



## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools\_09072021\_14:30

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

**Summit View Academy**  
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## **2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Alex Fangman 9/7/2021



## 2021-22 Phase Two: The Needs Assessment for Schools\_10202021\_12:17

2021-22 Phase Two: The Needs Assessment for Schools

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## **2021-22 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Summit View Academy analyzes a variety of data points throughout the year to gauge the success of educational practices and initiatives within the school. Data is analyzed with all stakeholders including administrators, teachers, parents, and students. The Administrative team uses diagnostic, common summative assessment, formative assessment data, attendance, behavior, and transition readiness as part of leadership meetings to analyze the success of instructional practices and programs within each grade level. The administrative team, in collaboration with District Instructional coaches, use walkthrough calibration conversations to inform next steps for instructional improvements for the school,

specific grade levels, teacher teams, or individuals. Teachers analyze data as part of faculty and professional collaborative team meetings to determine student success yearly, monthly, and weekly. This practice ensures that teacher teams are able to make real time instructional adjustments that maximize student achievement within the same academic year. These instructional shifts include whole group remediation/differentiation, students identified for RTI/Special Education Services, or adjustments to instructional practices. Teachers use diagnostic data from KPREP and Fall MAP to determine SMART goals for content areas in their grade level and is supported by their data conversations described above. The school's Multi-Tiered System of Support Team meets weekly and is split for grade levels K-5 and 6-8 to help better target students in need of intervention. The team discusses students that are in intervention for Reading, Math, Behavior, and Social Emotional Supports. The PBIS team meets monthly to review behavior data and amend supervision schedules, reward systems, and behavior supports in order to better meet the need of all SVA students.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In an analysis of KPREP scores from the 2019 school year and 2021 school year, Summit View Academy saw a decrease in proficiency in both reading and math across the board. In grades 3-5 Summit View Academy went from 60.8% P/D in the area of RDG for the 2019 school year to 42.9% P/D in 2021. This trend is also similar in the area of math for grades 3-5 where Summit View saw a drop from 57% P/D in 2019 to 38.6% P/D in 2021. Students with disabilities followed a similar path scoring 9% P/D in 2021, which was down from 24.5% P/D (RDG) and 24.6% P/D (Math). In grades 6-8 Summit View Academy followed the same trajectory of decreasing scores in both reading and math for the 2021 school year. In 2019 grades 6-8 (RDG) scored 66.2% P/D compared with 45.7% P/D in 2021. In the area of Math Summit View Academy saw a decrease in overall P/D for grades 6-8 (Math) going from 55.2% P/D in 2019 to 35.1% P/D in 2021.

## Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: KPREP RDG (3-5): 42.9% proficient/distinguished KPREP RDG (3-5) SWD: 9.4% proficient/distinguished KPREP RDG (6-8): 45.7% proficient/distinguished KPREP RDG (6-8) SWD: 16.7% proficient/distinguished KPREP Math (3-5): 38.6% proficient/distinguished KPREP Math (3-5) SWD: 9.4% proficient/distinguished KPREP Math (6-8): 35.1% proficient/distinguished KPREP Math (6-8) SWD: 9% proficient/distinguished Spring MAP Reading: 48.9% proficient/distinguished Spring MAP Math: 33.7% proficient/distinguished Non-Academic Current State: Behavior Referrals: 292 Impact Survey: Teacher Attendance:

Priorities/Concerns

4. Clearly and concisely identify the greatest 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 areas of Reading and Math on KPREP, SVA was below the district average in both content areas and also saw decreases in overall proficiency from 2019 KPREP scores. This was also evidenced by Proficiency scores for Students with Disabilities in which SVA scored 9.4% P/D (RDG) in grades 3-5, 16.7% (RDG) in grades 6-8, 9.4% P/D (Math) in grades 3-5, 9% P/D (Math) in grades 6-8. All of which were decreases in scores from KPREP administered in 2019.

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### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

SVA was above the KY State Averages in the following areas: Grades 3-5 RDG State P/D AVG: 39.5% SVA P/D: 42.9% Grades 3-5 MATH State P/D AVG: 31.4% SVA P/D: 38.6 Grades 3-5 SCI State P/D AVG: 25.1% SVA P/D: 41% Grades 3-5 ODW State P/D AVG: 39.8% SVA P/D: 63% Grades 6-8 RDG State P/D AVG: 44% SVA P/D: 45% Grades 6-8 MATH State P/D AVG: 27.8% SVA P/D: 35% Grades 6-8 SCI State P/D AVG: 21% SVA P/D: 26% Grades 6-8 ODW State P/D AVG: 51% SVA P/D: 61% The strengths listed above allow SVA to build off of a strong foundation coming off of CoVid-19 learning. SVA performed above state averages in all assessed content areas which will help the school identify systems in place that have been effective for student learning. As the school improvement process unfolds the school will continue to build off of the identified strengths and put further systems in place to enhance student learning.

### Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

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 Summer professional learning sessions were attended by all certified staff members, specific to their content areas, to review curriculum maps, revise common assessments, and deconstruct standards. This process is monitored through lesson plan review and formative/summative data analysis during PLC meetings. The administrative team will also conduct learning walks to provide high quality feedback on Tier I instruction in all classrooms. Walks will focus on the implementation of the Cycle of Quality Instruction which will allow building leadership to identify trends for the building, grade levels, and individual teachers. This information will guide professional learning throughout the school year via Faculty/PLC meetings. The implementation of data driven PLCs will also be used for content teams to determine plans for reteaching and/or enrichment opportunities for all students. Data will also be reviewed via Special Education PLCs to identify students that are not making progress in the general education setting and IEP goals to adjust their services accordingly. The Multi-Tiered Systems of Support will be used to discuss, plan and implement strong Tier I instruction and to place students into Tier II and III interventions. Students who are in need of additional interventions will be placed in interventions or need based instructional groups during RTI. Progress monitoring will be completed and reviewed for those students in Tier II and III interventions.

**ATTACHMENTS**

**Attachment Name**

 School Key Elements

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		• 6

## Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Summer professional development provided teachers with the opportunity to deconstruct standards and design assessments/units that aligned with those standards. This work continues during PLC/Faculty meetings where teachers analyze assessment practices.
<b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	The administrative team makes it a priority to conduct monthly learning walks for all certified staff members to evaluate the quality of instruction being delivered. Professional Development/Faculty Meetings focus on the Cycle of Quality Instruction and ways to improve Tier I classroom practices.
<b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	The Balanced assessment system is evidenced in our PLC work. SVA has an agenda that creates team accountability on assessments and allows for data analysis to be translated into real action.
<b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	Our PLC process incorporates the analysis of data from a variety of assessments in order for teachers to make real time decisions. Collaborative teams meet weekly with 4 key topics that allow teachers to work with one another to develop quality interventions and adjust instructional practices to meet student needs.
<b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Teacher teams administer bi-weekly formative assessments in order to evaluate student mastery of standards. The Administrative team is able to identify instructional trends using learning walks in order to support grade levels, teams, and individual teachers.
<b>KCWP 6: Establishing Learning Culture and Environment</b> What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	SVA implements a Multi-Tiered System of Support that incorporates a research based Tier I SEL curriculum (Second Steps), a PBIS system that recognizes students and provides systemic supports for struggling students,

Key Elements of the Teaching and Learning Environment - School

	and Small Group Counseling interventions that fosters an inclusive environment that helps each student be successful in school. All staff are given yearly training on trauma informed practices and de-escalation strategies for student crises.
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2021-22 Phase Two: School Assurances\_10202021\_12:04

2021-22 Phase Two: School Assurances

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2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- Yes
- No
- N/A

COMMENTS

2. 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

Title I Programs

3. 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**

4. 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**

5. 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**

6. 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**

7. 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 undersection 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**

8. 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**

9. 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**

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

Title I Schoolwide Programs

16. 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**

17. 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**

18. 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**

19. 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**

20. 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**

21. 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 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

22. 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**

23. 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**

24. 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**

25. 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**

26. 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**

27. 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**

28. 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**

29. 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**

30. 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**

31. 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

32. 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**

33. 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**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report\_10202021\_12:01

2021-22 Phase Two: School Safety Report

**Summit View Academy**  
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## 2021-22 Phase Two: School Safety Report

### School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes, Aug. 4th, 2021

8. 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, 8/12/21

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school 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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## 2021-22 Phase Three: Executive Summary for Schools\_11292021\_14:19

2021-22 Phase Three: Executive Summary for Schools

**Summit View Academy**  
**Alexander Fangman**  
5006 Madison Pike  
Independence, Kentucky, 41051  
United States of America

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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

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

Summit View Academy is a unique school in the Kenton County School District. 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 1400 students with diverse cultures. 43% 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, 4 assistant principals, and 1 principal.

### School's Purpose

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

Summit View Academy is the only P-8 school in Kenton County. 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 Common Assessment 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. In regards to academic improvement, Summit View Academy is working to implement a Balanced Assessment system to inform instruction, as well as data driven PLCs to put specific plans in place for remediation and enrichment for students. PBIS expectations are also an essential piece 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.

### Notable Achievements and Areas of Improvement

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

Summit View 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. As with all schools throughout the Pandemic, Summit View Academy saw its scores on State Assessments decline. This was especially significant in the areas of Reading and Math for all students and students with Special Needs. ODW on KPREP for both 5th and 8th grade showed 63% and 60% of students scoring P/D which was well above the state average. During the 2019 KPREP assessment, the Writing and Social Studies were the 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 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. 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.

### Additional Information

**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

**Additional Information**

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

Summit View 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. Summit View Academy 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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-2022 Phase Three: Comprehensive School Improvement Plan\_11292021\_15:18

2021-2022 Phase Three: Comprehensive School Improvement Plan

**Summit View Academy**  
**Alexander Fangman**  
5006 Madison Pike  
Independence, Kentucky, 41051  
United States of America



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## 2021-22 Phase Three: Comprehensive School Improvement Plan

### Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

NA

### **ATTACHMENTS**

#### **Attachment Name**



2021 School Improvement Plan

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, 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, as identified in the Needs Assessment for Schools, 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.*).

**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

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

**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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

## Requirements for Building an Improvement Plan

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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021 School 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- 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

<p>Goal 1 (State your proficiency goal.): : By 2025, Summit View Academy will increase 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.</p> <p>: By 2025, Summit View Academy will increase the reading 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.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By 2022, Summit View Academy will increase 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.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>Teachers will participate in summer professional learning sessions dedicated to the deconstruction of the KAS. This will allow for instruction to match the rigor and depth of the standard.</p>	<p>High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments</p>	<p>Administrative Learning Walks, Professional Learning Communities, Common Assessment Data</p>	<p>N/A</p>
		<p>The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.</p>	<p>High quality instructional practices in each teacher's classroom. Feedback is calibrated to the Cycle and is used to improve teacher performance.</p>	<p>Administrative Learning Walks, Professional Learning Communities, Common Assessment Data</p>	<p>N/A</p>
		<p>Teachers and administration will work to create a balanced assessment system that comprises of formative, summative, and benchmark assessment. Teachers will create formative assessments that allow for learning gaps to be addressed before administering summative assessments.</p>	<p>Implementation of this assessment system will lead to better student outcomes on common and benchmark assessments.</p>	<p>Administrative Learning Walks, Professional Learning Communities, Common Assessment Data</p>	<p>N/A</p>
		<p>Teacher teams will meet to discuss data analysis of Common</p>	<p>Increased student achievement scores on</p>	<p>Facilitation and attendance at grade level meetings by the Administrative</p>	<p>N/A</p>

Goal 1 (State your proficiency goal.): : By 2025, Summit View Academy will increase 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.

: By 2025, Summit View Academy will increase the reading 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
		Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Common and benchmark assessments	team. This will help provide individual support to teaching teams.	
		The School has purchased a research-based Tier I SEL curriculum "Second Steps". The school counseling team has trained our teaching staff on this program and it is implemented weekly.	Decreased number of students scoring as Priority 1 and 2 via Terrace Metrics assessment.	Administrative team will walk classrooms during prescribed SEL times.	ESSER II funds at the District Level
Objective 2: By 2021, Summit View Academy will increase the math 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.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Teachers will participate in summer professional learning sessions dedicated to the deconstruction of the KAS. This will allow for instruction to match the rigor and depth of the standard.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher	High quality instructional practices in each teacher's classroom. Feedback is calibrated to the Cycle and is used to improve teacher performance.	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A



Goal 1 (State your proficiency goal.): : By 2025, Summit View Academy will increase 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.

: By 2025, Summit View Academy will increase the reading 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
		planning and alignment to the standards.			
		Teachers and administration will work to create a balanced assessment system that comprises of formative, summative, and benchmark assessment. Teachers will create formative assessments that allow for learning gaps to be addressed before administering summative assessments.	Implementation of this assessment system will lead to better student outcomes on common and benchmark assessments.	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
		Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A
		The School has purchased a research-based Tier I SEL curriculum "Second Steps". The school counseling team has trained our teaching staff on this program and it is implemented weekly.	Decreased number of students scoring as Priority 1 and 2 via Terrace Metrics assessment.	Administrative team will walk classrooms during prescribed SEL times.  The PBIS committee will analyze behavior referral trends to discuss possible Tier I interventions.	ESSER II funds at the District Level

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): 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 2022, 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 KCWP 4: Review, Analyze, and Deliver Support	Students in all grade levels will be given frequent, grade-level appropriate instruction and practice in writing constructed responses in all content areas. Students will use the constructed response strategy RACE. A dedicated writing block has been established in 4 <sup>th</sup> and 5 <sup>th</sup> grade to enhance this process.	Increased proficiency scores on KSA	Student constructed response analysis from common assessments.  Writing review conducted at the end of the year	N/A
		On-Demand Writing scrimmages will be held twice a year to analyze overall strengths and weaknesses for students. School level writing expectations have been established for writing at each grade level and students will be given high quality instruction in the area of writing.	Increased proficiency scores on KSA	Review of student work samples after each scrimmage to discuss student strengths and areas of improvement  Writing review conducted at the end of the year.	N/A

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students with an IEP will score 40% P/D in the area of Reading as evidenced by scores on Common Assessments and KAS	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	All teachers will be trained on Supplementary Aides and Services for students with an IEP.	Student engagement in classroom, increased scores on formative and common assessments	Teacher plans reflect accommodations for students with disabilities, Common Assessment analysis	N/A
		Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The Special Education Department will have data PLCs twice a month to discuss students not making progress on their IEP goals. Teachers will also compare results from Common Assessments to adjust services as needed.	Increased student achievement on Common and Benchmark assessments	Administration will attend SPED PLCs and participate in discussion around student progress	N/A
Objective 2: Students with an IEP will score 40% P/D in the area of Math as evidenced by scores on Common Assessments and KAS	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	All teachers will be trained on Supplementary Aides and Services for students with an IEP.	Student engagement in classroom, increased scores on formative and common assessments	Teacher plans reflect accommodations for students with disabilities, Common Assessment analysis	N/A
		Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The Special Education Department will have data PLCs twice a month to discuss students not making progress on their IEP goals. Teachers will also compare results from Common Assessments to adjust services as needed.	Increased student achievement on Common and Benchmark assessments	Administration will attend SPED PLCs and participate in discussion around student progress	N/A
		All teachers will be trained on Supplementary Aides and Services for students with an IEP.	Student engagement in classroom, increased scores on formative and common assessments	Teacher plans reflect accommodations for students with disabilities, Common Assessment analysis	N/A
		Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A

## 4: Growth

Goal 4 (State your growth goal.): By May 2022, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for math from 53% in Spring 2021 to 65%.

By May 2022, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 49% in Spring 2021 to 65%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2022, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for math from 53% in Spring 2021 to 65%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and create specific plans for individual students.	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A
Objective 2: By May 2022, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 49% in Spring 2021 to 65%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Teacher teams will meet to discuss data analysis of Common Assessments during PLCs. Teacher teams will analyze data comparing performance by teacher, standard, and specific students. Data based instruction will occur based on this data to help close learning gaps and	Increased student achievement scores on Common and benchmark assessments	Facilitation and attendance at grade level meetings by the Administrative team. This will help provide individual support to teaching teams.	N/A

Goal 4 (State your growth goal.): By May 2022, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for math from 53% in Spring 2021 to 65%.

By May 2022, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 49% in Spring 2021 to 65%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		create specific plans for individual students.			
		The administrative team will conduct learning walks for each teacher, at least once a month. High Quality Instructional feedback will be provided and trend data analyzed to provide professional learning sessions for staff. Weekly PLCs will be held to monitor teacher planning and alignment to the standards.	High quality instructional practices in each teacher's classroom. Improved achievement scores on assessments	Administrative Learning Walks, Professional Learning Communities, Common Assessment Data	N/A



## 5: Impact Survey

Goal 5 (State your transition readiness goal.): 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
Objective 2	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





## 2021-22 Phase Three: Executive Summary for Schools\_11292021\_14:19

2021-22 Phase Three: Executive Summary for Schools

**Summit View Academy**  
**Alexander Fangman**  
5006 Madison Pike  
Independence, Kentucky, 41051  
United States of America

## **2021-22 Phase Three: Executive Summary for Schools**

### **Description of the School**

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

Summit View Academy is a unique school in the Kenton County School District. 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 1400 students with diverse cultures. 43% 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, 4 assistant principals, and 1 principal.

### **School's Purpose**

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

Summit View Academy is the only P-8 school in Kenton County. 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 Common Assessment 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. In regards to academic improvement, Summit View Academy is working to implement a Balanced Assessment system to inform instruction, as well as data driven PLCs to put specific plans in place for remediation and enrichment for students. PBIS expectations are also an essential piece 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.

N/A

**Additional Information**

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

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. Summit View Academy 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



## 2021-22 Phase Three: Professional Development Plan for Schools\_12022021\_19:38

2021-22 Phase Three: Professional Development Plan for Schools

**Summit View Academy**  
**Alexander Fangman**  
5006 Madison Pike  
Independence, Kentucky, 41051  
United States of America

## 2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

#### 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.

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## All Certified staff

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

Teachers will be directly impacted by this professional development in order to increase their effectiveness in the classroom. Students will be indirectly impacted as a result of increased teacher capacity and increased achievement scores on assessments.

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

Faculty meetings, PLCs, and in-service days will be utilized for this ongoing professional development.

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

Progress will be monitored through frequent learning walks conducted by the administrative team and individual teachers, grade levels, or the entire school will have professional learning tailored for their specific need on a frequent basis.

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.

Professional development implementation will be monitored through grade level PLCs, Common Assessment analysis, and classroom learning walks. The school leadership team and grade level team leads will be responsible for the monitoring and implementation.

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 second priority need will focus on the understanding of a balanced assessment system to generate evidence of student learning. Teacher teams will then implement a data analysis protocol to interpret results and design instruction to close gaps for students.

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Professional development implementation will be monitored through grade level PLCs, Common Assessment analysis, and classroom learning walks. The school leadership team and grade level team leads will be responsible for the monitoring and implementation.

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



## 2021-22 Phase Three: Professional Development Plan for Schools\_12022021\_19:38

2021-22 Phase Three: Professional Development Plan for Schools

**Summit View Academy**  
**Alexander Fangman**  
5006 Madison Pike  
Independence, Kentucky, 41051  
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## 2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

#### 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 Reading on KPREP, SVA was below the District and State average overall. Professional learning around Tier I instruction and literacy is one of Summit View Academy's top priorities. 2) In grades 3-8 in the area of Math on KPREP, SVA was below the District and State average overall. Professional learning around Tier I instruction and mathematics is one of Summit View Academy's top priorities.

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

The top two priorities for Summit View Academy are to raise achievement in the areas of Reading and Math. Both of these subjects are critical for students to be transition ready.

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 be provided learning opportunities around the Cycle of Quality Instruction to ensure that classroom activities include Tier I best practices such as alignment to standards, formative assessment, and differentiated instruction for students below, at, and above proficiency.

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

The implementation of the professional learning is intended to increase student achievement on assessments and increase the collective efficacy of teacher teams.

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.

Teacher implementation of the Cycle of Quality instruction each class period to inform instruction in real time.

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

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### All Certified staff

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

Teachers will be directly impacted by this professional development in order to increase their effectiveness in the classroom. Students will be indirectly impacted as a result of increased teacher capacity and increased achievement scores on assessments.

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

Faculty meetings, PLCs, and in-service days will be utilized for this ongoing professional development.

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

Progress will be monitored through frequent learning walks conducted by the administrative team and individual teachers, grade levels, or the entire school will have professional learning tailored for their specific need on a frequent basis.

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.

Professional development implementation will be monitored through grade level PLCs, Common Assessment analysis, and classroom learning walks. The school leadership team and grade level team leads will be responsible for the monitoring and implementation.

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 second priority need will focus on the understanding of a balanced assessment system to generate evidence of student learning. Teacher teams will then implement a data analysis protocol to interpret results and design instruction to close gaps for students.

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

The intended result of the professional learning is increased student achievement and teacher collective efficacy. Teachers will see themselves as a grade level team responsible for all students in their grade, as opposed to individual classroom teachers, to drive their instructional decisions.

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 will be the implementation of data PLCs by teacher teams where specific plans will be put in place to address learning gaps

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

All Certified Staff

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

Teachers and administrators are directly impacted by this professional development

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

Professional learning will be based on the District landing page and Solution Tree's Global PD platform

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

Professional development will be implemented through Faculty Meetings, PLCs, and In-Service Days

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.

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Professional development implementation will be monitored through grade level PLCs, Common Assessment analysis, and classroom learning walks. The school leadership team and grade level team leads will be responsible for the monitoring and implementation.

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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## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools\_09212021\_14:01

2021-22 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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## 2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.*

Please enter your name and date below to certify.

Holly Spritzky 9/21/2021



2021-22 Phase Two: The Needs Assessment for  
Schools\_10122021\_14:06

2021-22 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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## **2021-22 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are 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 tokens handed out, number of students on the honor roll, number of students who are not currently passing each class, MAP results, number of student receiving school based therapy, number of student receiving Tier 2 and Tier 3 supports, number of suicide assessments and Terrace Metrics results. Each meeting we look at the discipline data and include any of the

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other most recent data pieces. The agendas and minutes are kept and posted routinely.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Overall proficiencies continues to be a strength for Turkey Foot Middle School. This can be seen in the four year trend of MAP proficiency. Reading 17-18 68% 18-19 67% 19-20 66.17% 20-21 63.94% \*This is a spring score due to COVID, MAP was not taken in the winter Math 17-18 58.5% 18-19 56% 19-20 57.22% 20-21 50.54% \*This is a spring score, due to COVID MAP was not taken in the winter

## Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Academic Data\* This is Spring Map data because the test was not administered in the winter due to the pandemic. 63.94 % of all students were proficient on the 2021 Spring Reading MAP 59.77% of 6th graders 69.88 of 7th graders 62.42% of 8th graders 50.54% of all students were proficient on the 2021 Spring Math MAP 43.02% of 6th graders 58.01% of 7th graders 51.06% of 8th graders

## Priorities/Concerns

4. Clearly and concisely identify the greatest 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 2021 Spring MAP school there continues to be a concern with our students with disabilities in mathematics and reading. Only 16.96% showed proficiency in reading and 6.25% in mathematics. 51% of students with disabilities showed growth in reading and 64.65% showed growth in math. There was also a common assessment average for SWD for 20.93 in Reading and 25.79% in mathematics.

## Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The Separate Academic Indicator is an area of growth for Turkey Foot Middle School. We improved our on-demand writing scores from 35.63% to 73.5% and our science score increased from 28.86 to 32.1% This is a great accomplishments due to the nature of the school year.

## Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

The 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 Delivery instruction: Admin is using a data from the 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 skeleton agendas to include opportunities to review a variety of data and can be analyzed for school improvement. We are also using a learning management system to review diagnostic test, district common assessments and we will be adding interim assessments this year.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements		

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b>            What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>Every year the cadre of teachers assemble to review the content and make adjustments as necessary. This was needed more than ever this year with the setbacks that occurred with COVID. We also had a process for the teachers to share concerns with assessment items. we structured our PLC's differently to ensure that they were data driven and focused on planning for the curriculum focusing on mastery of standards.</p>
<p><b>KCWP 2: Design and Deliver Instruction</b>            What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>Our PPR feedback data shows that there is high quality instruction taking place across all settings. By doing monthly walks of classrooms our administrative team was able to look for trends in instructional practices. Using the trends we were able to develop appropriate PD for teachers to attend according to the needs we identified in our instructional walks. The administrative team is committed to get into every teacher's classroom monthly at minimum.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b>            What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>Over the course of the year we take a variety of assessments to create a system. These tests include assessment for learning such as informal assessments, common assessments and district assessments. There are also probes and assessments to determine progress for students who are in Tier 2 and Tier 3. These include but are not limited to MI and RI. The norm referenced assessment include MAP and Terrace Metrics and the majority of the students took the State Wide Summative Assessment. These results are shared with all stakeholders regularly.</p>

Key Elements of the Teaching and Learning Environment - School

<p><b>KCWP 4: Review, Analyze and Apply Data</b>  What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>There is a set schedule and agenda for our PLC's that occur weekly. There is a rotation of topics that include but are not limited to attendance, common assessments, instructional trends, MTSS data, Office discipline referrals, assessment data and our PBIS data.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b>  What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Turkey Foot Middle School has a formalized plan to help track individual success. Using our MTSS Plan we have designated times to review students' progress who are in the Tiered Support System. A variety of progress monitoring tools are used depending on the students area of weakness, ex math calculation, math reasoning, basic reading, reading fluency, reading comprehension, behavior and mental health. If the student is in Tier 3, the goals include a specific skill deficit.</p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b>  What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>Based on our Quality of School Climate and Safety Survey/Opportunity to Learn the questions where we were most favorable include:</p> <ol style="list-style-type: none"> <li>1. Adults from my school work hard to make sure students are safe and</li> <li>2. There is at least one adult from my school who listens to me when I have something to say.</li> </ol> <p>Students who contribute to a fair and caring learning community are recognized through our PBIS system and positive office referrals.</p>



2021-22 Phase Two: School Assurances\_10122021\_14:02

2021-22 Phase Two: School Assurances

**Turkey Foot Middle School**  
**Holly Spritzky**  
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Edgewood, Kentucky, 41017  
United States of America

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## 2021-22 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.

### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

2. 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**

### Title I Programs

3. 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**

4. 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**

5. 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**

6. 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**

7. 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 undersection 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**

8. 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**

9. 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**

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

Title I Schoolwide Programs



16. 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**

17. 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**

18. 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**

19. 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**

20. 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**

21. 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 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

22. 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**

23. 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**

24. 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**

25. 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**

26. 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**

27. 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**

28. 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**

29. 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**

30. 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**

31. 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**

32. 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**

33. 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**

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report\_10132021\_08:23

2021-22 Phase Two: School Safety Report

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

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## 2021-22 Phase Two: School Safety Report

### School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes, August 18th

8. 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, 8/16/2021

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school 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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## 2021-2022 Phase Three: Comprehensive School Improvement Plan\_11122021\_12:53

2021-2022 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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## 2021-22 Phase Three: Comprehensive School Improvement Plan

### Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Although there was a slide in performance due to COVID we have maintained the current goals and objectives for the 21-22 school year.

### **ATTACHMENTS**

#### **Attachment Name**



21-22 TFMS CSIP

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, 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, as identified in the Needs Assessment for Schools, 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.).

**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

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

**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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.


Requirements for Building an Improvement Plan



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.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 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 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- 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:** Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

## 1: Proficiency

Goal 1 (State your proficiency goal.): <i>By 2026, Turkey Foot Middle School will increase the reading proficiency from 62.1% in reading to 77% and math from 52.1% to 67%</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, Turkey Foot Middle School will increase the reading proficiency from 50.72% in 2021 to 65.2%	<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 agendas, PPR walk data, Progress checks of 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 assessments data analysis, Progress checks of students in the MTSS pyramid every 8-10 weeks	
	• <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 practice for goal setting, Goal setting for MAPs and other assessments with core content 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 agenda and note	
Objective 2 By 2022, Turkey Foot Middle School will increase the math	• <u>KCWP 2: Design and Deliver Instruction</u>	Plan for and implement active student engagement through implementation of the Quality Cycle of Instruction and	MAP Data, common Assessment Data, K Prep Data, Office discipline referral analysis,	Increase in student engagement as measured by Office Discipline Referrals, Analysis of PPR walk feedback to determine instructional	

Goal 1 (State your proficiency goal.):

By 2026, Turkey Foot Middle School will increase the reading proficiency from 62.1% in reading to 77% and math from 52.1% to 67%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
proficiency from 38.4 in 2021 to 55%		professional development around best practice strategies		PLC focus, Instruction and Assessment PLC agenda and supports	
		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 pyramid process, administration will follow up with R-180 intervention providers to monitor individual student progress, continued review of R180 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	monthly school level assessment, 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 assessments data analysis, Progress checks of students in the MTSS pyramid every 4-6 weeks	
		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 practice for goal 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 area meetings to determine mastery of standard and instructional changes need to move learning forward	

Updated May 2021

Goal 1 (State your proficiency goal.): <i>By 2026, Turkey Foot Middle School will increase the reading proficiency from 62.1% in reading to 77% and math from 52.1% to 67%</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		sharing and collaborative lesson creation, and analysis of data.			

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2026, Turkey Foot Middle School will increase the proficiency in science from 28.9% to 56%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, Turkey Foot Middle School will increase the science scores from 32.1 to 37%	<ul style="list-style-type: none"> <li><u>KCWP 2: Design and Deliver Instruction</u></li> </ul>	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, PPR walk data, grades	
Objective 2					

## 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 63.9% in 2021, to 52.56%	<ul style="list-style-type: none"> <li><u>KCWP 4: Review, Analyze and Apply Data</u></li> </ul>	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 from behavior incident report and office discipline referrals, Special Education PLC agendas, Student data dashboard, analyze data from PPR walks with a focus on collaborative and resource class	
		Quarterly 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, IEP progress monitoring data	
Objective 2					
Objective 3					

Updated May 2021

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

## 4: Growth

Goal 4 (State your growth goal.): By 2024 Turkey Foot Middle School will increase the percentage of student showing growth in MAP for reading from 47% in the Spring of 2019 to 55% and for math from 49.05% to 57%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  By 2022 Turkey Foot Middle School will increase the percentage of students showing growth in reading from 46.09 to 51.5%	<ul style="list-style-type: none"> <li><u>KCWP 4: Review, Analyze and Apply Data</u></li> </ul>	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 as measured by Office Discipline Referrals, Analysis of PPR walk feedback, Agendas from Assessment 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 students in the tiers every 8-10, MTSS PLC agendas	
		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 Assessment PLC's, Performance Matters Dashboard	
<b>Objective 2</b>  By 2022 Turkey Foot Middle School will increase the percentage of student showing growth in math from 49.95 to 53.45%	<ul style="list-style-type: none"> <li><u>KCWP 4: Review, Analyze and Apply Data</u></li> </ul>	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 Assessment PLC's, Performance Matter Dashboard	
		Implement the MTSS process/protocol using the district data dashboard and tools	MAP Data, common Assessment Data, K Prep Data	Progress checks of students in the tiers every 8-10, MTSS PLC agendas	



Goal 4 (State your growth goal.): By 2024 Turkey Foot Middle School will increase the percentage of student showing growth in MAP for reading from 47% in the Spring of 2019 to 55% and for math from 49.05% to 57%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 as measured by Office Discipline Referrals, Analysis of PPR walk feedback, Agendas from Assessment and Instruction PLC.	

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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. By Spring of 2025 71% of the faculty will believe that school administrators will effectively communicate important information to our teachers.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, 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, google forms requesting feedback around communication, Special Education PLC, Core Content PLC's, weekly memos, voluntary virtual meetings, monthly team leader meetings, Admin meeting notes	
Objective 2					

## Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully 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 activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p>
<p><b>Identification of Critical Resources Inequities:</b></p> <p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

**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). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

**Response:**

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**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 to address the causes of underperformance.

**Response:**

### Special Considerations for Comprehensive Support and Improvement (CSI) Schools

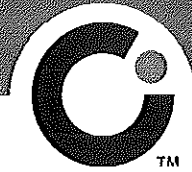
Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs 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 process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is 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 regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the 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 "[Documenting 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 pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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## 2021-22 Phase Three: Executive Summary for Schools\_11122021\_12:52

2021-22 Phase Three: Executive Summary for Schools

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



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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

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

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 one 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 are currently at 44% Free and Reduced.

### School's Purpose

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

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 our students we provide school based counseling for students and families. For the 2021-2022 school year we continue to have a social worker and behavior coach to improve our social and emotional learning services and tiered supports. 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 interests as the student moves 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. Most years we have Conbrio. This event starts with an art show and ends with a musical.

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performance from our students. Our band and chorus students routinely received high ratings from KMEA.

#### Notable Achievements and Areas of Improvement

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

Although we were virtual the vast majority of the past 20 months our teachers continued to provide superior instruction. We actually exceeded our writing and science scores on the 20-21 KPREP. Although we did not meet our previous years MAP benchmarks we showed longitudinal growth in three of the four categories. 1. Reading 6th Grade 59.83% to those now 7th graders are at 65.40 proficiency. 2. Math 6th Grade 42.98% to those now 7th graders are at 52.96% proficiency 3. Math 7th Grade 58.54% to those now 8th graders are at 61.05% proficiency.

#### Additional Information

**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

#### Additional Information

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 and staff 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.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Professional Development Plan for Schools\_11122021\_12:51

2021-22 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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## **2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

### **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 2022, Turkey Foot Middle School will increase the reading proficiency for all students from 50.72% in 2020 to 65.2% in 2022 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 38.4% in 2020 to 55% in 2022 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. One contextual factor of building collective efficacy is empowering teachers the other is giving them a voice in matters related to school improvement. We will also use PLC's to increase our collective efforts. As a school team, we will strength our PLC structures and work to include the professional learning around Performance Matters and Schoology. This will allow our staff to improve student outcomes and make decisions based on mastery of standards.

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 Collective Efficacy Training Quality Instruction Videos Staff Meetings

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

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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)

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 adapting instruction based on assessment data. We need to look at the real data that tells where are students are. When students fall behind, it is more difficult for them to they pay attention and master standards. The best teachers are able to re-engage most students and provide needs based instruction. Our priority is to provide professional development around strategies that require all students to master the necessary standards.

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 staff respond to data they are more like to provide the necessary supports to help students reach student outcomes.

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 Performance Matters PLC's 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, Quality instruction training, mastery goal setting, PPR coaching feedback from learning walks, Special Ed PLC's, MTSS PLC's, Performance Matters dashboard 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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## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools\_09132021\_13:24

2021-22 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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## 2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***



Please enter your name and date below to certify.

Dr. Shannon K. Gross 9/13/2021



## 2021-22 Phase Two: The Needs Assessment for Schools\_10132021\_09:16

2021-22 Phase Two: The Needs Assessment for Schools

**Twenhofel Middle School**  
**Shannon Gross**  
11846 Taylor Mill Rd  
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United States of America

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## **2021-22 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

For the 2021-2022 school year there has been specific practices that have been revamped to make the learning practices at Twenhofel Middle more effective as well as productive. This school year there has been an intentional focus on reviewing, analyzing and sharing data. During TMS's administrative meetings we now discuss and review school data. With the implementation of Performance Matters as an Admin team we are able to review current academic trends with up to date data. With our PLC format we have also restructured to where teachers and school administration has the opportunity to analyze student data and develop a plan for what needs to be put in place to help meet the needs of students. This process has

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allowed for the continual review of student development as well as next steps. School Administration has also developed more encompassing tracking format. With the new format we as an admin team are able to see how the trends are within the school according to our instructional walks as well as feedback. The next item has also been the implementation of our new goal monitoring sheet for special education. With the new goal monitoring sheet we are able to review each student with an IEP and have discussions around the individual student

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

With the analyzation of data it is to be noted that for the 2019 - 2020 school year due to the pandemic there was no KPREP data to review. For the purpose of this trend the data that will be utilized for the trends to analyze will be KPREP for 2018-2019 and the data from the 2020-2021. For the 2018-19 school year there were two content areas measured and they were reading and math. During the 2018-19 school year Twenhofel Middle School had the following percentages that scored Proficient/distinguished. For 6th grade reading at the 6th grade level 67.23, 7th grade 66.42%, and 8th 66.40 %. For the 2020-2021 school year in the areas of reading the following percentage of students scored Proficient/Distinguished. In reading at the respective grade levels Twenhofel Middle School scored the following: 6th grade 63.76%, 7th grade 62.11%, and 62.84%. This was a decline in all three grade levels from the 2018 - 2019 school year. When reviewing the data in the content area of math from the 2018-2019 school year the following percentages of students scored at the Proficient/Distinguished level: 6th grade 54.05%, 7th grade 61.89% and 8th grade 58.80%. During the 2020 -2021 school the following percentage of students scored at the Proficient/Distinguished level: 6th grade 45.26%, 42.58%, and 55.38%. With the analyzing of this data all three grade levels in both areas of reading and math saw a decline in scores.

## Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data

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used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

There will be multiple data sources used for the review of the current condition. With the end of the 2021-2021 school year KPREP data in the area of reading Twenhofel Middle School had the following percentage of students score Proficient/Distinguished at each grade level: 6th grade-63.74%, 7th grade-62.11%, and 8th grade-62.84%. In the content area of math the following percentages of students scored at the Proficient/Distinguished level: 6th grade-45.26%, 7th grade-42.58% and 8th grade 55.38%. The percentage of students that scored at the 50th percentile that had IEP's (Gap Group) in the content areas of reading and math were the following: Reading 25.71% and Math 14.29%. The next data points that will be analyzed will be MAP from the fall of 2020 to the spring of 2021. During the fall 66.98% were at or above the 50th percentile in the area of reading. During the fall in the content area of reading 28.30% of the students with IEP's scored at or above the 50th percentile. After the spring 2021 school testing window in the content area of reading 62.92% of the students scored at the 50th percentile or higher. 41.95% of our students showed growth in the area of reading. 25.71% of the students with IEP's scored at the 50th percentile or above and this was a 56.99% growth. In the content area of Math for MAP testing during the fall testing window 59.94% of the students scored at or above the 50th percentile and the percentage of students with IEP's that scored at or above the 50th percentile was 21.36% During the spring testing window 47.93% of the students scored at or above the 50th percentile and this was a 36.79% growth. the percentage of students with IEP's that scored at or above the 50th percentile was 14.29% and this showed a 38.46% in growth.

### **Priorities/Concerns**

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

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School

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## 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.

For the 2020-2021 school year in the areas of reading on 25.71% percent of the students with IEP's scored at or above the 50th percentile. In the content area of math only 14.29% of the students with IEP's scored at or above the 50th percentile. With the end of the 2021-2021 school year KPREP data in the area of reading Twenhofel Middle School had the following percentage of students score Proficient/Distinguished at each grade level: 6th grade-63.74%, 7th grade-62.11%, and 8th grade-62.84%. In the content area of math the following percentages of students scored at the Proficient/Distinguished level: 6th grade-45.26%, 7th grade-42.58% and 8th grade 55.38%. The percentage of students that scored at the 50th percentile that had IEP's (Gap Group) in the content areas of reading and math were the following: Reading 25.71% and Math 14.29%. The next data points that will be analyzed will be MAP from the fall of 2020 to the spring of 2021. During the fall 66.98% were at or above the 50th percentile in the area of reading. During the fall in the content area of reading 28.30% of the students with IEP's scored at or above the 50th percentile. After the spring 2021 school testing window in the content area of reading 62.92% of the students scored at the 50th percentile or higher. 41.95% of our students showed growth in the area of reading. 25.71% of the students with IEP's scored at the 50th percentile or above and this was a 56.99% growth. In the content area of Math for MAP testing during the fall testing window 59.94% of the students scored at or above the 50th percentile and the percentage of students with IEP's that scored at or above the 50th percentile was 21.36% During the spring testing window 47.93% of the students scored at or above the 50th percentile and this was a 36.79% growth. the percentage of students with IEP's that scored at or above the 50th percentile was 14.29% and this showed a 38.46% in growth.

### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

When reviewing the the 2020-2021 KPREP data in the areas of reading the following percentage of students in grades 6th, 7th, and 8th score the following. Reading 6th grade: 63.76%, 7th grade: 61.11%, and 8th grade 62.84%. In the content area of math 6th grade scored 45.26, 7th grade 42.58, and 55.36% scored at the proficient/ distinguished level. The percentage of students with IEP's scored the following at or above the 50th percentile in the area of reading 25.71% and math 14.29%.

### Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

See attached


### **ATTACHMENTS**

#### **Attachment Name**

 Twenhofel Middle School Key Elements



## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Twenhofel Middle School Key Elements	Twenhofel Middle School Key Elements	• 6

## Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	For the 2021 – 2022 school year Twenhofel Middle school has adopted a new updated curriculum map. Prior to the start of the 2020-2021 school year content teachers had the opportunity to meet to address and revise common assessment questions as well as work on a bank of formative questions.
<b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Twenhofel Middle School has a vested interest in ensuring that high quality and highly effective teachers are delivering high quality instruction. In August we started the school year by having a six hour professional development around the Cycle of Quality Instruction and Rigor in the classroom. We also have developed a TMS academic plan that addresses specific trends that are gathered through learning walks. Professional development is currently on going that centers around the cycle of quality instruction and ways that teachers can expand their instructional strategies
<b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	This is a process that has started with the implementation of schoology and performance matters. Twenhofel Middle School has also redesigned it's PLC structure to bring the analyzing of student data to the forefront. Our teachers have learned how to administer a common assessment through schoology and we have/are learning the process on how to pull the data as well as make adjustments to instruction. I also have a weekly standing
<b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g.,	With our weekly admin agenda as well as our weekly PLC structures we are discussing that data. We are also reviewing trends through our learning walk feedback. During the last CIA curriculum, instruction, and

## Key Elements of the Teaching and Learning Environment - School

<p>formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>assessment meeting we invited our leads so that we could brainstorm with them to develop structures in place to better communicate the data as well as understand. Twenhofel Middle School has also updated its goal tracking sheet for students with IEP's. These students are reviewed monthly around there specific goals along if they are making progress</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>We have restructured our PLC's to ensure that student data is being reviewed. Through performance matters teachers have the opportunity to review student common assessment data with their content peer and make changes, adapt to specific needs that their students might have. We are also in the process of working on Common Formative assessment questions so that teacher have a real time view trend of what is happening within their classroom.</p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b> What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>At Twenhofel Middle School we care about the well being of all staff and students. At the beginning of each school year we review with our staff what we expect from them with professional responsibilities. The school administration also meets with the students at each grade level to review expectations for the school year. There are also weekly announcements that cover behavior and academic expectations. For our students that score proficient we also try and recognize their accomplishments for their academic work. Our guidance counselors have also shared with is data from a Terrace Metrics survey. With this data we will be able to review current trends and develop plans and strategies that will hopefully support the social, emotional, learning of our students.</p>

## Key Elements of the Teaching and Learning Environment - School



2021-22 Phase Two: School Assurances\_10132021\_09:07

2021-22 Phase Two: School Assurances

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

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## 2021-22 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.

### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

2. 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**

### Title I Programs

3. 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**

4. 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**

5. 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**

6. 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**

7. 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**

8. 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**

9. 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**

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

Title I Schoolwide Programs

16. 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**

17. 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**

18. 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**

19. 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**

20. 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**

21. 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 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

22. 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**

23. 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

24. 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**

25. 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**

26. 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**

27. 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**

28. 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**

29. 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**

30. 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**

31. 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

32. 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**

33. 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**

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report\_10132021\_08:59

2021-22 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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## 2021-22 Phase Two: School Safety Report

### School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes

8. 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 (8-12-2021)

9. 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

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school 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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## 2021-2022 Phase Three: Comprehensive School Improvement Plan\_12062021\_18:54

2021-2022 Phase Three: Comprehensive School Improvement Plan

**Twenhofel Middle School**  
**Shannon Gross**  
11846 Taylor Mill Rd  
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## 2021-22 Phase Three: Comprehensive School Improvement Plan Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Attached

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, 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, as identified in the Needs Assessment for Schools, 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.).

**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

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

**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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

### Requirements for Building an Improvement Plan

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.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 TMS CSIP	TMS 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 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	<u>KCWP 2: Design and Deliver Instruction Classroom Activities</u>	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
	<u>KCWP 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.	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 Meetings to ensure equity for all learners, MAP and common assessment data	Weekly PLC'S, Admin Meetings, School & Student Specific Data analysis	NA

<b>Objective 2</b> <b>(Math) By 2021, TMS will increase Math Proficiency for all students from 83 to 87</b>	<b>KCWP 2: Design and Deliver Instruction Classroom Activities</b>	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 Assessments, MTSS Academic Meetings, MTSS in Behavior & Social Emotional Learning/Mental Health & Academics	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Choose Love Curriculum & Calm classroom, (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	RTI, Math180, PLC's with consultants and administration, MTSS Academic Meetings	Weekly PLC agendas, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback, Math180 Data, MTSS meetings	NA
	<b>KCWP 4: Review, Analyze and Apply Data Classroom Activities</b>	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

1) 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: Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, refining Common Assessments	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	<u>KCWP 2: Design and Deliver Instruction Classroom Activities</u>	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, FBIS (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
	<u>KCWP 2: Design and Deliver Instruction Classroom Activities</u>	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, FBIS (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	<u>KCWP 2: Design and Deliver Instruction Classroom Activities</u>	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, Tweenhofel 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



## 2021-22 Phase Three: Executive Summary for Schools\_11122021\_13:05

2021-22 Phase Three: Executive Summary for Schools

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

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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

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

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 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". The expectations are for our students to: Treat each other with respect, Be Responsible, and Be Prepared each and every day. We hope that once our students leave the eighth grade they are not only prepared instructionally, but that they are overall good citizens that can be successful in the real world.

### School's Purpose

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

Twenhofel Middle School, 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.

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Over the past two years, the staff at Twenhofel Middle School has been involved in a book study to continue to improve on how students are treated and the expectations set at the school. Twenhofel Middle School offers many different activities to involve students.

#### Notable Achievements and Areas of Improvement

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

Over the 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.

#### Additional Information

**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.

NA

#### Additional Information

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

Twenhofel Middle School is 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.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Professional Development Plan for Schools\_11122021\_14:21

2021-22 Phase Three: Professional Development Plan for Schools

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

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## **2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

#### **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 around the cycle of quality instruction. The two main focus areas will be eliciting responses from all students as well as ensuring that our students with IEP's are making progress on their goals

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 around the cycle of quality instruction, eliciting responses from all students along with ensuring that students are making progress on their IEP goals

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

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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, 2 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 standardard development is ne



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

Administration, consultants, technology

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

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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

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.)

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

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.

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Common Assessment data, formative assessment data, instructional walks

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

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools\_09282021\_13:13

2021-22 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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## **2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.

Christi A Jefferds, September 28, 2021





## 2021-22 Phase Two: The Needs Assessment for Schools\_10132021\_09:06

2021-22 Phase Two: The Needs Assessment for Schools

**Woodland Middle School**  
**Christi Jefferds**  
5399 Old Taylor Mill Rd  
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## **2021-22 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

During weekly PLCs, teachers will analyze results from the most recent Common Assessments, using Performance Matters to target specific unmastered standards that require reteaching. Teachers have set goals for each content area to be met by the averages of all Common Assessments administered during the 2021-22 school year. The goals are: 50% of students will demonstrate proficiency in Math during the 2021-22 school year as demonstrated by: >70% on the average of all district common assessments given in Math (review progress and adjust action steps after each assessment); 60% of students will demonstrate proficiency in Reading during the 2021-22 school year as demonstrated by: >70 % on the average of all district

common assessments given in ELA (review progress and adjust action steps after each assessment); MAP data is also reviewed in PLCs following the administration of the Fall and Spring MAP tests. Students scoring below benchmark in Math and/or Reading are reviewed and the data is triangulated with common assessment scores, IEP progress data, Tier II and Tier III progress data and classroom progress to determine if intervention is needed, or if in place, adjustments need to be made. Tier II and Tier III progress is reviewed during scheduled MTSS meetings. The Progress Review MTSS Team includes the Principal, Assistant Principals, Academic Interventionists, Counselors, KTP Teacher, KTP Social Worker, Lead Special Ed teacher and School Psychologist. MTSS Reading, Math and Written Expression Tier II data will be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principal, Assistant Principals, ELA and Math interventionists on the following dates and make changes as necessary: Oct. 27, Jan. 2, and Apr. 20. MTSS Reading, Math and Written Expression Tier III data will be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principal, Assistant Principals, Special Ed Lead Teacher, School Psychologist, Counselors, ELA and Math interventionists on the following dates and make changes as necessary: Oct. 20, Dec. 15, Feb. 9, and Apr. 6. Student assessment information and progress data is shared monthly with the SBDM council. All meetings follow guided agendas, and minutes of the meeting are shared with teachers after the meeting conclusions. MTSS Behavior/SEL/Mental Health Tier III data will be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principals, Assistant Principals, Counselors, KTP teacher, School Psychologist, Special Ed Lead Teacher and KTP Social Worker on the following dates and make changes as necessary: Oct. 18 Dec. 13 Feb. 7 Apr. 4 2:40-3:40 p.m. Mental Health Social Emotional Behavior Principal Asst. Principals Counselors Lead Special Ed School Psych KTP Teacher KTP Social Worker

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The percentage of students scoring Proficient and Distinguished on Reading KPREP fell from 61.52 in 2019 to 49.5 in 2021-a decrease of 12.02%. The percentage of students scoring Proficient and Distinguished on Math KPREP fell from 51.87% in

2019 to 37.7 in 2021-a decrease of 14.17%. From 2019-2020 to 2020-2021, the number of behavior referrals decreased from 420 to 192, a difference of 228. During the same time periods, the numbers of out of school suspensions increased from 54 in 2019-2020 to 61 in 2020-2021, an increase of 7.

### Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

57.3% of students with disabilities scored Novice on the 2021 KPREP Reading assessment as compared to the state average of 55.7%. 42.7% of students with disabilities scored Novice on the 2021 KPREP Math assessment as compared to the state average of 49.9%. Student KPREP survey results indicated that 92.6% of students agreed that "Adults from my school care about me," and 96.2% agreed that "My teachers expect me to do my best all the time."

### Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

17.1% of students with disabilities scored Proficient/Distinguished on the 2021 KPREP Reading assessment, as compared to 49.5% of all students, a difference of

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32.4%. 14.6% of students with disabilities scored Proficient/Distinguished on the 2021 KPREP Math assessment, as compared to 37.7% of all students, a difference of 55.5%.

### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

23.17% of our students with disabilities scored at or above benchmark on the Fall 2021 Reading MAP test compared to 19.18% in Spring 2021, which indicates that our current instructional methods are improving the reading achievement of these students. 19.51% of our students with disabilities scored at or above benchmark on the Fall 2021 Math MAP test compared to 16.44% in Spring 2021, which indicates that our current instructional methods are improving the math achievement of these students.

### Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.


After analyzing the Key Elements of your teaching and learning environment, 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.

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

In order to produce the desired changes, Woodland Middle school will focus its resources and effort upon KCWP 4: Review, Analyze and Apply Data and KCWP 5: Design, Align, and Deliver Support. These element will be thoroughly addressed in the Comprehensive School Improvement Plan diagnostic and template.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Woodland MS School Key Elements	This document describes how Woodland MS is working toward all 6 Key Core Work Processes.	•



Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b></p> <p>What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>We hold weekly data PLCs to review common assessment data, MAP data, and KPREP data. Teachers collaborate to address standards that students have struggled with, providing "wrong answer analysis" and reteaching to whole/small groups and individuals. Academic Tier II and Tier III progress review meetings are held regularly, following the KCSD MTSS Review Windows schedule to monitor student progress and make intervention adjustments as needed. Special Education teachers meet monthly to review students' progress on their IEPs and make adjustments as needed. Student assessment data is shared monthly in SBDM meetings, and discussions are held regarding instructional curricula, strategies, and interventions. The RBTL (Reducing Barriers to Learning) committee reviews student failures, absences, and persistence to graduation, and implements interventions to help students overcome barriers to learning.</p>
<p><b>KCWP 2: Design and Deliver Instruction</b></p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>All teachers teach Kentucky Academic Standards, and reference standards and learner targets in their lessons. Teachers follow the KCSD Curriculum Timelines and administer district-developed common assessments according to the prescribed schedule. The school administrators conduct learning walks daily to ensure that every teacher is visited at least one time per month, and actionable feedback is provided based upon the Cycle of Quality Instruction to improve instruction in every classroom. The principal and assistant principals receive regular instruction, coaching and calibration on providing meaningful learning walk feedback through</p>

## Key Elements of the Teaching and Learning Environment - School

	<p>twice-monthly school visits, monthly Curriculum, Instruction and Assessment meetings, and monthly district leadership meetings. The Math department has undertaken a task to create better vertical alignment, including common vocabulary, a common lesson structure, and developing bi-weekly short cycle assessments. The schoolwide writing program includes the use of Writing Non-Negotiables, common acronyms and graphic organizers for On Demand Writing and Short Answers/Extended Response for use in every classroom. Schoolwide On Demand Writing scrimmages are held 3 times per year to ensure that all students have ample opportunity to practice this skill and receive targeted feedback.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>All teachers have been introduced to the KCSD Balanced Assessment System, which includes interim, benchmark (MAP), formative, and summative assessments. Teachers administer district-developed common assessments following the KCSD common assessment timeline, and have begun developing bi-weekly short cycle assessments to target specific standards that students have not yet mastered. Students conduct wrong answer analyses on common assessments to identify and correct misconceptions. Teachers incorporate formative assessment daily during their lessons, working to obtain individual products that demonstrate learning according to the Cycle of Quality Instruction, and making lesson adjustments as needed in real time to address student misconceptions.</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b></p>	<p>All teachers administer Common Assessments through the use of Power Schools, which provides clear graphs</p>

## Key Elements of the Teaching and Learning Environment - School

<p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>and reports to aid in the analysis of the data during PLCs. The school has adopted a Common Assessment Analysis Process that all teachers follow, ensuring that teachers are collaborating to analyze data, discuss instructional strategies, and determine the steps needed to assist all students in reaching proficiency. Additionally, teachers analyze MAP data following the Fall and Spring administration of the assessment, using the data to help identify students who need intervention or enrichment. MAP data is part of collection of triangulated data, including KPREP, Common Assessment, IEP Progress data, Tier II and III progress data, and class performance. This triangulation of data is regularly reviewed during PLCs and MTSS meetings to make instructional decisions for individual students that will help them to improve their academic achievement.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Our MTSS Committee meets to review Tier III intervention data every 8-10 weeks, and Tier II data every 6-8 weeks. The school MTSS Plan provides detailed guidance on the process for collecting and monitoring students, and determining the appropriateness of the intervention(s) to which each is assigned. When students are determined not to be making progress, the MTSS Committee discusses the adjustments needed to the student's intervention program. Student Common Assessment Data is monitored weekly in PLCs with teachers, and instructional adjustments are made to address unmastered standards.</p>

**KCWP 6: Establishing Learning Culture and Environment**

What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?

All students receive 20 minutes daily of SEL instruction following the Second Step curriculum. Each student is assigned an Adult Advocate. Results of the 2021 KPREP Student Survey indicated that 92.6% of students agreed that "Adults from my school care about me," and 96.2% agreed that "My teachers expect me to do my best all the time." The Reducing Barriers to Learning Committee meets weekly to identify students who are struggling and analyze the barriers they are encountering, such as chronic absenteeism, persistence to graduation, frequent behavior issues, and economic needs. The RBTL Committee collaborates to address these student needs. This year we have established a weekly tutoring program that includes transportation to provide additional instruction to students struggling with ELA and Math. All students take the Terrace Metrics Resiliency Survey, the results of which allow the counselors to identify students with priority Mental Health needs and provide interventions, such as small group or individual counseling. Additionally, the counselors collaborate closely with the families to ensure that the students receive the level of mental health supports they require, including School Based Therapy through North Key.



2021-22 Phase Two: School Assurances\_10132021\_09:01

2021-22 Phase Two: School Assurances

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

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## 2021-22 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.

### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

2. 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**

### Title I Programs

3. 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**

4. 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**

5. 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**

6. 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**

7. 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**

8. 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**

9. 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**

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

Title I Schoolwide Programs

16. 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**

17. 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**

18. 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**

19. 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**

20. 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**

21. 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 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

22. 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**

23. 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

24. 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**

25. 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**

26. 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**

27. 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**

28. 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**

29. 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**

30. 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**

31. 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

32. 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**

33. 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**

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report\_10132021\_08:46

2021-22 Phase Two: School Safety Report

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

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## 2021-22 Phase Two: School Safety Report

### School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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. The school emergency plan was adopted September 2021. The plan includes keeping all classroom doors closed and locked during instruction, and all classroom windows have been equipped with material to quickly cover the window during a building lockdown.

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. The school emergency plan was provided to area first responders.

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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes.

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

Yes. The school's emergency plan was reviewed and revised as needed in May 2021.

8. 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, the emergency plan was reviewed with all staff during opening day training on 8/12/2021.

9. 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.

10. 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.

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes, all required fire drills were conducted during the past 12 months.



## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-2022 Phase Three: Comprehensive School Improvement Plan\_11012021\_13:48

2021-2022 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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## 2021-22 Phase Three: Comprehensive School Improvement Plan

### Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attachment

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, 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.

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**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, as identified in the Needs Assessment for Schools, 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.).

**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

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

**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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

### Requirements for Building an Improvement Plan

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.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 WMS Comprehensive School Improvement Plan: Goals	Specific goals, activities and methods of monitoring to ensure student progress toward improving academic achievement.	•

## 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- 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 1a: **Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2026 as measured by the school report card proficiency data.**

Goal 1b: **Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 72.7% in 2026 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 2022 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	<p>Use the Woodland PLC CA Data Analysis Form for PLCs that addresses analyzing student Common Assessment data.</p> <p>Review of Performance Matters Data following the administration of common assessments to determine student mastery of standards and develop intervention strategies to address individual and groups of students who have not met mastery.</p> <p>Goal setting for Common Assessments in all classrooms.</p> <p>Develop bi-weekly short cycle assessments in English Language Arts to administer on Performance Matters.</p> <p>Review of PPR Walk data in weekly Leadership Meetings.</p>	<p>Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments, short cycle assessments and KSA-like Common Assessments.</p> <p>Individual students meeting or exceeding MTSS Tier II and Tier III goals, decreased numbers of students requiring Tier II and Tier III interventions.</p> <p>Monthly walk data indicating the % of Reinforce and Recommend for each</p>	<p>Regular review of common assessment and short cycle assessment data in weekly PLCs, identifying unmastered standards and collaborating to develop strategies to help all students meet mastery.</p> <p>Review of MTSS progress monitoring every 8-10 weeks (Tier II) and every 6-8 weeks (Tier III) following KCSD Progress Monitoring windows during scheduled MTSS Progress Review meetings (Principal, R180/S44/M180 interventionists, Lead Special Education Teacher, KTP teacher, School Psychologist, and Counselors.)</p> <p>Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify specific coaching and professional development needed for individual</p>	N/A



Goal 1a: **Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2026 as measured by the school report card proficiency data.**

Goal 1b: **Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 72.7% in 2026 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			element; Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.	teachers and school wide trends, and provide the needed resources and training.	
	KCWP 5: Design, Align and Deliver Support	<p>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</p> <p>Discuss strategies in data PLCs to address next steps for students who have mastered the content as well as for those who have not.</p> <p>Identify specific teacher training needed to improve student achievement (ex: Content-specific</p>	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding MTSS goals.	Review of Common Assessment data in weekly PLC meetings (Principal, Asst. Principals, ELA teachers), monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers), review of Tier II Intervention progress data every 8-10 weeks (Principal, Assistant Principals, Counselors and R180/S44 interventionists) and Tier III progress data every 6-8 weeks	N/A

Goal 1a: **Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2026 as measured by the school report card proficiency data.**

Goal 1b: **Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 72.7% in 2026 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.)</p> <p>Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources.</p> <p>Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.</p>		(Principal, Assistant Principals, Counselors, School Psychologist, KTP Teacher, KTP Social Worker, Lead Special Ed Teacher and R180/S44 interventionists) in MTSS meetings scheduled according to the KCSD Progress Monitoring windows, 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), and 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 2022 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	<p>Use the Woodland PLC CA Data Analysis Form for PLCs that addresses analyzing student Common Assessment data.</p> <p>Review of Performance Matters Data following the administration of common assessments to determine student mastery of standards and</p>	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments, short cycle assessments and	Regular review of common assessment and short cycle assessment data in weekly PLCs, identifying unmastered standards and collaborating to develop strategies to help all students meet mastery.	N/A

Goal 1a: **Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2026 as measured by the school report card proficiency data.**

Goal 1b: **Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 72.7% in 2026 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>develop intervention strategies to address individual and groups of students who have not met mastery.</p> <p>Goal setting for Common Assessments will be implemented in all classrooms.</p> <p>Develop bi-weekly short cycle assessments in Math to administer on Performance Matters.</p> <p>Review of PPR Walk data in weekly Leadership Meetings.</p>	<p>KSA-like Common Assessments.</p> <p>Individual students meeting or exceeding MTSS Tier II and Tier III goals, decreased numbers of students requiring Tier II and Tier III interventions.</p> <p>Monthly walk data indicating the % of Reinforce and Recommend for each element; Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.</p>	<p>Review of MTSS progress monitoring every 8-10 weeks (Tier II) and every 6-8 weeks (Tier III) following KCSD Progress Monitoring windows during scheduled MTSS Progress Review meetings (Principal, R180/S44/M180 interventionists, Lead Special Education Teacher, KTP teacher, School Psychologist, and Counselors.) Regular review of common assessment data, identifying unmastered standards and developing strategies to help all students meet mastery.</p>	
	KCWP 5: Design, Align and Deliver Support	Increase collaboration in data analysis and student progress towards standards mastery,	Increased numbers of students scoring proficient or	Review of Common Assessment data in weekly PLC meetings (Principal, Asst. Principal, Counselors, teachers,	N/A

Goal 1a: **Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2026 as measured by the school report card proficiency data.**

Goal 1b: **Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 72.7% in 2026 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>including identification of students in need of intervention supports</p> <p>Discuss strategies in data PLCs to address next steps for students who have mastered the content as well as for those who have not.</p> <p>Identify specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.)</p> <p>Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources.</p> <p>Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.</p>	<p>distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding MTSS goals.</p>	<p>School Social Worker), monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers), review of Tier II Intervention progress data every 8-10 weeks (Principal, Assistant Principals, Counselors and R180/S44 interventionists) and Tier III progress data every 6-8 weeks (Principal, Assistant Principals, Counselors, School Psychologist, KTP Teacher, KTP Social Worker, Lead Special Ed Teacher and R180/S44 interventionists) in MTSS meetings scheduled according to the KCSD Progress Monitoring windows, 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), and review of school safety data at monthly Safety Committee meetings.</p>	

Goal 1a: *Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 79.1% in 2026 as measured by the school report card proficiency data.*

Goal 1b: *Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 72.7% in 2026 as measured by the school report card proficiency data.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Create vertical alignment documents for math, incorporating short cycle assessments, aligned vocabulary, and a common lesson plan template.	Creation of the alignment documents including short cycle assessments, aligned vocabulary and a common lesson plan template.	Review progress of the development of the documents at Math Department Meetings monthly, and review short cycle assessment data using Performance Matters during weekly PLCs.	N/A

## 2: Separate Academic Indicator

Goal 2 : <b>Woodland Middle School will collaborate to increase the Science proficiency for all students from 25.1 % in 2019 to 34.46% in 2026 as measured by the school report card proficiency data.</b>					
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 2022 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	<p>Teachers will work together to develop short cycle (biweekly) standards assessments to closely monitor student progress towards standards mastery.</p> <p>Teachers will work with district curriculum consultants to develop and refine district wide common assessments focused on the NGSS standards for each grade level.</p> <p>Teachers will review assessment data (short cycle and common assessment) using Performance Matters to pinpoint which students have mastered the standards and which have not, and develop plans to ensure that all students master the content.</p> <p>The teachers will follow the school wide protocol regarding the analysis of the common assessment and short cycle assessment data and share the information/hold professional discussions regarding next steps.</p>	Increased numbers of students scoring proficient or distinguished on Science common assessments and short cycle assessments.	Common Assessment and short cycle assessment data will be analyzed weekly during PLCs, and will be measured against the school wide goal of 70% proficiency averaged across all Science Common Assessments.	N/A

Goal 2 : **Woodland Middle School will collaborate to increase the Science proficiency for all students from 25.1 % in 2019 to 34.46% in 2026 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support	<p>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</p> <p>Discuss strategies in data PLCs to address next steps for students who have mastered the content as well as for those who have not.</p> <p>Identify specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.)</p> <p>Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources.</p> <p>Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.</p>	Increased numbers of students scoring proficient or distinguished on common assessments and short cycle assessments.	Review of Common Assessment data in weekly PLC meetings (Principal, Asst. Principal, teachers) and monthly department meetings (teachers, District Curriculum Consultants.)	N/A

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

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 2021 to 23.1% in 2022 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/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 KSA-like Common Assessments.	Review and analysis of Reading Common Assessment data monthly in PLCs (Principal, teachers), review of IEP reading data monthly during Special Ed PLCs, review of MAP progress data at least 2 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), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.	N/A
	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.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP,	Review of student Common Assessment progress data during weekly PLCs, review of IEP progress data during monthly Special Ed PLCs.	N/A



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and reaching or exceeding IEP goals.		
		Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	Review of student Common Assessment progress data during weekly PLCs, review of IEP progress data during monthly Special Ed PLCs.	N/A
		Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.	Increased % of teachers receiving "Reinforce" feedback on the Cycle of Quality Instruction during monthly PPR walks.	Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element.	N/A
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 8.8% in 2019 to 20.2% in 2022 as measured by the school report card proficiency data.	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 and analysis of math Common Assessment data monthly in PLCs (Principal, teachers), review of math IEP data during monthly Special Ed PLCs, review of MAP progress data at least 2 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), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support	<p>Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.</p> <p>Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.</p>	<p>Increased % of teachers receiving “Reinforce” feedback on the Cycle of Quality Instruction during monthly PPR walks.</p> <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.</p>	<p>Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element.</p> <p>Review of and analysis of math Common Assessment data monthly in PLCs (Principal, teachers), review of math IEP data during monthly Special Ed PLCs, review of MAP progress data at least 2 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), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.</p>	N/A

#### 4: Growth

Goal 4a: **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 2026.**

Goal 4b: **Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for math from 57.23% in 2019 to 71.05% in 2026.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the percentage of students showing growth in Reading MAP from 51.59% in 2019 to 57.6% in 2022.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples/short cycle assessment data/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 KSA-like Common Assessments.	Review of and analysis of Reading Common Assessment data monthly in PLCs (Principal, teachers), review of Tier II Reading Intervention data every 8-10 weeks, review of Tier III Reading Intervention data every 6-8 weeks, review of MAP progress data at least 2 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), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.	N/A
		Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.	Evidence that strategies taught in ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success	Review of Reading IEP data during monthly Special Ed PLCs.  Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element.	N/A

Goal 4a: **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 2026.**

Goal 4b: **Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for math from 57.23% in 2019 to 71.05% in 2026.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			are being used regularly and with fidelity in all classrooms.		
	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.	<p>Reduced numbers of students who are absent or chronically absent.</p> <p>Increased average daily attendance rate and reduction in chronic absenteeism.</p> <p>Increasing the percentage of students involved in clubs and afterschool activities to strengthen their connection to the school community.</p>	<p>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 in accordance with the district attendance policy and determination of individual student and family need.</p> <p>Surveys will be completed each trimester to determine the percentage of students participating in extracurricular clubs and activities, and to gain insight into which clubs or activities we currently do not offer that students would like to participate in.</p>	N/A

Goal 4a: **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 2026.**

Goal 4b: **Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for math from 57.23% in 2019 to 71.05% in 2026.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Woodland Middle School will collaborate to increase the percentage of students showing growth in Math MAP from 57.23% in 2019 to 60.7% in 2022.	KCWP 4: Review, Analyze and Apply Data	<p>Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples/short cycle assessment data/progress on IEP goals) 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>Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.</p>	<p>Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KSA-like Common Assessments.</p> <p>Evidence that strategies taught in ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success are being used regularly and with fidelity in all classrooms.</p>	<p>Review of Math IEP data during monthly Special Ed PLCs.</p> <p>Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element.</p>	N/A

Goal 4a: **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 2026.**

Goal 4b: **Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for math from 57.23% in 2019 to 71.05% in 2026.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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.	<p>Reduced numbers of students who are absent or chronically absent.</p> <p>Increased average daily attendance rate and reduction in chronic absenteeism.</p> <p>Increasing the percentage of students involved in clubs and afterschool activities to strengthen their connection to the school community.</p>	<p>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 in accordance with the district attendance policy and determination of individual student and family need.</p> <p>Surveys will be completed each trimester to determine the percentage of students participating in extracurricular clubs and activities, and to gain insight into which clubs or activities we currently do not offer that students would like to participate in.</p>	N/A

## 7: IMPACT Survey Goal

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 on the Impact Survey.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 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.	KCWP 6: Establishing Learning Culture and Environment	Survey teachers for requested areas of professional development prior to developing the school PD Plan.	Completed survey results by March 2022.	Review of survey results by April 15, 2022 with the principal and assistant principals to develop the school priorities for the PD plan.	N/A
		Incorporate teacher choice into monthly faculty meetings based upon needs observed during monthly Learning Walks by administrators and district consultants.	Review of Faculty Meeting agendas.	Weekly review of priority teacher needs as observed in Learning Walks during the weekly Leadership Team meeting.	N/A
		Invite teachers to attend PD opportunities focused on their specific content areas.	Documentation of individual teachers' attendance at content-specific PD sessions.	Quarterly review of professional development transcripts to insure that all teachers have participated in appropriate PD, and develop a plan for those who have not to complete content-specific PD sessions.	N/A
		Create an Ad Hoc PD Committee comprised of teachers from every subject area to determine the PD most relevant to each department.	Ad Hoc Committee agenda and minutes.	Review of Ad Hoc Committee agenda, minutes, and recommendations during the monthly Department Lead Teacher meeting.	N/A
		Invite district Curriculum Consultants to attend monthly Department Meetings to share content-specific information and training.	Review of Department Meeting agendas and minutes.	Review of Department Meeting agendas and minutes.	N/A



## 2021-22 Phase Three: Executive Summary for Schools\_11012021\_13:45

2021-22 Phase Three: Executive Summary for Schools

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



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## **2021-22 Phase Three: Executive Summary for Schools**

### **Description of the School**

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

Woodland Middle School is located in Taylor Mill, KY. Taylor Mill is a thriving middle class community and is suburb of Cincinnati. Our school is surrounded by a supportive 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. During the 2020 - 2021 school year, we had 645 students in grades 6-8. 82.48% of our students are Caucasian, 5.12% of our students are Hispanic, 4.34% students are African American, and 0.47% of our students are Asian, 14.6% of our students receive special education services and 45% of our students qualify for free or reduced price lunch. 1.0% of our students are English Language Learners. Woodland Middle has three special education structured teaching classrooms which serve the needs of students who require the highest level of support. Woodland Middle School has 20 content area teachers, 6 encore teachers and 7.5 special education teachers. We also have two full time guidance counselors, 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 2020-2021 school year, select advanced 8th graders had the opportunity to take a Geometry course 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.

### **School's Purpose**

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

At Woodland Middle School we are committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students every day and creating a culture of high expectations. The purpose of Woodland Middle School is to focus on the strengths, talents, and abilities of each student, while recognizing our students are in

transition from childhood to adolescence. The current mission statement was developed with input from teachers, parents and stakeholders and drives our work by providing focus. Our mission statement is: Woodland is dedicated to a learning environment that fosters academic, emotional, and social growth. We believe each student is important. Every student can be a successful learner. Middle school is an important transitional period, and here students are encouraged to develop a sense of self-esteem and personal dignity. Students have a right to a quality education with rigorous learning opportunities. Students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed. Understanding and acceptance of cultural, social, physical, and economic differences creates a healthy learning environment. Learning is a lifelong process. Woodland provides opportunities for students to explore their roles in society, and encourages lifelong participation in their community. The mission statement currently guides our practice and informs our daily work. This is evident through the inclusion of programs to meet the needs of students at all academic levels. We offer tailored Tier II and Tier III intervention classes in reading and math to our students who are struggling using Read180, System 44 and Math180. We offer the Prep and Prep + programs in both math and reading, which are designed to challenge and enrich our students who excel in math and language arts. All of our students receive Tier I core instruction in math and reading in the regular classrooms, with Tier II and Tier III 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.

#### Notable Achievements and Areas of Improvement

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

Woodland Middle School is proud of the academic improvement of our students and their accomplishments through our Fine Arts program and clubs. 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 the 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 2020-21 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.

#### Additional Information

**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.

NA

#### Additional Information

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

The teachers and staff of Woodland are committed to working with all students to fill any educational gaps that have resulted from disruptions to learning due to the COVID-19 pandemic. We continue to have high expectations for all students while simultaneously providing scaffolded support in the areas of academics, social emotional, mental health and behavior. We continue to partner with community organizations such as 1N5, North Key, The Brook, and our Family Resource Center to address barriers to learning and student well being.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Professional Development Plan for Schools\_11012021\_13:47

2021-22 Phase Three: Professional Development Plan for Schools

**Woodland Middle School**  
**Christi Jefferds**  
5399 Old Taylor Mill Rd  
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## **2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

### **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?

1. The percentage of students with disabilities scoring below proficient on KPREP Reading continues to be significant over the previous two accountable academic years (89.9% in 2018/19 and 82.9% in 2020/21). The percentage of students with disabilities scoring below proficient on KPREP Math continues to be significant over the previous two accountable academic years (91.3% in 2018/19 and 85.4% in 2020/21). Learning effective strategies to close the disability gap is Woodland Middle School's top professional development priority. 2. The percentage of all students scoring proficient and distinguished on the Science KPREP test has shown little improvement over the previous two accountable academic years (25.1% in 2018/19 and 32.5% in 2020/21.) Developing effective formal and informal assessments and collaborating to analyze the results to improve student 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 Science by planning professional learning that will increase our Science teachers' abilities to create and analyze standards-based formal and informal assessments and use the resulting information to improve all students' Science achievement.

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 structures and Accountable Talk, and use formative and summative evidence through Performance Matters to inform adjustment to instruction for individual students and groups of students. Additionally, teachers will implement formal and informal processes (goal

setting, review of MAP/Common Assessment/Short Cycle Assessments/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 in Math and Reading and decreased numbers of students scoring novice on classroom assessments, KSA-like Common Assessments, and on the KSA 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 Reading and Math classroom assessments, biweekly short-cycle assessments and KSA-like Common Assessments, as well as decreased performance gaps between students with disabilities and all students on the KSA assessment in the areas of Reading and Math.

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, teachers, and paraprofessionals will be impacted by this component of professional development as teachers gain new skills to improve their instruction, paraprofessionals gain new skills to support learning in the classroom, 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.)

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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 (no cost), job embedded learning using the resource Great Instruction, Great Achievement (previously purchased, no additional cost), Performance Matters LMS (no cost), district-developed data collection and analysis tools (no cost), in-school refreshers of previously completed Kagan Cooperative Learning Structures professional development (no cost), and time during PLCs, Faculty Meetings, Special Ed and General Ed 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 actionable 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 week in PLCs (Principal, teachers) using Performance Matters to analyze data, review of math, reading, SEL/mental health and behavior Tier II meetings (every 8-10 weeks) and Tier III meetings (every 6-8 weeks) during MTSS meetings scheduled following KCSD Progress Monitoring Windows (Principal, Asst. Principals, Counselors, intervention teachers), and monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 2 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), and 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' Science achievement has not shown significant growth over the past three accountable academic years (Percentage of proficiency: 2017/18-25%, 2018/19-25.1%, 2020/21-32.5%) , it is imperative that our Science teachers have a clear grasp of the NGSS standards, that they teach to the level of rigor intended by the standards, that they develop and administer standards-based Short Cycle, biweekly assessments as well as follow district timelines and administer district level common assessments during the specified windows, and analyze the test score data to determine future instructional adjustments. The specific objectives for meeting this goal are that 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 structures and Accountable Talk, and use formative and summative evidence through Performance Matters to inform adjustment to instruction for individual students and groups of students. Additionally, teachers will implement formal and informal processes (goal setting, review of Common Assessment/Short Cycle Assessments/class work samples) 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.

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

The intended results are increased numbers of students scoring proficient or distinguished in Science and decreased numbers of students scoring novice on classroom assessments, biweekly short-cycle assessments, KSA-like Common Assessments, and on the KSA 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 numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on Science classroom assessments, biweekly short-cycle assessments, KSA-like Common Assessments, and the KSA state assessment.

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

Science teachers are the targeted audience for the professional development.

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

All science teachers and students are impacted by this component of professional development, as teachers gain new skills to improve their instruction, develop the skills to create and effectively analyze biweekly short cycle assessments and KSA-like common assessments using Performance Matters reports and student work samples. Students will benefit from improved instruction and adjustments to 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 work with the District Science Curriculum consultant and District Science Cadre (no cost), job embedded learning using the Performance Matters LMS (no cost), district-developed data collection and analysis tools (no cost), in-school refreshers of previously completed Kagan Cooperative Learning Structures professional development (no cost), and time during PLCs, Faculty Meetings, Special Ed and General Ed Department Meetings for job embedded training and teacher collaboration.

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

Ongoing supports include actionable feedback following classroom learning walks by district consultants and building administrators, PLCs, Department Meetings, and coaching by the District Science Curriculum Consultant.

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 every week in PLCs (Principal, teachers) using Performance Matters to analyze data, monthly department meetings (teachers, District Curriculum Consultants), 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), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings. An additional measure includes increased

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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.

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

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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