



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09212022_08:25

2022-23 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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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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

9/21/2022



2021-22 Phase Three: Executive Summary for Schools_11122021_12:52

2021-22 Phase Three: Executive Summary for Schools

Turkey Foot Middle School
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Edgewood, Kentucky, 41017
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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 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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2022-23 Phase One: School Safety Report_09212022_08:23

2022-23 Phase One: School Safety Report

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2022-23 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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) and is a copy maintained in the school office?

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

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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 Two: The Needs Assessment for Schools_10122021_14:06

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.

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

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

KCWP 4: Review, Analyze and Apply Data 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?	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.
KCWP 5: Design, Align and Deliver Support 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?	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.
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?	Based on our Quality of School Climate and Safety Survey/Opportunity to Learn the questions where we were most favorable include: <ol style="list-style-type: none">1. Adults from my school work hard to make sure students are safe and2. There is at least one adult from my school who listens to me when I have something to say. Students who contribute to a fair and caring learning community are recognized through our PBIS system and positive office referrals.



2022-23 Phase Two: School Assurances_10192022_08:18

2022-23 Phase Two: School Assurances

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2022-23 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 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. 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

32. 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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2022-23 Phase Three: Comprehensive School Improvement Plan_11152022_11:15

2022-23 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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2022-23 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.

New this year we have included an English Learner Progress goal. The reason for this goal is due to the fact that we are a TSI school based on this population. This was an established area of concern based on the common formative assessment data we had previously tracked. This population of students was significantly below their similar aged peers. There will be a PLC structure established along with a common data tracking sheet to monitor student progress.

The Achievement Gap goal and Reading and Math proficiency was slightly changed to be more in line with data established after the pandemic. This was necessary in order to create a smart, achievable goal. In order to address the needs of our EL and Special Education we will be implementing a co-teaching as an evidence based practice. The components necessary to make this effective is proper scheduling, correct pairing of co-teaching teams,

A new goal was created for our separate academic indicator. This was needed because of a significant drop in our science score. The score from last year was after

the pandemic so there was not an explanation and it needed to be addressed collectively with the input from stakeholders.

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 goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP		•
 EL Evidence Based Practice		•
 Sp Ed Evidence Based Practice	22-23	•

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 goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

Updated May 2022

- Postsecondary Readiness
- Graduation Rate

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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):					
<i>By 2027, Turkey Foot Middle School will increase the reading proficiency from 53% in reading to 63% and math from 48% to 58%</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, Turkey Foot Middle School will increase the reading proficiency from 53% in 2022 to 55%	<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, KSA Data	Common Assessment PLC agendas, PPR walk data, Progress checks of students in the MTSS pyramid every 8-10 weeks	n/a
		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, KSA Data	monthly school level assessments data analysis, Progress checks of students in the MTSS pyramid every 8-10 weeks	n/a
	<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, KSA 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	n/a
		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, KSA Data	Common Assessment PLC agenda and note	n/a
Objective 2	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Plan for and implement active student engagement through implementation of the Quality Cycle of Instruction and	MAP Data, common Assessment Data, KSA Data, Office discipline referral analysis	Increase in student engagement as measured by Office Discipline Referrals, Analysis of PPR walk feedback to determine instructional	n/a

Goal 1 (State your reading and math goal.):

By 2027, Turkey Foot Middle School will increase the reading proficiency from 53% in reading to 63% and math from 48% to 58%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, Turkey Foot Middle School will increase the math proficiency from 48 in 2022 to 50%		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, Co-teaching models and continue refinement of Common Assessment PLC's	MAP Data, common Assessment Data, KSA Data	In following with the MTSS pyramid process, administration will follow up with M-180 intervention providers to monitor individual student progress, continued review of R180 data. There will also be an overall analysis of the effectiveness of the interventions being provided.	n/a
	<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, KSA Data	monthly school level assessment, analysis of students in the MTSS pyramid,	n/a
		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, KSA Data	monthly school level assessments data analysis, Progress checks of students in the MTSS pyramid every 4-6 weeks	n/a
		Implementation of student participation in conducting student-led data conferences and goal setting	MAP Data, common Assessment Data, KSA Data	PLC agenda's to determine expectations and best practice for goal setting procedure	n/a
		Develop and deploy a PLC protocol with an effective cyclical process for standards	MAP Data, common Assessment Data, KSA Data	After school content area meetings to determine mastery of standard and	n/a

Goal 1 (State your reading and math goal.):

By 2027, Turkey Foot Middle School will increase the reading proficiency from 53% in reading to 63% and math from 48% to 58%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data		instructional changes need to move learning forward	

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2027, Turkey Foot Middle School will increase the proficiency in science from 26% to 36%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Turkey Foot Middle School will increase the science scores from 26 to 28%	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Develop and deploy a Common Assessment PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	common Assessment Data, KSA data	Science Common Assessment Agendas, lesson plans, PPR walk data, grades	n/a
		Curriculum guides will be reviewed while completing monthly PPR walks to ensure that student task are meeting the level of the standard	common Assessment Data, KSA data	Science Common Assessment Agendas, lesson plans, PPR walk data, grades	n/a
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 2023, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 62% in 2022, to 60%	<ul style="list-style-type: none"> KCWP 4: Review, <u>Analyze and Apply Data</u> 	Teachers will be following disability students' progress on the standards using a universal google document to track proficiency on standards, Monthly Special Education meetings to go over IEP progress goals with a team of teachers	MAP Data, common Assessment Data, KSA 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	n/a
		Monthly administrative checks to ensure students are receiving necessary services and IEP are based on student need.	MAP Data, common Assessment Data, KSA Data	Compliance review data, Special Education PLC agendas, IEP progress monitoring data	n/a
		Administrative team will conduct at minimum monthly resource walks to ensure students with disabilities are receiving appropriate rigorous task	MAP Data, common Assessment Data, KSA Data	Common assessment data, Office discipline referrals, PPR walk data	n/a
		Administrative team will conduct at minimum monthly walks in the collaborative setting to ensure the collaborative models are being implemented	MAP Data, common Assessment Data, KSA	Common assessment data, Office discipline referrals, PPR walk data	n/a
Objective 2					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, Turkey Foot Middle School will decrease the novice EL students in reading from 49% to 39%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Turkey Foot Middle School will decrease the novice EL students in reading from 49% to 47%	<ul style="list-style-type: none"> KCWP 4: Review, Analyze and Apply Data 	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	n/a
		Implement the MTSS process/protocol using the district data dashboard and fidelity rubric	MAP Data, common Assessment Data, K Prep Data	Progress checks of students in the tiers every 8-10, MTSS PLC data collection forms	n/a
		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	n/a
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2027, Turkey Foot Middle School will increase the percent of students who feel internet bullying is a NOT problem for students in the school from the from 57% to 67%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Turkey Foot Middle School will increase the percent of students who feel internet bullying is a NOT problem for students in the school from the from 57% to 59%	<u>KCWP 6: Establishing Learning Culture and Environment</u>	Embedded SEB lessons to support digital citizenship	family and student surveys, Monthly review of bullying reports, Office Discipline Referrals	Admin meeting agendas, team lead meeting agendas, SEB data dashboard	n/a
		Share information from trusted sources in family newsletters	family and student surveys, Monthly review of bullying reports, Office Discipline Referrals	Admin meeting agendas, team lead meeting agendas, SEB data dashboard	n/a
		Use the principal's advisory council to gather information from the students	family and student surveys, Monthly review of bullying reports, Office Discipline Referrals	Admin meeting agendas, team lead meeting agendas, SEB data dashboard	n/a
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:

Components of Turnaround Leadership Development and Support:

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

Response: The leadership team's overarching goal of making the school more effective for each student, teachers and staff, families and the community. This can be done by engaging and empowering others in the ongoing process of learning and strategic goal setting, planning, implementation and evaluation of continuous improvement first in the classroom then in the school. Developing, sharing and implementing appropriate systems of data collection, management, analysis, and use connecting as needed to the supports provided by district office to support planning and instruction.

Identification of Critical Resources Inequities:

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

Response: A recursive process to analyze instructional resources will be analyzed to create student experiences that enable all students to reach rigorous learning outcomes. In addition to that schedules and rosters will be evaluated so that collaborative core teams can provide access to core instruction that meets the standard of all students. Staff schedules will routinely be reviewed in order to maximize resources. This is necessary as students' needs are fluid and ever changing. Most importantly is that each student is to receive equitable, quality instruction. In order to do this, targeted scaffold supports and professional development needs to occur so that teachers can strengthen their trade.

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: A continuous review of data at weekly administrative meetings and monthly team lead meetings. Data sets to review include, but are not limited to school level SEB data dashboard, terrace metrics, climate and safety survey, impact survey, grades, IEP progress monitoring data. The leadership will look for triangulated data to develop a plan to address the culture for the students with disabilities.

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?

Response: The primary area of need, based on the Kentucky Summative Assessment is students with disabilities and English language learners. Currently 49% of the English language learners are novice in reading and 62% of students with disabilities. The strengthening of our co teaching models will help support both populations. The effectiveness of co-teaching will be monitored through student weekly and common assessment proficiency on grade level standards as well as progress on IEP goals and objectives. Triangulation of this data will be used to evaluate the effectiveness of the co-teaching evidence- based practice.

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.

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 "[Compliance Requirements](#)" 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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff to strengthen and implement co-teaching models	Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. <i>The Journal of Special Education Apprenticeship</i> , 2(2), 1-17.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Isherwood, R.S., Barger-Anderson, R., & Erickson, M. (2013). Examining Co-teaching through A Socio-Technical Systems Lens. *The Journal of Special Education Apprenticeship*, 2(2), 1-17.

Turkey Foot Middle School will be using lead teachers and district staff to implement co-teaching and collaborative planning with general education and special education teachers with all grade levels. The study cited above was reviewed and approved by teacher leaders, parents, school and district leadership team who made the recommendation to implement this co-teaching evidence based practice. This study was conducted in a large suburban school district implementing co-teaching as a new service delivery model for special education students. We will strength this existing strategy to increase proficiency and mastery of grade level standards of students with disabilities. In order to implement co-teaching effectively, we will evaluate the instructional schedules of all co-teaching teams to provide access to core instruction that meets the standards for all students. We will limit the number of co-teaching partnerships that a special education teacher works with during the day to only a few, while using caution not to exceed a 33% general education to special education student ratio. We will provide professional learning for staff on the implementation of the five types of co-teaching models: one-teach/ one assist; team-teaching, station teaching, parallel teaching and alternative teaching. To effectively plan for positive student outcomes, lesson planning norms will be created by teams. General education and special education teachers need a recursive time to collaborate weekly to intentionally plan for teaching of grade level standards. This would also include sharing lesson plans via technology by a deadline to allow and mastery before the start of the lesson. School administrators will consider teacher personalities and skill sets when developing co-teaching teams. School administration will analyze collaborative feedback to effectively provide differentiated professional learning to co-teaching teams. Co-teaching learning walk trend data will be monitored monthly after baseline data is established. The effectiveness of co-teaching will be monitored through student weekly and common assessment proficiency on grade level standards as well as progress on IEP goals and objectives. Triangulation of this data will be used to evaluate the effectiveness of the co-teaching evidence-based practice.

Based on our review of the evidence and the data for our school, we believe that this is Level IV evidence. While limited to qualitative data, this is a national evidence-based practice and promising on-going quantitative studies are being conducted. The study was similar to our school's population of a large suburban school district.

Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). The GO TO strategies: Scaffolding options for teachers of English language learners, K-12. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316. Available online at www.cal.org/excell.

Turkey Foot will be use job-embedded training to purchase and implement The GO TO strategies: Scaffolding Options for Teachers of English Language Learners, K-12. The study cited above was reviewed by the leadership team. Based on the feedback from these sources, our administration made the recommendation to select this intervention. This study was conducted and strategies developed as part of Project EXCELL (Exceptional Collaboration for English Language Learning). The Five research-based principles of second language instruction form the basis for the education of English language learners in grades PreK – 12 and for the strategies described in this document:

Principle 1: Focus on academic language, literacy, and vocabulary: Teach the language and language skills required for content learning.

Principle 2: Link background knowledge and culture to learning: Explicitly plan and incorporate ways to engage students in thinking about and drawing from their life experiences and prior knowledge.

Principle 3: Increase comprehensible input and language output: Make meaning clear through visuals, demonstrations, and other means and give students multiple opportunities to produce language.

Principle 4: Promote classroom interaction: Engage students in using English to accomplish academic tasks.

Principle 5: Stimulate higher order thinking and the use of learning strategies:

This intervention and strategies will be implemented as a way for teachers to adequately scaffold instructional materials to allow EL students to be successful while immersed in the general content classes. These strategies will be implemented into the lesson design conducted by our core team of teachers. These teams are made up of general content, special education, and EL teachers. Each team will review each students Personal Learning Plan (PLP) and use the information learned to scaffold lessons to meet our EL students where they currently are. Students are identified as; Entering, Emerging, Developing, Expanding, and Bridging. We will use The GO TO Strategies Matrix to identify which strategies work best with each level of student. These evidence based strategies will be incorporated into the general content classrooms. Student progress will be monitored through our recursive data process involving analysis of achievement by student, by teacher, and by standard. Students that do not make the expected progress will be identified in our MTSS system and pulled to receive more intense interventions or potentially needs based instruction. Based on our review of the evidence and the data for our school, we believe that this is Level I evidence because it is used as a study design that collects evidence based strategies and the population studied overlapped both the setting and population of our school.