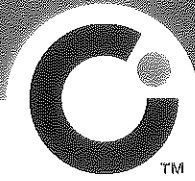
Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 Achievement Gap Group		• I
 TF 20-21 Measure Gap Goal		• III

Gap Group/Total number of students	Percentage of Total School Population
African American 41	3.9
Asian 30	2.6
American Indian 0	0
Hispanic 117	10.4
Native hawaiian 5	0.04
Two or More Races 76	5.71
	6.7

[illegible]

[illegible]



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09082020_07:44

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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2020-21 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 2020-21 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
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

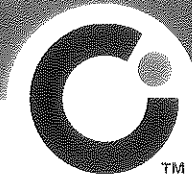
As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

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Twenhofel Middle School

Dr. Shannon K. Gross, 9-8-2020



2020-21 Phase Two: The Needs Assessment for Schools_10142020_09:48

2020-21 Phase Two: The Needs Assessment for Schools

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

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2020-21 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

When analyzing data for Twenhofel Middle School we currently look at several different pieces of data. The data that is currently and consistently under review are formative assessments, MAP data, and Common Assessment data. MAP data has and continues to be a large focus of data for students, but we are focusing more on common assessment data. With the priority of focus being on common assessment data we as a school get a real time picture of how we are performing as a school and students are progressing towards mastering standards. The data is primary reviewed during our weekly PLC meetings with teachers. With the current process of reviewing this will help ensure that all students are constantly being monitored. If changes or adjustments need to be made instead of waiting or reviewing data once or twice a year this allows for a real time review. If there is a need for a change one can be implemented promptly. Data is shared as it becomes available to review and discuss with the SBDM council. Twenhofel's administrative team meets weekly to review and discuss multiple items including discipline data, map data, and common assessment data. Meetings are documented through agendas as well as notes for all to review.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The major focus for our school is our students with IEP's. While our overall student population has made successful strides towards proficiency. The data with our subgroups: Students with disability: (18-19 KPREP) 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.

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

While there was not end of the year state assessment data for the 2019-2020 school year there was relevant and real time data that showed that a specific group of students were not performing above the 50%. When reviewing data if you take an overall average of data for math for the entire population for Twenhofel Middle school the average between the three grade levels was 60.3%. The overall percentage for students with IEP's in math was 16.04%. For reading the entire school population average was 66.4% while the average for student with a disability was 25.47%. With the review of data students with IEP's are performing at a much lower rate than that of their peers.

Trends

. 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 improvement. The amount of growth with students with IEP's has been almost stagnant. The data with our subgroups: Students with disability: (18-19 KPREP) 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% The Growth Indicator of 46.4% is a major concern for our students with disabilities. This indicates that our students with disabilities are not growing in proficiency at the same rate as their same aged peers, 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. This subgroup within Twenhofel Middle School is the major area of concern due to the fact that as an overall group this group is performing much lower in the areas of math and reading.

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

During the 20-21 school year, Twenhofel will focus on KCWP2: Design and Deliver Instruction. Administrators will give high quality instructional feedback to each teacher monthly to ensure each student has high quality instruction. KCWP 4: Review, Analyze, and Apply Data. Teachers will review and analyze data, to include common assessment data in PLC's to adjust instruction and identify students who need additional support. During MTSS meetings the team will review progress monitoring data to identify students who need additional instructional supports. Staff will use a student data dashboard to measure progress toward proficiency.

Strengths/Leverages

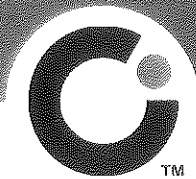
. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Data from the prior year's KPREP indicates Twenhofel students are making progress towards proficiency. Proficiency Indicator: 81.3, Math: 6th grade: 8.45% Novice, 7th grade 8.68% Novice, 8th grade 7.60% Novice Separate Academic Indicator: 71.1: Science Index was a 61.5 and Social Studies Index was a 86.9 While 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)
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2020-21 Phase Two: School Assurances_10142020_09:24

2020-21 Phase Two: School Assurances

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

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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Twenhofel Middle School

Title I Schoolwide Programs

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☐ Yes

☐ No

● N/A

COMMENTS

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

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. 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

COMMENTS

11. 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

COMMENTS

12. 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

COMMENTS

13. 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

COMMENTS

14. 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

COMMENTS

15. 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

COMMENTS

16. 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

COMMENTS

17. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. 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

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

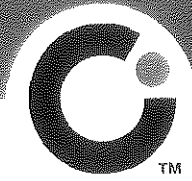
☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10142020_09:11

2020-21 Phase Two: School Safety Report

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

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2020-21 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, will have approved in October

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 2020

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.

All documents were provided through electronic format

7. During the first 30 instructional days of the current 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 prior 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

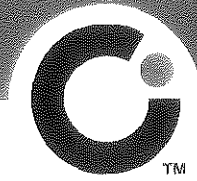
9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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)
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2020-21 Phase Three: Professional Development Plan for Schools_12082020_07:26

2020-21 Phase Three: Professional Development Plan for Schools

Twenhofel Middle School
Shannon Gross
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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Twenhofel Middle School, in partnership with students, families, and our community provides quality learning opportunities empower students to become-life long learners who possess the skills, confidence, and knowledge to meet the challenges skills confidence, and knowledge to meet the challenges of middle school and beyond

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

The focus for Twenhofel Middle School is increasing proficiency with students that IEP's. The next phase or area of improvement or focus is to increase the instructional strategies of teachers

3. How do the identified **top two priorities** of professional development relate to school goals?

The top two priorities coincide with the school goals. Our goals are to increase proficiency for all students and that includes students with IEP's. The next goal is to provide quality learning and with that the focus is to continue to provide opportunities for teachers to grow instructionally

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

TMS is a focus school due to the level of our GAP groups specifically identified as special education. There are specific trainings being implemented to help move our students identified within the GAP group of special education be successful from an academic level. Further analysis of K-Prep data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2019-2020 school year, next steps for 2020-2021 were determined with input from administration, teachers, SBDM members, and consultants

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Further standard development is needed for ELA and Math teachers. Likewise, content specific best practices in the areas of Science, SS, will improve instruction and learning. For Tier II and Tier III interventions, Math 180 and R180 teachers will continue their professional development to increase effectiveness with these students. The focus will also be to continue to find ways what the data is telling us and what additionally is needed to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "GAP" populations and to continue and implement interventions through the MTSS pyramid.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Closing the combined proficiency and achievement Gaps. The indicators of success will be assessed throughout the year through the following data being analyzed: KPREP, 3 MAP assessments, common assessments, grade distributions, student work, and SMI's/SRIs. Adjustments to the job-embedded needs will be made based off of this data as well as classroom observations and administrator/teacher discussions on instructional needs

4d. Who is the targeted audience for the professional development?

The target audience for for the professional development will be teachers, administrators with the impact having a positive impact on students. The purpose is for teachers to form formative assessments related to the standards and develop/improve instructional strategies

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

TMS is a focus school due to the level of our GAP groups specifically identified as special education. There are specific trainings being implemented to help move our students identified within the GAP group of special education be successful from an academic level. Further analysis of K-Prep data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs. Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2019-2020 school year, next steps for 2020-2021 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Further standard development is needed for ELA and Math teachers. Likewise, content specific best practices in the areas of Science, SS, will improve instruction and learning. For Tier II and Tier III interventions, Math 180 and R180 teachers will continue their professional development to increase effectiveness with these students. The focus will also be to continue to find ways what the data is telling us and what additionally is needed to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "GAP" populations and to continue and implement interventions through the MTSS pyramid.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Administration, Various Presenters, Funding through grants, an allotment of 24 hours of professional development

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Impact will be assessed throughout the year through the following data being analyzed: KPREP, 3 MAP assessments, common assessments, grade distributions, student work, and SMI's/SRIs. Adjustments to the job-embedded needs will be made based off of this data as well as classroom observations and administrator/teacher discussions on instructional needs.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Data Analysis/RTI (Data reviews to include analysis of students in "GAP")/MTSS/ Focus on best practices with the implementation of technology All staff will learn Kagan Strategies so that staff will have instructional strategies to ensure that all students can learn at a high level. Instructional practices will also be reviewed through ongoing PLC's, PPR walks, and formal observations.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The purpose is for teachers to form formative assessments related to the standards and develop/improve instructional strategies. There will also be a focus on IEP goals along with SDI Instruction. TMS is a focus school due to the level of our GAP groups specifically identified as special education. There are specific trainings being implemented to help move our students identified within the GAP group of special education be successful from an academic level.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

TMS is a focus school due to the level of our GAP groups specifically identified as special education. There are specific trainings being implemented to help move our students identified within the GAP group of special education be successful from an academic level. Further analysis of K-Prep data and MAP data that was received throughout the school year led to continual adjustments in job-embedded needs.

Through PLC's and job-embedded PD, as well as, scheduled and flexible PD during the 2019-2020 school year, next steps for 2020-2021 were determined with input from administration, teachers, SBDM members, and consultants. Administrators and teacher discussions following PPR walks also contributed to the next steps that are needed to continue growth. Further standard development is needed for ELA and Math teachers. Likewise, content specific best practices in the areas of Science, SS, will improve instruction and learning. For Tier II and Tier III interventions, Math 180 and R180 teachers will continue their professional development to increase effectiveness with these students. The focus will also be to continue to find ways what the data is telling us and what additionally is needed to increase student achievement. This data analysis effort will also focus on how to identify needs of students in "GAP" populations and to continue and implement interventions through the MTSS pyramid.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Data Analysis/RTI (Data reviews to include analysis of students in "GAP")/MTSS. There will also be a focus on common assessments and that will include progress monitoring checks

5d. Who is the targeted audience for the professional development?

Teachers, administration with both teachers and students benefiting from the specific target professional development

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, principals

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Technology devices, time, and followup, continued coaching

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Professional Learning Communities, continuous coaching, specific staff meetings

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

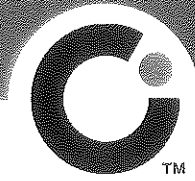
Common Assessment Data, Professional Learning Communities, PPR Walks, Coaching feedback, continuous training for school administration

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement Plan_11052020_11:14

2020-2021 Phase Three: Comprehensive School Improvement Plan

Twenhofel Middle School
Shannon Gross
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United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

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, achievement gap, growth, and transition readiness. 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*, *Baldrige*, 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.

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.


. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

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.

Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TwenKDE Comprehensive Improvement Plan 20-21		.

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, Baldrige, 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.

Explanations/Directions

Goal: Include 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2023, Twenhofel Middle School will increase the combined reading and math proficiency for all students from an index 81.3 in 2019 to 89 in 2023 as measured by the proficiency data					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 (Reading) By 2021, 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, MAP, Midpoint and Common Assessments, MTSS in Behavior & Social Emotional Learning/Mental Health & Academics to ensure equity for all learners	MTSS structured to address different levels, Instructional Walks and feedback, R180 data, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	NA
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	MTSS, R180/M180, PLC's with consultants, MTSS Academic Meetings to ensure equity for all learners	Weekly PLC'S, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback , R180	NA
	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, PLC's with consultants and administration, MTSS Academic Meetings to ensure equity for all learners	Weekly PLC agendas, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback, R180 Data, MTSS meetings	NA
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	RTI, R180/M180, PLC's with consultants, MTSS Academic Meetingsto ensure equity for all learners, MAP and common assessment data	Weekly PLC'S, Admin Meetings, School & Student Specific Data analysis	NA
Objective 2		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and	KPREP, MAP, Midpoint and Common Assessments, MTSS	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Choose Love	NA

(Math) By 2021, TMS will increase Math Proficiency for all students from 83 to 87	<u>KC WP 2: Design and Deliver Instruction Classroom Activities</u>	determine if instructional adjustments are needed, and if so, what those adjustments	Academic Meetings, MTSS in Behavior & Social Emotional Learning/Mental Health & Academics	Curriculum & Calm classroom, (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	RTI, MI80, PLC's with consultants and administration, MTSS Academic Meetings	Weekly PLC agendas, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback, Math 180 Data, MTSS meetings	NA
	<u>KC WP 4: Review, Analyze and Apply Data Classroom Activities</u>	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, MAP, Midpoint and Common Assessments, RTI, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback	NA
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	KPREP, MAP, Midpoint and Common Assessments, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback	NA

2: Separate Academic Indicator

I) Goal 2 (State your separate academic indicator goal.): Reduce novice scores for students with disability with IEP in the Separate Academic Indicators: Science, Social Studies, and writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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, MAP, Midpoint and Common Assessment, MTSS Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, refining Common Assessments	NA
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, Midpoint and Common Assessment, MTSS Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Developing Common Assessments and provide feedback to administration	NA
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, Writing Scrimmages, MTSS Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, refining Common Assessments and provide feedback to administration	NA

3: Achievement Gap

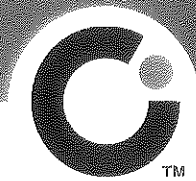
Goal 3 (State your achievement gap goal.): By 2023, Twenhofel Middle School will increase the combined reading and math proficiency for students with disabilities from 45.4 to 60.4 as measured by the school proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 (Reading) By 2021, 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, MAP, Midpoint and Common Assessment Review, MTSS Academic Meetings,	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	NA
	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, MAP, Midpoint and Common Assessment Review, MTSS Academic Meetings	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	
Objective 2 (Math) By 2021 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, MAP, Midpoint and Common Assessment, MTSS Academic Meetings	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	NA

		adjustments are needed, and if so, what those adjustments		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	
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4: Growth

Goal 4 (State your growth goal.): By 2023, Twenhofel Middle School will increase the percentage of students showing growth in MAP for reading from 53.48% to 58.48% and for middle school math from 55.92% in spring 2019 to 60.92%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1(Reading) By 2021, TMS will increase percentage of students showing growth in Reading MAP from 53.48% in 2019 to 58.48% in 2021	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, MAP, Midpoint and Common Assessment, RTI, MTSS Academic Meetings	Weekly PLC'S, School & Student Specific Data, RTI structured at address different level of students, Reading boot camps, MAP School Goal Setting and Individual MAP Goal setting	NA
Objective 2 (Math) By 2021, TMS will increase percentage of students showing growth in MAP from 55.92% in 2019 to 60.92% in 2021	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, MAP, Common Assessment, RTI	Weekly PLC'S, School & Student Specific Data, RTI structured at address different level of students, Math & Reading boot camps, MAP School Goal Setting and Individual MAP Goal setting	NA



2020-21 Phase Three: Executive Summary for
Schools_12022020_09:12

2020-21 Phase Three: Executive Summary for Schools

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

Generated on 12/16/2020

Twenhofel Middle School

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2020-21 Phase Three: Executive Summary for Schools

. 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?

Overall, Twenhofel Middle School is a school where the staff is all about students. Twenhofel Middle School, is 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. Twenhofel boasts an enrollment of approximately 870 students and a staff of approximately 85. Over the past three years, the staff has experienced very little turnover. 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 to its 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.

. 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, in partnership with students, families, and our community provides quality learning opportunities empower students to become-life long learners who possess the skills, confidence, and knowledge to meet the challenges skills confidence, and knowledge to meet the challenges of middle school and beyond 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.

. 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 past 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.

. **CSI/TSI Schools (including ATSI) 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.

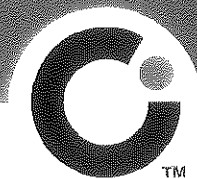
Twenhofel Middle School is a student centered centered that is focused on providing a safe and amazing educational atmosphere for all of its students. Twenhofel was identified once the data had been released as a CSI school. The primary area in which Twenhofel was identified as an area of targeted improvement was the population for students with IEP's. There has been several initiatives to improve the overall academic performance of our students with IEP's. For Tier 1 instruction we have realigned our curriculum map to ensure that if there are any GAPS that need to be covered those specific content standards are not might and they are appropriately addressed. The next plan of action to assist tier one instruction was to devote 14 hours of our professional development plan for Kagan Instructional strategies. The next plan of action was to continue to make sure that we had the appropriate collab supports in the area of math and language arts for our students with IEP's. A process that is still developing is the full utilization of the common assessment data. While we have the structures on place with collecting scores and seeing how they are as an overall indicator the development of the individual student vs standard piece is still being defined

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

Twenhofel Middl School is truly an amazing school that has a staff that loves students. The staff will go above and beyond to make sure that the individual needs of a student are addressed. We know that within our student population we have a specific group of students that overall are underperforming. This isn't going unnoticed and there are specific plans being implemented to assist with the specific academic needs.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11052020_11:15

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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II. Achievement Gap Analysis	5
III. Planning the Work	9
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

Attached

II. Achievement Gap Analysis

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

Twenhofel Middle School has a very student centered school culture. Twenhofel Middle School prides itself on building and maintaining positive working relationships with students. The population that we are currently focusing on is our students with IEP's or our special education population. This is an area of concern as our special education students are performing below their peers. We as a school are striving to help move our students to the next academic level (novice to apprentice: apprentice to proficient: and proficient to distinguished. Pending on how the state assessment goes we will continue to monitor MAP data along with common assessment data so that we can have a real time picture of how our students with IEP's are performing and if there are any changes that we need to make.

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. With our current MAP data for the Fall of 20-21 there was a total of 23 three of our students in grades 6-8 that were in the 1-7 percentile scores for their MAP scores

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

We are constantly looking for ways to improve the academic performance of our students and especially with our students that have an IEP. We have made adjustments to several areas for our special education students. Beginning at the 2019-2020 school year and continued during the 2020-2021 school year Twenhofel Middle school made sure that the collaborative supports were in place for students with IEP's in the areas of math and reading. Collaborative teachers were specifically scheduled in those areas in order to provide more intention support for students. We also created Our Race to Success program where students with IEP's were identified as well as what interventions were currently in place for those students. A continued area of growth continues to be around Common Assessment. As a school we need to have more of an intentional focus around how students are performing on Common Assessments and what interventions need to be implemented to help support those students that are struggling

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 and 2020 -2021 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. There is a continuation of reviewing MAP and Common Assessment scores to assist with seeing where students are at academically and putting supports and interventions in place to help ensure the success of those students with IEP's. For the 20-21-school year we have also made an intentional focus on our students with IEP's and our Race to Success. For the current year we will be specifically looking at our special education students and how they are performing on their goals. This will allow for a greater overall view on the process of how students with IEP's are performing

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.)

For the 2020-2021 school year there was an intentional focus on improving instructional practices for all students. There was 14 hours of Kagan instructional practices to assist with improving overall instruction within the building. 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

. 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



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.

Attached

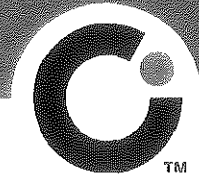
Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021MeasurableGapGoal		.
 TMSAchievement GAP	TMSAchievement GAP	.

[illegible]

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
(Reading) by 2021, TMS will increase reading GAP students 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

[illegible]



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09252020_08:13

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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2020-21 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 2020-21 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
- Professional Development Plan for Schools

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 9/25-2020

2020-21 Phase Two: The Needs Assessment for Schools_10072020_12:26

2020-21 Phase Two: The Needs Assessment for Schools

Woodland Middle School

Christi Jefferds

5399 Old Taylor Mill Rd

Taylor Mill, Kentucky, 41015

United States of America

Last Modified: 10/07/2020

Status: Open

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2020-21 Phase Two: The Needs Assessment for Schools

2020-21 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, 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 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 participated in an in-depth data analysis session on October 23, 2019. Results were 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 to improve school programs using KPREP and other assessment results such as MAP data, Common Assessment data, and RTI data, continued throughout the 2019-20 school year during weekly PLC meetings, weekly MTSS Leadership Meetings, monthly Faculty Meetings, and monthly SBDM meetings. Due to school closures related to the COVID-19 pandemic in March 2020, data analysis efforts were unable to continue for the remainder of the school year.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Due to the COVID-19 pandemic and school closures in March 2020, the KPREP test was not administered during the 2019-20 school year. The most recent KPREP data available was from the 2018-19 school year. Based upon these results, The Social Studies Proficient and Distinguished KPREP score rose from 63.9% in 2017/18 to 67.8% 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), 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)

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

Due to the COVID-19 pandemic and school closures in March 2020, the KPREP test was not administered during the 2019-20 school year. The most recent KPREP data available was from the 2018-19 school year. Based upon these results, 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)

Trends

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

Due to the COVID-19 pandemic and school closures in March 2020, the KPREP test was not administered during the 2019-20 school year. Attendance data is not available past March 2020. The most recent KPREP data available was from the 2018-19 school year. Based upon these results, 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%).

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 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 on their instruction through PPR walks using the KCSD Cycle of Quality Instruction tool. 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 and Special Education 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 regular MTSS review of Tier II data following the KCSD data review schedule. • 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 extensions as appropriate, Common Assessment data is reviewed and analyzed during weekly PLCs, and formative assessment during and after instruction is ongoing in all classrooms. Ongoing formative assessment during daily lessons and subsequent adjustments to instruction in response to student needs ensures that misconceptions are addressed and corrected. • 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 in quality data? We use collaboratively developed district common assessments and curriculum that are standards-based. The district timeline is used by all teachers as a pacing guide. • 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 of intervention, 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 through work in our job embedded PD program. 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/WIN (What I Need) process provides support for students who need it, and enrichment for other students to differentiate their learning.

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%.

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)
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2020-21 Phase Two: School Assurances_10072020_13:18

2020-21 Phase Two: School Assurances

Woodland Middle School

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

Last Modified: 10/14/2020

Status: Open

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2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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 KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

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. The comprehensive needs assessment was developed with the participation of

individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- ☐ 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. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ☐ Yes
- ☐ No
- ☒ N/A

Title I Targeted Assistance School Programs

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

16. 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**

17. 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**

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional 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**

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ☐ Yes
- ☐ No
- ☒ **N/A**

All School Programs

20. 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

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ☐ Yes
- ☐ No
- ☒ N/A

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ☐ Yes
- ☐ No
- ☒ N/A

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ☐ Yes
- ☐ No
- ☒ N/A

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ☐ Yes
- ☐ No
- ☒ N/A

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- ☐ Yes
- ☐ No
- ☒ N/A

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d) (1-2).

- ☐ Yes
- ☐ No
- ☒ **N/A**

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- ☐ Yes
- ☐ No
- ☒ **N/A**

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- ☐ Yes
- ☐ No
- ☒ **N/A**

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- ☐ Yes
- ☐ No
- ☒ **N/A**

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- ☐ Yes
- ☐ No
- ☒ **N/A**

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ☐ Yes
- ☐ No

- **N/A**

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ☐ Yes
- ☐ No
- **N/A**

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10142020_16:07

2020-21 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: 10/14/2020
Status: Open

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2020-21 Phase Two: School Safety Report

2020-21 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

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, February 2020

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, Aug. 18, 2020

7. During the first 30 instructional days of the current 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 prior 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)
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2020-21 Phase Three: Professional Development Plan for Schools_10192020_09:27

2020-21 Phase Three: Professional Development Plan for Schools

Woodland Middle School
Christi Jefferds
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United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

The mission of Woodland Middle School is to focus on the strengths, talents, and abilities of each student, while recognizing that our students are in transition from childhood to adolescence. Woodland is dedicated to a learning environment that fosters academic, emotional, and social growth. Woodland also provides opportunities for students to explore their role in society, and encourages lifelong participation in their community.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for

professional development that support continuous improvement?

-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). Learning effective strategies to close the disability gap is Woodland Middle School's top professional development priority. -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.) Learning effective instructional strategies to improve all students' writing achievement is our second highest professional development priority.

3. How do the identified **top two priorities** of professional development relate to school goals?

We are addressing the need to raise the achievement of our students with disabilities by focusing our school goals on closing the achievement gaps in reading and math, and the need for all students to improve their achievement in On Demand Writing by planning professional learning that will increase all teachers' abilities to teach writing strategies to all students.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Teachers will learn best practice and high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Teachers will plan for and implement active student engagement strategies, such as Kagan and Accountable Talk, and use formative and summative evidence to inform what comes next for individual students and groups of students. Additionally, teachers will 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, and will use data from multiple sources to benefit student learning by implementing research-based instructional strategies.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are increased numbers of students with disabilities scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments, KPREP-like Common Assessments, and on the KPREP state assessment.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success include increased numbers of students with disabilities scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments, as well as decreased performance gaps between students with disabilities and all students on the KPREP assessment.

4d. Who is the targeted audience for the professional development?

All teachers and paraprofessionals are the targeted audience for the professional development.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and teachers will be impacted by this component of professional development as teachers gain new skills to improve their instruction, and students benefit from improved instruction to increase learning and improve academic achievement.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support the professional development include ongoing learning through the Northern Kentucky Cooperative Extension (no cost), in-district training by Special Education consultants, job embedded learning using the resource Great Instruction, Great Achievement (\$500), district-developed data collection and analysis tools (no cost), Kagan Cooperative Learning Structures professional development (\$12,000 through CCEIS grant), and time during PLCs, Faculty Meetings, and Department Meetings for job embedded training.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports include a Kagan coaching visit, feedback following classroom learning walks by district consultants and building administrators, PLCs, Department Meetings, and coaching by district special education consultants.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Review of Common Assessment data every month 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, school social worker), 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. An additional measure includes increased numbers of teachers receiving "reinforce" feedback following formal and informal Learning Walks (Principal, Asst. Principal, District Curriculum Consultants) and following Pillars of Support visits by District personnel.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Because our students' writing achievement has not shown significant growth over the past three years, it is imperative that all teachers in our school understand and can teach the skills to effectively produce proficient On Demand Writing pieces. The specific objectives for meeting this goal are to provide training to all teachers focused on teaching On Demand Writing during PLCs on November 17, training on scoring and calibrating scores during the Faculty Meeting on December 2, a school wide On Demand Writing Scrimmage on January 6, providing feedback to students during instruction to improve writing, and using the information we receive through analysis of student work to identify strengths and weaknesses in student writing to adjust instruction. A second On Demand Writing school wide scrimmage will be held March 11, after which all pieces will be scored and analyzed to focus and differentiate future ODW instruction.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are for every teacher in our school to understand the On Demand Writing process and what is needed to produce a proficient piece. These writing expectations will carry over into every content area as the students produce content-specific writing pieces as outlined in the KCSD Writing Continuum. Additionally, students will receive consistent writing instruction school wide as well as actionable feedback on individual pieces to improve each students' writing performance. As a school we will see an increase in proficient and distinguished scores following the second On Demand scrimmage as well as an increase in proficient and distinguished scores on the KPREP assessment.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success include an increase in proficient and distinguished scores following the second On Demand scrimmage as well as an increase in proficient and distinguished scores on the KPREP assessment.

5d. Who is the targeted audience for the professional development?

The targeted audience for the professional development is all teachers in our school, from every content area.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and teachers will be impacted by this component of professional development as teachers gain new skills and a consistent process to improve their writing instruction, and students will benefit from improved writing instruction and feedback to increase learning and improve writing achievement.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources that are needed are a substitute teacher to allow our Writing Cluster Leader to train teachers all day during PLCs, time to do the training and analysis of student writing during PLCs and the Faculty Meeting, and time during the school day to hold the school wide On Demand Writing scrimmages.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing support will include follow up training during PLCs, coaching by the Writing Cluster Leader or other ELA teachers, and discussions during PLCs. Individual support will be provided to teachers on an as needed basis.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored by the evidence of the training occurring as planned by PLC and Faculty Meeting Agendas, review of student work samples during PLCs, comparison data from the results of the two writing scrimmages, and the feedback received from the teachers involved in the process. Pre- and Post- surveys will be administered prior to and following the ongoing training process to gauge teachers' perceived comfort and proficiency levels with supporting the On Demand Writing process in our school.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Woodland Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement Plan_10192020_09:26

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

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2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

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, achievement gap, growth, and transition readiness. 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*, *Baldrige*, 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.

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.


. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Woodland MS Comprehensive Improvement Plan		

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, Baldrige, 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:
 - o For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - o 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 2021 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<p>Plan strategically in the selection of high yield instructional strategy usage within lessons.</p> <p>RUN the RACE strategy usage school wide on all short answer and extended response in all content areas.</p> <p>Setting a purpose for reading in all content area classes.</p> <p>Wrong Answer analysis on Common Assessments as a classroom instructional strategy in all subject areas.</p>	<p>Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.</p> <p>Individual students meeting or exceeding RTI goals, decreased numbers of students requiring Tier II interventions.</p>	Review of common assessment data monthly and RTI progress monitoring every 8-10 weeks during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers.)	N/A

		Incorporating reading, reflecting, discussion and writing into all content areas daily, as part of the school wide RTI/WIN program.	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 monthly 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.	N/A
		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. Increased proficiency as measured by common assessments.	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. Common Assessment scores.	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	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 Tier II and III RTI Intervention (MobyMax, small group targeted instruction) progress data every 8-10 weeks in PLCs (Principal, teachers), review of common assessment data, weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, School Social Worker), and monthly department	\$3131.00 from instructional funds for MobyMax subscription

		student learning by discussing and implementing research-based instructional strategies.		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.	
		<p>Ensure that effective communication regarding assessments and student performance is shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</p> <p>Wrong Answer analysis on Common Assessments as a classroom instructional strategy in all subject areas.</p>	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding RTI goals.	<p>Review of Tier II and III RTI Intervention (MobyMax, small group targeted instruction) progress data every 8-10 weeks in PLCs (Principal, teachers), review of common assessment data, weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, School Social Worker), 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.</p>	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 Increased proficiency on common assessments.	Review of Tier II and III RTI Intervention (MobyMax, small group targeted instruction) progress data every 8-10 weeks in PLCs (Principal, teachers), review of common assessment data, weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, School Social Worker), 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
		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	Weekly PLCs Department Meetings Faculty Meetings SBDM Meetings MTSS Meetings	Review of Tier II and III RTI Intervention (MobyMax, small group targeted instruction) progress data every 8-10 weeks in PLCs (Principal, teachers), review of common assessment data, weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, School Social Worker), 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

		Conduct and ensures equity as well as developing student action plans for self-monitoring and immediate feedback.		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.	
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 57.36% in 2021 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 Tier II and III RTI Intervention (MobyMax, small group targeted instruction) progress data every 8-10 weeks in PLCs (Principal, teachers), review of common assessment data, weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, School Social Worker), 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.	\$3131.00 from instructional funds for MobyMax subscription
		Utilize knowledge of best practice/high yield instructional strategies to aid in strengthening Tier I instruction and making	Increased student engagement across the school based on PPR Feedback.	Regular review of informal walk feedback with administrative team (Principal/Asst. Principals) PPR Walk Form	N/A

		<p>curricular adjustments when students fail to meet mastery.</p> <p>Plan for and implement active student engagement strategies (ex: Kagan, Accountable Talk)</p> <p>Use formative and summative evidence to inform what comes next for individual students and groups of students.</p> <p>Develop assignments and activities reflect the learning targets students have had the opportunity to learn.</p>			
		<p>Review of common assessment data and RTI progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers).</p> <p>Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.</p>	<p>Incorporating reading, reflecting, discussion and writing into all content areas daily, as evidenced by lesson plan review and feedback following formal and informal learning walks and observations.</p>	<p>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.</p> <p>Lesson plan reviews.</p>	N/A
	KCWP 4: Review, Analyze and Apply Data	<p>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.</p> <p>Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.</p> <p>Ensure that effective communication regarding assessments and student</p>	<p>Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding RTI goals.</p> <p>Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above</p>	<p>Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 8-10 weeks in PLCs, weekly MTSS meetings, and monthly department meetings, review of MAP progress data at least 3 times per year, review of common assessment data, review of monthly PBIS school wide behavior data, review of attendance data weekly at RBTL meetings.</p> <p>Review of RTI Intervention (MobyMax, small group targeted instruction) progress data every 8-10 weeks in</p>	N/A

		performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Wrong Answer analysis on Common Assessments as a classroom instructional strategy.	benchmark on MAP, and reaching or exceeding RTI goals.	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.	
	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 proficiency 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 8-10 weeks in PLCs, review of common assessment data, 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 2021 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
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 2021 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 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
		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 (monthly) and RTI progress monitoring (8-10 weeks) during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers).	Feedback from Principal, Asst. Principals following formal and informal learning walks and observations. Increased proficiency of students.	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. Common Assessment data.	N/A

		Incorporate reading, reflecting, discussion and writing into all content areas daily.			
	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.	Feedback from Principal, Asst. Principals 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.	N/A
		Provide common planning time and regular opportunities during meetings for department collaboration.	Documented in PLC, Faculty Meeting, and Department Meeting agendas.	Annual review and development of the master schedule, prioritizing common planning for teachers.	N/A
		Provide teaching resources needed to improve student access to standards-based science materials and resources.	Teachers determine resources 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	N/A
Objective 3 Woodland Middle School will collaborate to increase the On-Demand Writing proficiency for all students from 36.5% in 2019 to 44.43% in 2021 as measured by the school report card proficiency data.	KCWP 1: Design and Deploy Standards	Develop a school wide On-Demand Writing Instructional plan that includes common graphic organizers and processes that will be used school wide. The Principal will meet with Writing Cluster Leader prior to the start of the school year to finalize and share the School Wide On-Demand Writing Instructional Plan with all teachers.	All students and teachers will use the common On-Demand Writing steps and organizers.	Evidence in lesson plans and student work samples. School wide On Demand Writing events on two occasions per year.	N/A
	KCWP 2: Design and Deliver Instruction	Teach all teachers the On-Demand Writing instructional process and administer a school wide	All teachers, regardless of content area, will be trained and	Evidence in PLC and Faculty Meeting agendas.	\$135 for certified substitute teacher

		<p>On-Demand Writing task in every homeroom class.</p> <p>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</p>	<p>understand how to teach students to produce On-Demand Writing pieces. A common process and graphic organizer will be created and distributed to all teachers in the school.</p>	Review of lesson plans.	
		<p>The Writing Cluster Leader will teach all teachers, regardless of content area, the process for scoring On-Demand Writing during the Faculty Meeting on December 2, 2020.</p>	<p>All teachers, regardless of content area, will be trained and understand how to score student produced On-Demand Writing pieces, and provide meaningful feedback.</p>	Faculty Meeting Agenda and materials from the training.	\$135 for certified substitute teacher
	KCWP 4: Review, Analyze and Apply Data	<p>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.</p> <p>Results from School wide On-Demand Writing #1 will be compared to those from School wide On-Demand Writing #2 in PLC and Department meetings (Principal, teachers, Writing Cluster Leader, District Curriculum Consultant.)</p>	<p>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. Success will be measured by fewer Novice scores and an increase in the number of Proficient and Distinguished scores on future school wide</p>	<p>PLC Agendas</p> <p>Analysis of writing pieces.</p>	N/A

			On-Demand Writing tasks.		
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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 2021 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 IEP progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers) to monitor progress toward mastery of standards.	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 IEP progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers) to monitor progress toward mastery of standards.	N/A

		Incorporating reading, reflecting, discussion and writing into all content areas daily		Review of common assessment data and IEP progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers) to monitor progress toward mastery of standards. Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.	N/A
	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 monthly 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, Social Worker, and School Psychologist), 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
		Provide ongoing training in co-teaching, collaboration, explicit	Increased numbers of students with	Increased numbers of teachers receiving "reinforce" feedback	N/A

		instruction and high yield, research based instructional strategies to maximize student growth and success.	disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	provided to teachers during formal and informal Learning Walks (Principal, Asst. Principal, District Curriculum Consultants) and following Pillars of Support visits by District personnel.	
	KCWP 5: Design, Align and Deliver Support	Read, reflect and discuss strategies to improve academic achievement for students with disabilities as outlined in <u>Great Instruction, Great Achievement</u> by John O'Connor during PLCs and faculty meetings with all teachers, regardless of content.	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.	N/A
		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 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
Objective 2 Woodland Middle School will collaborate to increase the math proficiency	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	Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify	N/A

for students with disabilities from 8.8% in 2019 to 20.2% in 2021 as measured by the school report card proficiency data.			Instruction feedback form.	teachers requiring specific coaching and professional development and provide the needed resources and training.	
		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 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 monthly in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, Social Worker, School Psychologist), 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.)	NA
		Incorporating reading, reflecting, discussion and writing into all content areas daily.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring	Review of common assessment data and IEP progress monitoring during weekly PLCs (Principal, teachers) and MTSS meetings (Principal, Counselors, teachers);	NA

			novice on classroom assessments and KPREP-like Common Assessments.	Feedback from Principal, Asst. Principal following formal and informal learning walks and observations.	
	KCWP 4: Review, Analyze and Apply Data	<p>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.</p> <p>Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.</p>	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 monthly 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, social worker, and school psychologist), 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.	NA
	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 for both special education and regular education collaborative teachers.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP,	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

			and reaching or exceeding IEP goals.		
		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

4: Growth

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 Spring 2019 to 57.6% in Spring 2021.	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	Increased numbers of students scoring at or above benchmark and showing growth on	Training for teachers during faculty meetings, PLCs in use of RTI progress monitoring tools, SMART goal setting and measurement, progress	N/A

		adjustments when students fail to meet mastery.	MAP reading assessment, Common Assessments, weekly RTI Progress Data.	monitoring checks, and high-yield, research-based strategies for Tier II and III instruction.	
		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
		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.	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. Regular review of weekly progress monitoring data during MTSS meetings and PLCs.	N/A

	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, counselors, school social worker, School Based Therapists, 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. Review and revise school wide PBIS expectations as needed. Develop a schedule for teaching students school wide PBIS expectations during the first week of school and following all breaks.	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 based on data targeted at reducing unacceptable behaviors, including incentives, supervision, and behavior intervention strategies.	N/A
Objective 2 Woodland Middle School will collaborate to increase the percentage of students showing growth in Math MAP from 57.23% in Spring 2019 to 60.7% in Spring 2021.	KCWP 1: Design and Deploy Standard	Insure 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.	Progress monitoring checks. Monitoring of CA data to identify students moving toward proficiency.	N/A
		Insure 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.	Progress monitoring checks. Monitoring of CA data to identify students moving toward proficiency.	N/A
		Insure 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 Assessments, weekly RTI Progress Data.	Progress monitoring checks. Monitoring of CA data to identify students moving toward proficiency.	N/A
		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.	\$3131.00 from instructional funds for MobyMax subscription.

		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.	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment, Common Assessments, weekly RTI Progress Data.	Progress monitoring checks. Monitoring of CA data to identify students moving toward proficiency.	N/A
	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, counselors, school social worker, School Based Therapists, 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. Review and revise school wide PBIS expectations as needed. Develop a schedule for teaching students school wide PBIS expectations during the first week of school and following all breaks.	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 based on data targeted at reducing unacceptable behaviors, including incentives, supervision, and behavior intervention strategies.	N/A

7: Impact Survey

Goal 7 *Woodland Middle School will collaborate to increase the percentage of teachers who agree that their professional development opportunities have been relevant to the content they teach from 30% favorable in 2020 to 60% favorable in 2024.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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<p>Objective 1</p> <p>Woodland Middle School will collaborate to increase the percentage of teachers who agree that their professional development opportunities have been relevant to the content they teach from 30% favorable in 2020 to 50% in 2022.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Survey teachers for requested areas of professional development prior to developing the school PD Plan.</p>	<p>Completed survey results by March 2021.</p>	<p>Feedback from teachers around professional development.</p>	<p>N/A</p>
		<p>Incorporate teacher choice into monthly faculty meetings based upon needs observed during monthly Learning Walks by administrators and district consultants.</p>	<p>Review of Faculty Meeting agendas.</p>	<p>Surveys to solicit teacher input.</p>	<p>N/A</p>
		<p>Invite teachers to attend PD opportunities focused on their specific content areas.</p>	<p>Implementation of new learning in the classroom.</p>	<p>PPR walks, teacher requests.</p>	<p>\$2500.00 from Instructional Budget</p>
		<p>Create an Ad Hoc PD Committee comprised of teachers from every subject area to determine the PD most relevant to each department.</p>	<p>Teacher input into PD opportunities.</p>	<p>Ad Hoc Committee agenda and minutes.</p>	<p>N/A</p>



2020-21 Phase Three: Executive Summary for
Schools_10192020_09:22

2020-21 Phase Three: Executive Summary for Schools

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

Generated on 12/07/2020

Woodland Middle School

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2020-21 Phase Three: Executive Summary for Schools

. 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 46% of our students qualify for free or reduced price lunch. 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, 5 encore teachers and 7.5 special education teachers. We also have two full time guidance counselors, a full time school social worker, a .5 media specialist, and a Family Resource Center Coordinator. Woodland Middle School is a Title I eligible school. Our 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 2019-2020 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 growth and achievement. We look forward to challenging our students to reach their highest potential.

. 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 our students 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. This is evidenced by our partnership with 1N5, a nonprofit organization that focuses on mental health and suicide prevention. In conjunction with our partnership with 1N5, we offer a daily Social Emotional Learning (SEL) class using the Second Step curriculum, as well as the Sources of Strength peer-to-peer upstream suicide prevention program. Our commitment to providing opportunities for all students 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, National Junior Honor Society, Construction 101, Quick Recall, Art Club, and Student Council.

. 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. Due to the impacts of school closures in 2019-20, and the cancellation of many of the typical performances and competitions, the most recent information we can share occurred in the 2018-19 school year. 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. The Kenton County middle school chorus teachers 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. In November 2019, 26 students participated in the District 6 NKY Jr. High Honor Choir with students from all over northern Kentucky. Our curricular vocal ensembles perform three evening concerts each year for the community in addition to performing for in-school events. Many 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 fields a competitive academic team and quick recall team. Over the years, the team has represented the school with distinction as an extracurricular club. In 2019-20 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 2019 Cross Country 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. 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 through continued use of our school-wide writing instructional plan and a continued focus on writing in all content areas.

. CSI/TSI Schools (including ATSI) 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

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

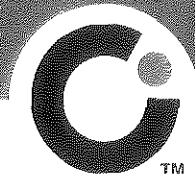
Woodland Middle School has experienced a high level of transition in both the school leadership and teaching staff over the past decade. With the hiring of a new principal and assistant principal in 2018, and with increased support to teachers who have a deep commitment to improving the culture, climate 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.

Generated on 12/07/2020

Woodland Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_10192020_09:26

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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.

Please see attached Achievement Gap Group Spreadsheet.

ATTACHMENTS

Attachment Name

 Woodland Measurable Gap Goals 2020-21

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 (46.05%). Our second largest gap group is that of students with disabilities (14.79%). Many of our students fall into both of these categories. Our staff continues to work to close the disability gap in our school through frequent collaboration between special educators and regular education teachers, review of IEP and common assessment data to monitor progress toward proficiency, and job embedded training on effective teaching strategies. 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 through regularly scheduled meetings 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 every 8-10 weeks, and interventions are either continued, adjusted, 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.

The achievement level of our students with disabilities has declined 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 past four 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, 5 new staff members were hired (10% turnover), and in 2020-21, 8 new staff members were hired (16% turnover.) High turnover rates have made it difficult to establish effective procedures, processes, working relationships and strong collaboration. With the

decrease in the amount of turnover during the past two school years, 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. Use of the Terrace Metrics Resiliency Screener helps us to identify individual students who require Tier II and III mental health/SEL interventions, and school wide trends we can address through our Tier I SEL program. In 2020-21, we have two full time counselors on staff as well as a newly hired school social worker to meet the mental health/SEL needs of our students. 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, multiple sources of student assessment data including KPREP test scores, MAP test scores, RTI progress data, and Common Assessment data, are 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 MTSS team, which includes the principal, assistant principal, counselors, school social worker, school psychologist, general education teachers, special education teachers and Kenton Therapeutic Teacher, meets every 8-10 weeks 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 Learning) 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 monthly, 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 12 hours of our PD Plan to train all staff on Kagan Cooperative Structures. 6 hours were reserved for Diversity and Inclusion Training by Make it Plain consulting. Teachers spent 9-12 hours working with discipline-specific district level cadres to hone their understanding of their content areas, analyze needs within their content areas, and develop common assessments. Time was allocated on the plan for job embedded training for special education teachers and staff to develop their skills and abilities in teaching students with disabilities. 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 individual teachers to improve instructional practice, and resources will be provided as needed.

III. Planning the Work

. 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.



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.

Please see attached Measurable Gap Goals summary.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Woodland Achievement Gap Groups 2020-21		• 1
 Woodland Measurable Gap Goals 2020-21		•

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 month in PLCs (Principal, teachers), IEP progress reviews monthly during PLCs to determine progress toward proficiency, MTSS meetings every 8-10 weeks (Principal, Asst. Principal, Counselors, teachers, school social worker), 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 month in PLCs (Principal, teachers), IEP progress reviews monthly during PLCs to determine progress toward proficiency, MTSS meetings every 8-10 weeks (Principal, Asst. Principal, Counselors, teachers, school social worker), 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	Insure 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 8-10 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, school social worker), 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	insure 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 8-10 weeks in PLCs (Principal, teachers), weekly MTSS meetings (Principal, Asst. Principal, Counselors, teachers, school social worker), 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