2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09212022_09:02

2022-23 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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Twenhofel Middle School

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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.

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Twenhofel Middle School

Please enter your name and date below to certify.
Dr. Shannon K. Gross

2022-23 Phase One: Executive Summary for Schools_09212022_09:01

2022-23 Phase One: Executive Summary for Schools

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

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2022-23 Phase One: 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 44%. 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. 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 we have been focusing on students mastery of the standards. At the end of the 21-22 school year based on the overall performance of our students below you will will be able to identify what are areas 21-22:

- *6th Grade Reading Overall PD: 46.75*

- *6th Grade Math Overall PD: 59.83*

- *7th Grade Reading Overall PD: 40.60*

- *7th Grade Math Overall PD: 31.00*

- *8th Grade Reading Overall PD: 41.25*

- 8th Grade Math Overall PD: 26.00

22-23: NEW Goals

- *6th Grade Reading Overall PD: 51.75*

- *6th Grade Math Overall PD: 64.83*

- *7th Grade Reading Overall PD: 45.60*

- *7th Grade Math Overall PD: 36.00*

- *8th Grade Reading Overall PD: 46.25*

- 8th Grade Math Overall PD: 31.00

Additional Information

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

By the end of the year, ensure that 95% of the monthly walks monitored by classroom walks are scaffolded and aligned with and meet the level of the standards.

Students at TMS with disabilities will make progress toward ALL their IEP goal(s) as documented in the Goal Tracking Sheet.

Students with IEP's during the 22-23 school year will increase overall proficiency/ distinguished (70% or above) percentages by 5% as measured by the average Common Assessments as follows:

Overall Students average Common Assessment Scores for Students with IEP's:

21-22

- Math - 26.4%

- Language Arts: 25.3%

22-23

- Math- 31.4%

- Language Arts- 30.3%

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 are a school that is continuously working to improve our student achievement and over all well being. TMS is focused on student achievement by working through PLC's. PLC's are focused on student data by reviewing common formative assessment data, common assessment data, MAP scores (etc). We are also working with our GAP population (Special Education) by bimonthly sped PLC's that focus on instruction and data with IEP goals and common assessments

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase One: School Safety Report_09212022_08:59

2022-23 Phase One: School Safety Report

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
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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)?

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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

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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 <u>current</u> 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 <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) 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 <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) 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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools_10192022_08:40

2022-23 Phase Two: The Needs Assessment for Schools

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

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Twenhofel Middle School

2022-23 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 2022-2023 school year there have 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 allowed for the continual review of student development as well as next steps. School Administration has also developed a 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

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education. With the new goal monitoring sheet we are able to review each student
with an IEP and have discussions around the individual student

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities
from the previous year's Comprehensive School Improvement Plan (CSIP). What was
successful? How does it inform this year's plan?

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. With the most recent data set from KSA (2021-2022) TMS scored
 a 49% proficient in math for 6th grade, 49% P/D for 7th grade math an d43% at the
8th grade level. In the areas of Reading for the 2021-2022 school year TMS score a
55% P/D at the 6th grade level, 56% PD at the 7th grade level and 48% P/D at the 8th
grade level.

Trends

3. 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 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among
students in the achievement gap.

There will be multiple data sources used for the review of the current condition.
With the end of the 2021-2021 school year KSA 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

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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.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

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

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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. For this most recent KSA 2021-2022 school year our students with IEP's in the content areas of both of the areas of math and reading scored significantly lower that those students without IEP's. In the content area of reading 17% of the students with IEP's only scored P/D. The other are of focus for Twenhofel is the content area of math for students with IEP's. Based on our most recent data from the 2021-2022 KSA students that had IEP's only 12% of those students scored at the P/D/ level.

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

When reviewing the the 2020-2021 KSA 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%. For this most recent KSA 2021-2022 school year our students with IEP's in the content areas of both of the areas of math and reading scored significantly lower that those students without IEP's. In the content area of reading 17% of the students with IEP's only scored P/D. The other are of focus for Twenhofel is the content area of math for students with IEP's. Based on our most recent data from the 2021-2022 KSA students that had IEP's only 12% of those students scored at the P/D/ level.

Strengths/Leverages

6. 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.

With the most recent data set from KSA (2021-2022) TMS scored a 49% proficient in math for 6th grade, 49% P/D for 7th grade math an d43% at the 8th grade level. In the areas of Reading for the 2021-2022 school year TMS score a 55% P/D at the 6th grade level, 56% PD at the 7th grade level and 48% P/D at the 8th grade level. For this most recent KSA 2021-2022 school year our students with IEP's in the content

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areas of both of the areas of math and reading scored significantly lower that those students without IEP's. In the content area of reading 31.1% of the students with IEP's only scored P/D. The other are of focus for Twenhofel is the content area of math for students with IEP's. Based on our most recent data from the 2021-2022 KSA students that had IEP's only 11% of those students scored at the P/D/ level. With the data analysis of our students and the differences in scores between those students that IEP's compared to those that did not, students with IEP's scored a combined P/D of 47% in the content area of math and a 53% P/D in the area of reading. With this most recent data along with the data from our 21-22 common assessments we have strategically developed plans and school level goals to address the needs based on our scores.

Evaluate the Teaching and Learning Environment

7. 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.
Attached

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements	Key Elements	•

Key Elements	Evidence
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?	For the 2022 – 2023 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.
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?	Twenhofel Middle School has a vested in 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 Element 1 (Level of The Satndard). 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
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Twenhofel has fully embraced Schoology and Perfromace matters as a teaching and learning platform. Data from Common Assessments is constantly review with instructional needs based on the outcomes of the students and how they performed around the standards. 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
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?	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. We are continuing with our calibration of classroom walk feedback as well as reviewing and discussing trends This year we are being intentional about the work that we are doing about showing, sharing, and discussing walk data whether it be through a PLC, PD session, or being sent through the weekly memo. 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
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?	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.
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?	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. For the 22-23 school year we have continued our TMS

	D.E.I Committee monthly meetings. Based on the data from the 21-22 school year there was a need for extra supports to be put in place to assist with discipline infractions based on D.E.I. We have also strategically developed goals and action steps to help meet and support the needs of our student with diversity sensitivity training from theses RTI lesson. 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.

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2022-23 Phase Two: School Assurances

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

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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.

o Yes

o 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**

o No

o 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.

o Yes

o 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).

o Yes

o 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).

o Yes

o 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 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)).

o Yes

o 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)).

    o Yes
    o 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).

    o Yes
    o 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).

    o Yes
    o 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).

o Yes

o 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).

o Yes

o 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)).

o Yes

o 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).

o Yes

o 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)).

o Yes

o 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).

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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).

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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.

o Yes

o 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**

o No

o 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.

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement Plan_11162022_09:43

2022-23 Phase Three: Comprehensive School Improvement Plan

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
Independence, Kentucky, 41051
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 <u>Comprehensive School Improvement Plan Template</u>.
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.

For the 2022 - 2023 school year Twenhofel Middle School is focusing on improving student data in many different aspects. Based on the data from our most recent end of the year state assessment data Twenhofel Middle School has been identified as a TSI school based on data from our students with IEP's. Our school is focusing on monthly instructional walks, assessment scores, PLC data analysis. With our TSI rating do to the performance of our students with IEP's we will be focusing on addressing those areas to assist with those academic areas.

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.

2022-23 Phase Three: Comprehensive School Improvement Plan - 2022-23 Phase Three: Comprehensive School Improvement Plan_11162022_09:43 - Generated on 12/14/2022

Twenhofel Middle School

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, Baldridge, 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)
📄 22-23 Comprehensive Plan	22-23 KDE Comprehensive Plan	•
📄 TMS TSA		•

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.

Twenhofel Middle school will focus on implement co-teaching and collaborative planning with general education and special education teachers with all grade levels. The study cited above was reviewed by our 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. This strategy will be implemented 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 co-plan, establish lesson planning norms for co-teaching 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 School administrators will consider teacher personalities and skill sets when developing co-teaching teams. School administration will develop a specific learning walk tool to effectively provide feedback to co-teaching teams in a singular format. 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 on-going quantitative promising studies are being conducted. The study was similar to our school's population of a large suburban school district.

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
- 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. schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address p academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	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.

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2027, Twenhofel Middle School will increase the math P/D for all students from a P/D of 47% in 2022 to 62% in 20? proficiency data. By 2027, Twenhofel Middle School will increase the reading P/D for all students from a P/D of 53% in 2022 to 68% in 2027 as measured by the p

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 (Math) By 2023, TMS will increase Math P/D for all students from 47% P/D to 50% P/D	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments	KPREP, MAP, Midpoint and Common Assessments, MTSS Academic Meetings, MTSS in Behavior & Social Emotional Learning/Mental Health & Academics	Monthly Classroom walks with a : on Tier 1 Instruction, Weekly PLC PD Sessions, School & Student Specific Data, Instructional Walks feedback, Choose Love Curriculu (Monitoring Attendance, behavior academic success, SEL and determining next steps for student success)
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	RTI, M180, PLC's with consultants and administration, MTSS Academic Meetings	Weekly PLC agendas, Admin Meetings, School & Student Spec Data, Instructional Walks and feedback, Math180 Data, MTSS meetings
Objective 2 (Reading) By 2023 TMS will increase Reading P/D for all students from 53% P/D to 56% P/D	KCWP 2: Design and Deliver Instruction	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	KSA, MAP, Midpoint and Common Assessments, MTSS in Behavior & Social Emotional Learning/Mental Health & Academics to ensure equity for all learners	MTSS structured to address differ levels, Instructional Walks and feedback, R180 data, Choose Love Curriculum & Calm classroom, PI (Monitoring Attendance, behavior academic success, SEL and determining next steps for student success)
		When monitoring monthly walks and feedback, giving specific	MTSS, R180/M180, PLC's with	Weekly PLC'S, Admin Meetings, School & Student Specific Data,

		feedback based on element 1 and the level of the task	consultants, MTSS Academic Meetings to ensure equity for all learners	Instructional Walks and feedback R180

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

Goal 2 (State your science, social studies, and writing goal.): By 2027, Twenhofel Middle School will increase the writing P/D for all students from a P/D of 42% in measured by the proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Writing: By 2023, Twenhofel Middle School will increase the writing P/D for all students from a P/D of 42% in 2022 to 45% in 2023 as measured by the proficiency data.	KCWP 2: Design and Deliver Instruction	TMS will have a specific schoolwide writing calibration training to determine the specific look fors for each grade level along with being able to appropriately give the expectations within any content area	During the spring 2023 semester Twenhofel Middle School will have two schoolwide writing scrimmages	Teachers will grade their students writings and give feedback based the scoring of the writings
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
Objective 1(Math) By 2023 TMS will increase math P/D for students with disabilities from 12% P/D to 15% P/D	KCWP 2: Design and Deliver Instruction	Implementation of new, researched based reading materials for SDI during resource reading classes. Restructuring SPED resource scheduling-grouping students via area of elgibility vs case manager to streamline SDI. Special educaiton goal tracking sheet used to reflect on student standard mastery and planning for reteaching IXL Lessons Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments, during monthly walks monitor feedback specifically around trend data	KSA, MAP, Midpoint and Common Assessment, MTSS Academic Meetings, Sped PLC	Grade Level Content PLC's, Spec Ed PLC's Common Assessment Scores, Choose Love Curriculum (Monitoring Attendance, behavior school safety, academic success, S and determining next steps for stu success), trend walk data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 2 (Reading) By 2023, TMS will increase reading P/D for students with disabilities from 17% P/D to 20% P/D	KCWP 2: Design and Deliver Instruction	Focus monthly walks on the level of the task identified through element 1,Train Special Ed Staff on R180 program. 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	KSA, MAP, Midpoint and Common Assessment Review, MTSS Academic Meetings, Sped PLC	Grade Level PLC's, Special Ed Pl aligning schedules to fit minutes, Common Assessment Scores, Chc Love Curriculum & Calm classroc PBIS (Monitoring Attendance, behavior, school safety, academic success, SEL and determining nex steps for student success
Objective 3				

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027 to increase reading scores for our EL students from an average of 4.8 to 5.5 out of a total score of 6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: By 2027 to increase reading scores for our EL students from an average of 4.8 to 5.5 out of a total score of 6	KCWP 2: Design and Deliver Instruction	Teachers now have access and training to use the EL Scaffolding Toolkit for supporting EL students in the classroom.	Teams will analyze and compare EL student progress on common assessment and common formative assessment data through PLCs	Formative & Common Assessment Data
Objective 2				

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.) **By 2027 decrease** score of 37% of students rated "Disagree" or "Strongly Disagree" to "Students from this others differences to 7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: By 2023 Decrease score of 37% of students rated "Disagree" or "Strongly Disagree" to "Students from this school respect each others differences to 7%	KCWP 2: Design and Deliver Instruction	Through Pillar 3 identify students that are not participating in an extra curr activity, Terrace Meterics data used to target specific student needs based smaller group/tier 1 seb needs, SEB Lessons addressing cyber-bullying, internet safety, and DEI embedded tier 1 lessons and DEI&B committee work-community speaker on social media safety, new artwork for halls depicting messages on inclusivity, student ambassadors	Different checks through RTI, follow-up on those students not involved with an activity	Signaling checks, Focus on adding another activity or possible club di school hours without interrupting instruction
		Through our SEL program ensure that all students know that they have an adult advocate that is there for them (homeroom/RTI)		
Objective 2				

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

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

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):

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

Updated May 2022

8: Other (Optional)

Goal 8 (State your separate goal.): By 2026 to increase the perceptions of Feedback and Coaching, to increase the perceptions of the amount and quality of feedbac a 57% to 69%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By 2023 to increase the perceptions of Feedback and Coaching, to increase the perceptions of the amount and quality of feedback for faculty and staff from a 57% to 60%	KCWP 2: Design and Deliver Instruction	Specific training to ensure that administration is calibrated on their feedback around the Cycle of Quality Instruction	During Admin Meetings with admin team and consultants review specific feedback based on content walks	Throughout each month, walks wi admin team and consultants to en that calibration feedback is aligne the specific feedback prompts
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: We currently have twice a month special education PLC's that focus on special education instructional practices and data based on Common Assessments, IEP goals and benchmarks. For the 2022-2023 school year Focus on coaching students to appropriately use their SAS, with resource are students getting appropriate specially designed instruction
During collaboration are students with IEP's getting the same level instruction/tasks that meets the level of the standard

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.

1. **Response:** For the 2022 – 2023 school year we have specifically scheduled each student with a schedule that specifically meets their IEP. Focus on coaching students to appropriately use their SAS
With resource are students getting appropriate specially designed instruction, During collaboration are students with IEP's getting the same level instruction/tasks that meets the level of the standard.

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.

2. **Response:** We have focused on making sure that student with IEP's are scheduled appropriately. We are monitoring students with IEP's and how they are performing on the Common Assessments. Overall our students are making progress on their goals and benchmarks, but there is a significant difference with how they perform on Common Assessments and their progress on their IEP goals. We are reviewing specific areas (1) Focus on coaching students to appropriately use their SAS, (2) With resource are students getting appropriate specially designed instruction (3)During collaboration are students with IEP's getting the same level instruction/tasks that meets the level of the standard. With these areas of focus we will be intentional about making sure that the level of the standard and task isn't lost.

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: For the purpose of answering and addressing specific needs data shows that there is specific needs that will address the gaps that students with IEP have around mastering the standards. Based on data from our Common Assessments and end of the state assessment there was a significant decrease with our students that had IEP's compared to those students that did not have an IEP

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
Examining Co-teaching through A Socio-Technical Systems Lens	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.	☒
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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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide 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 **Response:** For the purpose of answering and addressing specific needs data shows that there is specific needs that will address the gaps that students with IEP have around mastering the standards. Based on data from our Common Assessments and end of the state assessment there was a significant decrease with our students that had IEP's compared to those students that did not have an IEP. This process will consist of academic consultants, admin, sped consultants.
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.

> Focus on coaching students to appropriately use their SAS, With resource are students getting appropriate specially designed instruction During collaboration are students with IEP's getting the same level instruction/tasks that meets the level of the standard. With these areas of focus we will be intentional about making sure that the level of the standard and task isn't lost. The focus will to ensure that the resources are funded appropriately.

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.

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