



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09152023_07:46

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Turkey Foot Middle School
Matthew Moore
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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2023-2024 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 2023-24 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.

Matthew Moore

9/18/2023



2023-2024 Phase One: Executive Summary for Schools_09152023_07:45

2023-2024 Phase One: Executive Summary for Schools

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2023-2024 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?

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 1000 students in grades 6-8. Additionally, Turkey Foot Middle School has a newcomers program for English Language Learners at the middle school level. We have slowly seen an increase in our percentage of economically disadvantaged students. We are currently at 44% Free and Reduced. Turkey Foot Middle School is working to increase student achievement in the areas of Math and Reading through new high quality instructional resources that assist all students. Finally, Turkey Foot Middle School is fully 1 to 1 with computers and students are engaging each day with a variety of resources that advance their learning and prepare them for their future careers.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Turkey Foot Middle School is supported first and foremost by a high quality instructional team led by teachers, counselors, and support staff dedicated to academic growth for all students. The teachers of Turkey Foot are led by strong teacher leadership in our PLCs and grade level teams. In these groups students academic and behavioral data are discussed in a manner that encourages continuous growth and school wide improvement. Our schools family resource center develops relationships within our community to ensure all students have their individual needs met. Also, the FRYSC works with our community partners and local businesses to grow our Turkey Tokens store which reinforces positive behavior within our student body. In addition to our faculty and staff, Turkey Foot Middle School is supported by a variety of groups. The largest support group is our school PTO, the Indian's Club. This group meets regularly with school administration and teachers to ensure that the school has the proper support at all times. Additionally, this group assists with ensuring that the good news from the school is disseminated to the community. Further, the Indian's Club helps to sponsor various things like our school Halloween Dance, student PBIS rewards store, community engagement nights, and various other activities as call for throughout the school year. The PTO has grown throughout the past year with

more families being engaged each month. Additionally, the TFMS SBDM Council meets to discuss our school's progress and actionably work towards developing plans for school improvement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Turkey Foot Middle School recognizes that grades 6-8 are pivotal in each child's development and preparation for adult life. It 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. We continue to have a social worker 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. Though our districts Prep and Prep+ program, our students are able to begin working towards high school credit. They have the opportunity to take both Spanish 1, Algebra, and Geometry for high school credit. This opportunity gives our students flexibility to explore many interest as the student move on to high school. Each year our students have the opportunity to show their talents through the arts. Some of the activities include, band concerts, chorus concerts, and plays. Finally, students are able to engage in career learning though our Project Lead the Way curriculum and our individual learning plan development.

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.

Our school is constantly working to achieve at high levels. Turkey Foot Middle School has a history of high achievement and will continue to strive to ensure that this standard of excellence remains in place.

For the 2023-2024 school year, we are specifically focusing on Reading and Math Improvements. Through closely aligned Math and ELA resources we are excited to see our student reach their maximum potential this year. In all of our content PLC meetings, teachers will review data received from KSA, MAP assessments, and our district wide common assessments. Through this data review, actionable steps can be created in collaboration with teachers and school leaders to continue working towards student growth. In collaboration with our local school district, we have selected new high quality instructional resources that we believe will assist with instruction and ensure that all students see growth this school year. Finally, we are

working to grow our EL population with specific instruction to assist with English language acquisition and growth.

Additional Information

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

Turkey Foot Middle School is committed to the PLC process and growing and developing as a staff as we see the need for improvement based upon common assessment data and formative assessment data that is being collected. At Turkey Foot we are constantly looking for ways to grow our students and we strive to provide a high quality education for all. Turkey Foot Middle School was classified as a TSI school in the areas of EL and students with disabilities during the 2022-2023 school year. To insure that all student needs are met, a strong emphasis has been placed on having high quality collaboration in both of our TSI areas and we are reviewing data regarding these students each week.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report_09252023_11:27

2023-2024 Phase One: School Safety Report

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2023-2024 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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2023-2024 Phase Two: The Needs Assessment for Schools_09182023_08:20

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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 Turkey Foot Middle School, we are committed to reviewing, analyzing, and establishing actionable goals around the data that we receive throughout the school year regarding student success and growth. Within our weekly administrative team meetings, we review; behavioral data, attendance data, common assessment data, MAP assessment data, KSA data, and information gained from instructional learning walks that take place throughout each week.

Additionally, the administrative team has regular MTSS support meetings where we specifically dive into the information on individual students and ensure that all students are correctly placed in the interventions that are most appropriate for each student. The results of these meetings are communicated to our school wide team leads and disseminated to the staff as appropriate.

In addition to the work that is done by the school administrative team, every teacher has a role in reviewing school wide data through our weekly content level PLCs. In these meetings, the staff go through a pre-established agenda that allows them to analyze student data from common assessment, MAP, KSA, and other collected classroom data. Additionally, they utilize the information gained to inform instructional decisions, determine the efficacy of instructional practices, and review individual student performance and determine if more supports would be needed. This structure allows for teachers to be advocates for the students at Turkey Foot Middle School and have a clear voice in the instructional moves that are made each day at our school. Members of the administrative team are a part of these meetings so that they can be informed about the progress that is being made each week.

Finally, when appropriate, school wide performance results are reported to the TFMS SBDM. This allows our community to be aware of the performance of the students at Turkey Foot. Additionally, this will help inform future decisions regarding school budgeting and staffing and assist with ensuring appropriate actions are made by the school.

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?

In the 2022-2023 school year, we did not reach our reading goal of 65% proficiency, during this time, we saw a reduction in our overall reading proficiency from 53% to 52%. We did not reach our goal of 55% proficiency in Math, for the previous school year we observed a decrease from 48% proficient to 42% proficient. The proficiency of our students with disabilities continue to be an area of concern. We had 5% of students with disabilities proficient in math and 12% in reading on KAS. In reading we did see a reduction in the percentage of students scoring novice in reading from 68% in 21-22 to 58% in 22-23. In math our percentage of novice increased from 63% to 66%. When looking at MAP data it was projected that 10.5% of students with disabilities would be proficient in Reading and 1.9% in math. Due to the performance of our students with disabilities, we have been labeled a TSI school.

To assist with this identification we have established processes to address the needs of our staff through professional learning and have continued to refined the MTSS process that were established under our previous CSIP.

A strong focus on Tier 1 instruction needs to remain a priority for Turkey Foot Middle School. This is further amplified due to a high turnover of staff. 16 new teachers have been hired at TFMS and it is important to ensure that consistent equitable instruction is taking place throughout our school. To assist with this, professional development activities will be offered to staff to ensure that there is a clear understanding of instructional expectations and proper assistance is provided to staff in a timely manner. We need to continue to monitor and document the tiered instructional supports for all students.

Although we have had good success with IEP goal monitoring, we have not seen a positive impact with our student academic outcomes. In order to improve our students with disabilities outcomes we need to do a better job in tracking their success on grade level standards and use reports to scaffold the work for our students. The goals for special education will be continued and refined to include greater emphasis on co-teaching strategies and targeting students for all appropriate interventions.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Staffing

6 classrooms at TFMS were instructed by long-term substitute teachers for at least half of the 2022-2023 school year.

MAP Assessment

Based on the spring MAP assessment 33.1% of the students were predicted to be proficient on KSA assessment in Math which is compared to 38.4% in the previous school year.

Based on the spring MAP assessment 55.04% of the students were predicted to be proficient on KSA assessment in Reading which is compared to 58.1% in the previous school year.

For students with Disabilities, 10.2% were predicted to be proficient in Reading and 1.9% were predicted to be proficient in Math compared to 6.8% in math and 14.7% in reading the preceding year.

For the previous two school years, we have seen a consistent drop in our school's KSA performance. In the area of Math we have seen scores drop from 48% proficient and distinguished to 42%. In the area of social studies we have dropped from 51% to 39%. In writing we have declined from 73/5% to 52%. Our scores in Reading and Science have maintained and have not seen 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Turkey Foot Middle School is a TSI school in the areas of EL and students with disabilities.

In the area of EL our overall state indicator score is 30.1 and our state indicator score for students with disabilities was 23.9.

Math Proficiency

42% of all students score proficient/distinguished on the KSA

6% of students with disabilities scored proficient/distinguished on the KSA assessment

2% of EL students scored proficient/distinguished on the KSA assessment

33.19% of all student scores proficient/distinguished on MAP projection

40.1% of all students scored proficient/distinguished on Common Assessments

Reading Proficiency

52% of all students score proficient/distinguished on the KSA

12% of students with disabilities scored proficient/distinguished on the KSA

8% of EL students scored proficient/distinguished on the KSA

55.04% of all student scores proficient/distinguished on MAP projection

50.54% of all students' scores proficient/distinguished on Common Assessments

Non-academic data

85.3% student attendance rate

27.7% of students had at least one disciplinary referral

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.

Turkey Foot Middle School is a TSI school in the areas of EL and students with disabilities.

In the area of EL our overall state indicator score is 30.1 and our state indicator score for students with disabilities was 23.9.

Reading Proficiency

52% of all students score proficient/distinguished on the KSA

12% of students with disabilities scored proficient/distinguished on the KSA

8% of EL students scored proficient/distinguished on the KSA

58% of students with disabilities scored Novice in Reading on KSA opposed to only 23% of all students.

55% of EL students scored Novice in Reading on KSA opposed to only 23% of all students.

Math Proficiency

42% of all students score proficient/distinguished on the KSA

6% of students with disabilities scored proficient/distinguished on the KSA assessment

2% of EL students scored proficient/distinguished on the KSA assessment

66% of students with disabilities scored Novice in Math on KSA opposed to only 29% of all students.

61% of EL students scored Novice in Math on KSA opposed to only 29% of all students.

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.

While our overall scores have not seen the desired increase, we have observed successes within individual grade levels.

55% of our 6th grade students scored proficient or distinguished in reading.

The number of 6th and 7th grade students who scored novice on the KSA assessment was reduced from the previous school year.

TFMS continues to see growth by all students in the area of Science, with an overall proficiency increase of 4% from the previous year.

In our school climate and culture survey we have 95% of our students who agree that they have an adult in the building that will listen to them and provide help if it is needed.

Our PLC structure that is in place is assisting with continuing to drill down in the data we are presented with and allows us to make appropriate instructional shifts to improve academic performance throughout the school year.

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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.

ATTACHMENTS

Attachment Name



School Key Elements

8. 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 District Improvement Plan (CSIP) diagnostic and template.

The two main Key Core Work Processes we will focus on at Turkey Foot Middle School to improve student achievement are:

1. Design and Delivery instruction- All stakeholders will review the data present to ensure that high quality Tier 1 instruction is in place and students are appropriately placed when higher level interventions are needed.
2. 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 tests, and district common assessments.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		• 7

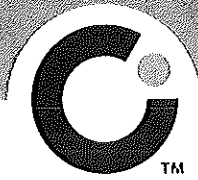
Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	Each year, staff participate in professional development activities that ensure that school curricula is directly tied to the instructional standards for all content areas. Also, through the PLC process, these curricular decisions are reviewed throughout the year and compared to the instructional data present to determine efficacy. Instructional shifts are made as necessary.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	Evidence based instructional practices are utilized in classroom settings in connection to high quality instructional resources that are directly tied to the Kentucky Academic Standards. To ensure consistency, regular classroom instructional walks are conducted to review the practices that are taking place. Support is provided to teachers where practices are in need of improvement.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	Turkey Foot Middle School has a balanced assessment system comprised of district wide common assessments, MAP assessments, individual classroom performance and formative checks, and review of state-wide assessments that take place.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit,	Yes	TFMS reviews all pertinent school data (Common Assessments, MAP, KSA, Behavioral) on a consistent basis in administrative team meetings, teacher PLCs, and SBDM meetings. Meetings have common agendas that enable all parties to provide input and create

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
interpret, and act on meaningful evidence of student learning?		actionable plans for improvement. In each of these meetings individual student results are discussed and examples of student learning and growth are reviewed.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	TFMS has numerous systems in place to ensure that all data is reviewed and student successes are celebrated. Additionally, within these groups, work is done to ensure that all students are receiving appropriate supports that will offer them an equitable experience.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	TFMS is designed to ensure that all students have a safe and appropriate learning environment. The school administrative team meets with various stakeholder groups (PTO, SBDM, Staff) to ensure that appropriate steps are being taken to maintain a strong culture of learning and student growth are in place.



2023-2024 Phase Two: School Assurances_09182023_08:19

2023-2024 Phase Two: School Assurances

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2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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

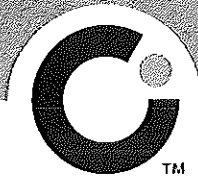
☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement Plan_09182023_08:22

2023-2024 Phase Three: Comprehensive School Improvement Plan

Turkey Foot Middle School
Matthew Moore
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

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

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 template in the attachment area directly below.

ATTACHMENTS

Attachment Name



TFMS CSIP 23-24





TSI Evidence

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.

The CSIP goals related to Reading and Mathematics, Science, Social Studies and Writing, and school climate and safety have been maintained with adjustments being made to annual objectives to ensure that the goals previously established can be obtained in the time period that has been established. The CSIP goals that were created for Achievement Gap and English Learner progress were adapted to ensure that indicator scores for the subgroups of students with disabilities and English Language Learners will improve and exceed the "very low" category on the Kentucky Summative Assessment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TFMS CSIP 23-24		.
 TSI Evidence		.

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

68% of students with disabilities scored Novice in Reading on KSA opposed to only 26% of all students.

63% of students with disabilities scored Novice in Math on KSA opposed to only 26% of all students.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction - 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.

KCWP 4: Review, Analyze, And Apply Data - 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 - 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 student's 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.

Indicator	Status	Change
State Assessment Results in reading and mathematics	65.2	-1.6
State Assessment Results in science, social studies and writing	59.7	-3.9
English Learner Progress	25.7	-0.9
Quality of School Climate and Safety	67.2	-0.3
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Indicator Scores

List the overall scores of status and change for each indicator.

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take 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.): By 2027, Turkey Foot Middle School will increase the reading proficiency (Proficient/Distinguished) from 53% in reading to 76.5% and math from 48% to 74%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Turkey Foot Middle School will increase the reading proficiency (Proficient/Distinguished) from 53% in 2023 to 58.8%	<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 Formative and Summative Assessment Data, KSA Data	Common Assessment PLC agendas, PPR walk data, Progress checks of students in the MTSS pyramid every 8-10 weeks. Admin/PLC Agendas	N/A
		Create and monitor a "Watch List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, Common Formative and Summative 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 Formative and Summative Assessment Data, KSA Data	PLC agendas 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 Formative and Summative Assessment Data, KSA Data	Common Assessment PLC agenda and note	N/A
Objective 2 By 2024, Turkey Foot Middle School will increase the math proficiency (Proficient and Distinguished) from 42% in 2023 to 50%	<u>KCWP 2: Design and Deliver Instruction</u>	Plan for and implement active student engagement through implementation of the Quality Cycle of Instruction and professional development around best practice strategies	MAP Data, Common Formative and Summative 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 PLC focus, Instruction and Assessment PLC agenda and supports	n/a
		Ensure ongoing professional development in the area of best	MAP Data, Common Formative and	In following with the MTSS pyramid process, administration will follow up	

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

By 2027, Turkey Foot Middle School will increase the reading proficiency (Proficient/Distinguished) from 53% in reading to 76.5% and math from 48% to 74%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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	Summative Assessment Data, KSA Data	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.	
	<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 Formative and Summative Assessment Data, KSA Data	monthly school level assessment, analysis of students in the MTSS pyramid,	n/a
		Create and monitor a "Watch List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, Common Formative and Summative Assessment Data, KSA Data	monthly school level assessments data analysis, Progress checks of students in the MTSS pyramid every 4-6 weeks	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 Formative and Summative Assessment Data, KSA Data	After school content area meetings to determine mastery of standard and instructional changes need to move learning forward	n/a

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 30% P/D to 32% P/D	<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	MAP Data, Common Formative and Summative 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 is meeting the level of the standard	MAP Data, Common Formative and Summative Assessment Data, KSA Data	Science Common Assessment Agendas, lesson plans, PPR walk data, grades.	n/a

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Turkey Foot Middle School will increase the overall Special Education Indicator Score from 23.9 to 32.0.	<u>KCWP 4: Review, Analyze and Apply Data</u>	Special Education PLC will focus on student IEP goals data, common assessment data, standards mastery. Staff will name specific students who are not meeting mastery and will create individualized plans to assist students in reaching the level of the standards assessed.	MAP Data, Common Formative and Summative Assessment Data, KSA Data	Special Education PLC agendas, administrative participation/observation in PLC processes. Student data dashboard, data analysis 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. Review of IEP goal attainment. Review of established IEP goals and SAS.	MAP Data, Common Formative and Summative 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 Formative and Summative 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 Formative and Summative Assessment Data, KSA Data	Common assessment data, Office discipline referrals, PPR walk data	N/A
	<u>KCWP 5: Design, Align, and Deliver Support</u>	Targeted professional development in the areas of co-teaching,	MAP Data, Common Formative and Summative	Administrative instructional learning walks, PLC meeting agendas and	N/A

Updated June 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		supplementary aides and services, and novice reduction.	Assessment Data, KSA Data	minutes, attendance at all professional learning sessions.	
		Communication of trend data for students with disabilities to all appropriate staff with actionable feedback on methods to assist with areas of need.	MAP Data, Common Formative and Summative Assessment Data, KSA Data	Staff Memo, PLC/Faculty/Team meeting agendas.	N/A

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, Turkey Foot Middle School will attain an overall indicator score for English Language Students of 36.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Turkey Foot Middle School will increase the overall English Language Indicator Score from 30.1 to 32.5.	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Conduct Monthly PPR walks and continue to provide professional development to ensure quality instruction for all students.	MAP Data, Common Formative and Summative Assessment Data, KSA Data, Access Scores	Increase in student engagement as measured by Office Discipline Referrals, Analysis of PPR walk feedback, Agendas from Assessment, and Instruction PLC	n/a
		Utilization of the district EL Toolkit to provide supports for EL students that allow them equitable access to instruction.			
		Implement the MTSS process/protocol using the district data dashboard and fidelity rubric.	MAP Data, Common Formative and Summative Assessment Data, KSA 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 Formative and Summative Assessment Data, KSA Data	Agendas from Common Assessment PLC's, Performance Matters Dashboard	n/a

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 48% to 55%.	<u>KCWP 6: Establishing Learning Culture and Environment</u>	Embedded SEB lessons to support digital citizenship	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	Monthly review of bullying reports, Office Discipline Referrals	Admin meeting agendas, team lead meeting agendas, SEB data dashboard	n/a

8: Other (Optional)

Goal 8 (State your separate goal.): By the time the Kentucky Working Conditions Survey is given in 2025-2026, Turkey Foot Middle School will have 65% of the staff responding favorably when asked how much trust exists between school leaders and the faculty. This is compared to 36% of the staff responding favorably to this on the 2021-2022 survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 On the 2023-2024 Kentucky Working Conditions Survey at least 50% of the staff will respond favorably when asked about how much trust exists between school leaders and faculty.	<u>KCWP 6: Establishing Learning Culture and Environment</u>	Review of school wide processes, expectations, and overall trends at monthly faculty meetings.	23-24 KY Working Conditions Survey	School Faculty Meeting Agendas, Staff Memos, staff surveys.	N/A
		Creation of a school climate and culture committee to obtain, review, and create action steps based upon teacher feedback and survey results.	23-24 KY Working Conditions Survey	Committee agendas, staff feedback, staff surveys.	N/A

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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 goal of the school leadership team is to ensure equitable access for all students to high quality, rigorous instruction and allow them to appropriately engage in activities that reach the level of the standard within Tier I instruction. It is imperative that the leaders are calibrated on quality instruction, effective co-teacher structures, and ensuring that courses are meeting the level of the standards each day. Additionally, the leadership team will be calibrated around SDI and will be able to provide informed feedback when performing instructional walks within resource classrooms. The leadership team will review lesson plans together to determine the supplementary aides and services that will be provided to students with disabilities and will additionally review to verify that the individual needs of students is being provided. Much like the process for SWD, the administrative team will be monitoring how the needs of our English Language Learner population is being met and individual plans are developed for each student. This will be accomplished through targeted goal setting within stakeholder group meetings at the student, teacher, administrative and community levels. Also, TFMS will be utilizing systemic data collection and monitoring processes that ensure that appropriate data is collected, reviewed, and acted upon within a timely manner. Finally, stakeholders will be kept aware of the school wide plans for growth, the growth that is being achieved and the areas where greater focus is needed.

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 has been created to guarantee student experiences that enable all rigorous learning outcomes. Also, student and teacher schedules are constantly monitored so that collaborative core teams can provide access to core instruction that meets the standard of all students. Students within ELA and Math classes will be utilizing new, evidence based high quality, comprehensive instructional resources that will allow all students to have greater access to the level of the instructional standards. Additionally, our school has purchased and evidence-based intervention program, IXL, to assist with closing achievement gaps and lack of standards comprehension. Through a root cause analysis, it was determined that students with disabilities and EL students were not consistently receiving adequate supports that would allow them equitable access to Tier I instruction. It is essential that modifications, as well as supplementary aides and services are appropriately utilized to ensure that students can access all curriculum. Students also need to be provided with specific coaching around using their accommodations appropriately within academic settings. The staff at Turkey Foot Middle School will receive training on our districts English Language Learner Handbook and tool kit to assist students in equitably accessing content standards. Staff will also be training in understanding the supplementary aides and services that are being provided to students so that they can ensure their effective utilization within tier I instruction. Allocated resources will be reviewed to ensure that they are being administered with fidelity and their efficacy is maximized. This will allow the school to adapt to the fluid and ever-changing student needs that exist. Most importantly is that each student is to receive equitable, quality instruction.

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 root cause analysis determined that students with disabilities and EL students are not consistently receiving instruction or tasks that meets the rigor of the standards they are needing to master. Additionally, students with special needs are not appropriately being equipped to utilize the supplementary aides and services that are made available to them through their individualized education plan. Regarding student IEPs, consistent reviews of IEP goals need to take place to ensure that appropriate interventions are taking place when a student is not meeting the level of the standard. Teachers will need additional training to ensure that they are appropriately using IXL to meet the students' performance levels. A continuous review of data at weekly administrative meetings, content level PLCs, Special Education team meetings, and EL team meetings will enable staff to identify student deficiencies in real time and provide them with the necessary supports. During the 21-22 school year, 6.82% of students with disabilities were removed from class compared to only 1.22% of all students. The loss of instructional time impaired their ability to access high quality instruction. Student IEPs goals need to be reviewed to ensure that they are appropriate and that students are receiving the supports necessary to remain in their least restrictive environment and be able to equitably access their curriculum. Staff will be trained in restorative practices to help students feel more comfortable within their academic settings.

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 areas of need, based on the Kentucky Summative Assessment, are students with disabilities and English language learners. Currently our overall indicator score for students with disabilities is 23.9 and our indicator score for English language learners is 30.1. Our school will continue to work on the strengthening of our co teaching models as this will help support both populations. In addition to continuing the monitoring of our co-teaching model in place, we will additionally be utilizing IXL to deliver needs-based instruction to students based upon the results of MAP and common summative/formative assessments to address the needs of students on standards acquisition. The effectiveness of IXL will be monitored through student common assessment proficiency on grade level standards. Triangulation of this data along with progress towards IEP goals will be used to evaluate the effectiveness of IXL as an evidence- based practice.

Complete the table on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement individualized teaching strategies.	Levine, L. N. (2019). <i>What's Your Impact? A Guide to Measuring Your Impact on Student Learning</i> . New York, NY: IXL.	<input 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"/>
Training for staff to scaffold instruction to meet the needs of our EL students through the utilization of KCSD EL Handbook and Toolkit.	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 .	<input checked="" type="checkbox"/>
Utilization of IXL to provide needs-based instruction on standards acquisition.	The Impact of IXL Math and IXL ELA on Student Achievement in Grades Pre-K to 12 (March 15, 2019). Retrieved 11/21/2023 https://www.ixl.com/ESSA/ESSA-Research-Report.pdf	<input checked="" type="checkbox"/>
		<input type="checkbox"/>

Challenge: English language learners and students with disabilities are in need of specific interventions to increase their achievement.

Evidence Citation: The Impact of IXL Math and IXL ELA on Student Achievement in Grades Pre-K to 12 (March 15, 2019). Retrieved 11/21/2023
<https://www.ixl.com/ESSA/ESSA-Research-Report.pdf>

Estimated Evidence Level: Quasi-experimental Study level II – Moderate Evidence

Study Discussion: This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in math and reading. In addition, students with higher levels of IXL usage were more likely to have greater growth in both subjects.

Intervention	Outputs	Short Term Outcomes (0-1 year)	Midterm Outcomes (2-3 years)	Long-term Outcomes (4+years)	Monitoring Data
IXL Provides specifically designed instruction in Math, Reading, Social Studies, and Science will include activities that: <ul style="list-style-type: none"> • Provide needs-based standards instruction that allows for recoupment of skill deficits and allows for equitable access to current courses of study. • Is informed directly by student data. • Is monitored by trained content-level teachers to 	# of students achieving mastery of standards on common formative assessments. # of students reaching proficient/distinguished on common assessments.	Increase in individual student scores in reading, math, social studies, and science. Increased access to needs-based instruction for all students. Decrease in the number of students scoring novice on KSA assessment. Exit TSI status.	Continued reduction in the number of students scoring novice in KSA assessment.	Achievement of 4-year CSIP goals.	MAP assessment data Common assessment data Reading inventory data Student grades KSA assessment data

ensure that appropriate skills are addressed.					
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Evidence Citation:

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.

Study Discussion: The GO TO Strategies Project is an outcome of the Project EXCELL professional development delivered to the NKCS teachers. It was designed to be used as a resource by general education teachers of English language learners (ELLs), ELL teachers, special education teachers, principals, and other supervisors overseeing the instruction of diverse groups of students in North Kansas City Schools and elsewhere.

Intervention	Outputs	Short Term Outcomes (0-1 year)	Midterm Outcomes (2-3 years)	Long-term Outcomes (4+years)	Monitoring Data
Scaffolding within all educational settings utilizing the KCSD EL Handbook and Toolkit will allow for students to be: <ul style="list-style-type: none"> • Provided with the skills necessary to decode key vocabulary terms and apply them to new content. • Provided with appropriate 	# of students achieving mastery of standards on common formative assessments. # of students reaching proficient/distinguished on common assessments.	Increase in individual student scores in reading and math. Increased access to needs-based instruction for all students. Decrease in the number of students	Continued reduction in the number of students scoring novice in KSA assessment.	Achievement of 4-year CSIP goals.	MAP assessment data Common assessment data Reading inventory data Student grades KSA assessment data

accommodations based upon their individual PLP.		scoring novice on KSA assessment. Exit TSI status.			
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Evidence Citation:

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.

Study Discussion: The intent of the study was to document the changes in each of these subsystems resulting from the implementation of co-teaching and to provide educators with strategies to implement co-teaching in a seamless and effective manner.

Intervention	Outputs	Short Term Outcomes (0-1 year)	Midterm Outcomes (2-3 years)	Long-term Outcomes (4+years)	Monitoring Data
Train staff to strengthen and implement co teaching models to enhance student learning and ensure that: <ul style="list-style-type: none"> Students are provided with high quality core instruction within the Tier 1 setting. 	# of students achieving mastery of standards on common formative assessments. # of students reaching proficient/distinguished on common assessments.	Increase in individual student scores in reading and math. Access to high quality tier 1 instruction for all students. Decrease in the number of students scoring novice on KSA assessment. Exit TSI status.	Continued reduction in the number of students scoring novice in KSA assessment. Decrease in the number of students requiring additional needs-based supports.	Achievement of 4- year CSIP goals.	MAP assessment data Common assessment data Reading inventory data Student grades KSA assessment data