2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09102024_07:54

2024-2025 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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for Schools_09102024_07:54 - Generated on 11/25/2024

Turkey Foot Middle School

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2024-2025 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 2024-2025 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)
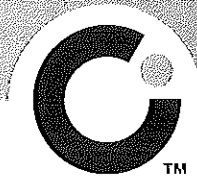
Turkey Foot Middle School

• 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.
Matthew Moore, 9/10/2024

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2024-2025 Phase One: Executive Summary for Schools

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2024-2025 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 over 1000 students in grades 6-8. Additionally, Turkey Foot Middle School has a newcomer's program for English Language Learners at the middle school level. This program is continuing to see an increase in the number of students coming to our region with English language acquisition needs. Also, we have observed an increase in our percentage of economically disadvantaged students. We are currently at approximately 47.5% Free and Reduced. Turkey Foot Middle School is working to increase student achievement in the areas of Math and Reading through the use of 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. At the beginning of this school year we shared our TFMS Academic Plan with our entire staff. Our school action plan drives everything that we do instructionally. We also value the continuous growth of our teachers because we know that continued growth with our teachers leads to improved instruction that increases student achievement. Throughout the year there are multiple, varied opportunities for our staff to attend professional development sessions. Every month our administration team attends District Leadership meetings that offer us amazing Tier one information. Once our admin team receives that training, we go back and share that training with our staff so that it helps grow our teachers. The teachers of Turkey Foot are led by strong teacher leadership in our PLCs and grade level meetings. In these groups student academic and behavioral data sets are discussed in a manner that encourages continuous growth and school wide improvement. Our school's 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 always has the proper support and to provide feedback on the programming that is being offered to our school community. 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. Finally, the TFMS SBDM Council meets monthly 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 to be transition ready for high school and life beyond. Our mission is to ensure that every student is prepared for the 21st Century Economy. 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 can begin working towards high school credit. They have the opportunity to take Spanish 1, Algebra, and Geometry for high school credit. This opportunity gives our students flexibility to explore more courses as they move on to high school. Our students are also afforded the opportunity to show their talents through the arts. Students at TFMS can participate in activities including, band, chorus, art shows, and school musicals. Finally, students can engage in career learning though our Project Lead the Way curriculum and all student work on their individual college and career goals through the development of their individual learning plan (ILP). During the 2020-2021 school year we did not have KSA data. For our data set in math and reading we used our running common assessments. In math for the year 54.10% of our students scored P/D and in reading our common assessment average was 49.16% For the 21-22 school year for KSA math our students were at 48% P/d and in reading our students were at 53% P/D. The 22-23 school year our students scored 42% PD in math and in reading 53% P/D. As noted in the areas of math and reading our scores have been a little stagnant and we were also "Orange" with two TSI categories for the populations of EL and Sped. We are being very intentional about addressing these groups in our school action plan with goals and action steps. Our admin team is constatnly

reviewing data to see if any changes need to be made and we are sharing this with our staff as we continue to grow instructionally.

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.

Turkey Foot Middle School is constantly working to enable all students to achieve at high levels. Our school has had a history of high achievement and we understand our communities commitment to continued growth. Our staff is also dedicated to ensuring that this standard of excellence remains in place. Over the past three years, we have observed growth in the area of Math for students with disabilities and English language learners. Additionally, in the area of reading, we have observed growth for all students, students with disabilities, and English language learners.

For the 2024-2025 school year, our school continues its focus on improving reading and math scores. Through closely aligned Math and ELA resources we have observed our student make growth and we are continuing to work with students to reach their maximum potential this year. In all of our content PLC meetings, teachers review data received from KSA, MAP assessments, common formative 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 by providing students with specific needs based instruction. 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. Also, while we have seen growth in our Special Education and English Language Learners programs, we will continue working to ensure that students in these areas are given the appropriate support so that they can achieve at their highest level.

Attachment Summary

Attachment Name	Description	Associated Item(s)
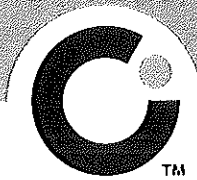
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2024-2025 Phase One: School Safety Report

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2024-2025 Phase One: School Safety Report
School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

    3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

    4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

    5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

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

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

    7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

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by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
Yes.

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
Yes.

9. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

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

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

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
Yes.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

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2024-2025 Phase Two: The Needs Assessment for Schools

Turkey Foot Middle School
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2024-2025 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 they will address 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 as you conducted 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 were 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. Once KSA data is received, the administrative team begins disaggregating the data provided to first obtain a holistic view of the school's performance on KSA. Once that data has been broken down, it is shared with the staff. In this review, overall trends are evaluated and the overarching needs of our school are discussed. This same analysis is conducted with our school's SBDM once the data has gone public. Also, individual student data from KSA is discussed within grade level teams to ensure that it is compared to other data sources within our school including diagnostic screeners, common assessments, and other classroom performance data. 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 our 2023-2024 school year, we did not reach our annual objective of having 58.8% of all students reaching proficiency on the Kentucky Summative Assessment. We did see our overall reading proficiency increase from 53% to 55%. In the area of Math, we did not reach our goal of having 50% of our students reaching proficiency on the KSA assessment, but we did see an increase in our scores from 42% proficiency to 46% on the KSA. The proficiency of our students with disabilities and English Language Learners (ELL) were also areas of emphasis for us in our 2022-2023 CSIP as we were identified as a TSI school in these areas based on our 2022-2023 KSA data. On the Kentucky Summative Assessment in reading we observed an increase in proficiency from 12% to 14% for students with disabilities and for ELL student's we saw a decrease in proficiency from 8% to 6%. In the area of Math for students with disabilities we saw an increase in proficiency from 6% to 18% and for EL there was an increase in proficiency from 2% to 13%.

On our 2022-2023 CSIP individual achievement goals on the Kentucky Summative Assessment were established for our achievement gap with students with disabilities and in English Language Learners (ELL). For students with disabilities the annual objective was to see and increase in the overall indicator score based on the KSA. For the 23-24 school year the overall indicator increased from 23.9 to 42.3. In the area of ELL our annual objective was to increase to at least 32.5 and we had

a long-range goal of increasing to 36.0. For 23-24 we achieved an indicator score of 36.8.

To assist with continued growth in the 2024-2025 school year, professional development activities have been offered to staff to ensure that there is a clear understanding of instructional expectations and school wide structures. Additional, a recursive process will be in place to continue monitoring and evaluating tier I instruction within TFMS. This will include classroom instructional walks where teachers receive immediate feedback, review of staff lesson plans, and data PLCs to determine the efficacy of instruction and instructional shifts that are needed. When necessary proper assistance will be 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 seen growth in the areas of special education and English language learners, we will need to continue working with our staff to ensure appropriate tools are being utilized to foster continuous growth and meet the needs of individual students.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Increasing proficiency for all students will continue being a priority area for improvement at Turkey Foot Middle School. In reading, in 22-23, the MAP assessment predicted 55.04% of all students would be proficient on KSA. All students had a common assessment running average of 50.54%. The actual KSA results were 53% of students scored proficient/distinguished in reading. That same year in math, the MAP assessment predicted 33.19% of all students would be proficient on KSA. All students had a common assessment running average of 40.11%. On KSA, 42% of all students scored P/D in math. In reading, in 23-24, the MAP assessment predicted 54.33% of all students would be proficient on KSA. All students had a high-quality instructional resource assessment average of 33.83%. The actual KSA results were 55% of students scored proficient/distinguished in reading. That same year in math, the MAP assessment predicted 47.36% of all students would be proficient on KSA. All students had a common assessment running average of 48.76%. On KSA, 46% of all students scored P/D in math. The trends in proficiency for all students in both reading and math over the past two years indicate that increasing proficiency remains a need.

In reviewing the data above from the previous two years, there is a positive trend in student growth, but this work will need to continue due to the foundational needs of both reading and math.

In reviewing multiple data sources over time, English language learners will also remain a priority area of improvement. In reading, in 22-23, the MAP assessment predicted 5.75% of ELL students would be proficient on KSA. ELL students had a common assessment running average of 8.63%. The actual KSA results were 8% of ELL students scored P/D and 69% scored novice. That same year in math, the MAP assessment predicted 5.25% of ELL students would be proficient on KSA. ELL students had a common assessment running average of 8.63%. The actual KSA results noted that 2% of ELL students scored P/D and 71% scored novice.

In reading, in 23-24, the MAP assessment predicted 7.01% of ELL students would be proficient on KSA. ELL students had a common assessment running average of 4.42%. The actual KSA results were 6% of ELL students scored P/D and 69% scored novice. That same year in math, the MAP assessment predicted 6.2% of ELL students would be proficient on KSA. ELL students had a common assessment running average of 22.52%. The actual KSA results noted that 13% of ELL students scored P/D and 52% scored novice.

Since the KSA school climate survey in 22-23 we have seen a reduction in the number of students who state bullying, either at school or online, is a problem at TFMS. This numbers have decreased by 4% at school and 5% online, but this number is still at 39% who see it as a problem at school and 48% who see it as a problem online. Despite these numbers 88% of students stated that they know where to go to report this issue and 85% state that the staff will help to assist with this problem.   Throughout this year, anti-bullying lessons will be taught to students through our character strong program and supports will be emphasized to students so that they are aware of best practices for managing bullying issues when they arise.

Current State
    4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Academic State

Based upon the 2022-2023 Kentucky Summative Assessment Data, Turkey Foot Middle School was identified as a TSI school in the areas of students with disabilities and English Language Learners. Based upon the results of KSA in 2023-2024, TSI no longer has these classifications.

For all students at TFMS, we achieved an overall indicator score of 66.7 which places us at green status based upon the 23-24 KSA data. In the areas of special education and English language learners, which were areas of focus due to TSI status, we had indicator scores of 42.3 and 36.8.

Math Proficiency 46% of all students score proficient/distinguished on the KSA 18% of students with disabilities scored proficient/distinguished on the KSA assessment 13% of EL students scored proficient/distinguished on the KSA assessment 47.36% of all student scores proficient/distinguished on MAP projection. Our school had a running average of 48.76% on Common Assessments.

Reading Proficiency 55% of all students score proficient/distinguished on the KSA. 14% of students with disabilities scored proficient/distinguished on the KSA 13% of EL students scored proficient/distinguished on the KSA. 54.33% of all student scores proficient/distinguished on MAP projection. Our school had a running average of 33.83% on Common Assessments.

Non-academic Current State

In reviewing the school climate survey from the KSA assessment in the Spring of 2023, we did see small improvements in what the data is telling us. In questions regarding student treatment of each other, which has been an area of identified growth, we observed a 1% - 2% improvement. This work needs to be emphasized at a greater level.

Non-academic data 94.97% student attendance rate

242 students had at least one disciplinary referral during the 2023-2024 school year.

Priorities/Concerns
    5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School

Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summ gap learners.

> The areas of greatest weakness at Turkey Foot Middle School are reading and math growth. Once KSA data is received, the administrative team begins disaggregating the data provided to first obtain a holistic view of the school's performance on KSA. Once that data has been broken down, it is shared with the staff. In this review, overall trends are evaluated and the overarching needs of our school are discussed. Also, individual student data from KSA is discussed within grade level teams to ensure that it is compared to other data sources within our school including diagnostic screeners, common assessments, and other classroom performance data.

Reading Proficiency

55% of all students score proficient/distinguished on the KSA

14% of students with disabilities scored proficient/distinguished on the KSA

6% of EL students scored proficient/distinguished on the KSA

58% of students with disabilities scored Novice in Reading on KSA opposed to only 24% of all students.

69% of EL students scored Novice in Reading on KSA opposed to only 24% of all students.

Math Proficiency

46% of all students score proficient/distinguished on the KSA

18% of students with disabilities scored proficient/distinguished on the KSA assessment

13% of EL students scored proficient/distinguished on the KSA assessment

50% of students with disabilities scored Novice in Math on KSA opposed to only 27% of all students.

52% of EL students scored Novice in Math on KSA opposed to only 27% 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 the school will utilize the strengths and leverages 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.

We have observed successes within various ares of our KSA assessment. In the area of writing, 65% of our students scored proficient or distinguished, which was a 13% improvement on the previous school year. Additionally, on this same test we observed a 19% improvement for our students with disabilities and for English language learners. In Social Studies we observed a 7% growth in proficiency for all students as compared to the previous school year. For students with disabilities, we also saw an 8% growth from the previous year on the social studies test.

In our school climate and culture survey over 90% of our students agree that they have an adult in the building that will listen to them and provide support 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 Processes
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 24-25

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

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 template 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 24-25		• 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?	No	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 need 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?	No	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?	No	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?	No	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.
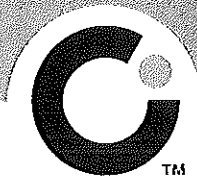
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2024-2025 Phase Two: School Assurances

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

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Turkey Foot Middle School

2024-2025 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance 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

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ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

o Yes

o No

● N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance 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).

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

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● N/A

COMMENTS

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

    o Yes

    o No

    ● N/A

COMMENTS

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

    o Yes

    o No

    ● N/A

COMMENTS

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

    o Yes

    o No

    ● N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

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children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

o Yes

o No

● N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

o Yes

o No

● N/A

COMMENTS

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17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

   o Yes
   o No
   ● N/A
<u>COMMENTS</u>

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

   o Yes
   o No
   ● N/A
<u>COMMENTS</u>

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

   o Yes
   o No
   ● N/A
<u>COMMENTS</u>

20. In 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

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how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

o Yes

o No

● N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

o Yes

o No

● N/A

COMMENTS

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

o Yes

o No

● N/A

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COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

o Yes
o No
● **N/A**
COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

o Yes
o No
● **N/A**
COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

o Yes
o No
● **N/A**
COMMENTS

26. In 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.

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o Yes

o No

● N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes

o No

● N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

o Yes

o No

● N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

o Yes

o No

● N/A

COMMENTS

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30. In a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, 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).

o Yes

o No

● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● **N/A**

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

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Turkey Foot Middle School

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

o Yes

o No

● **N/A**
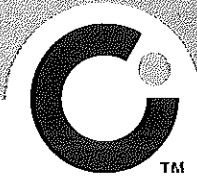
COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

o Yes

o No

● **N/A**

COMMENTS

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Turkey Foot Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Three: Comprehensive School Improvement Plan_09102024_08:05

2024-2025 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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2024-2025 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, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data 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 how well the school is accomplishing their action steps. 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 <u>Comprehensive School Improvement Plan (CSIP)</u> Template.

        ● **b. Upload your completed template in the attachment area directly below.**
        <u>**ATTACHMENTS**</u>

Attachment Name

📄 TFMS CSIP 24-25

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

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

For the 2024-2025 school year, all objectives have been changed to reflect performance on 2024 Kentucky Summative Assessment. Goals were established as three year goals through 2027.

The strategies that were added to this plan include:

1. Emphasis on Common Formative Assessments across all content areas that are collected, reviewed, and once given used to inform instruction.

2. Implementation of a common lesson planning protocol for all staff that allows for review of instructional practices and enhances collaboration among PLC teams.

The strategies that will still be implemented from the previous plan includes:

1. Monthly instructional learning walkthroughs in all classrooms to review instruction, implementation of lesson planning, implementation of differentiated strategies for students, and use of student feedback to inform instruction.

2. Common PLC protocol with effective cyclical processes for standards deconstruction, designing of assessment measures, resource sharing, collaborative lesson planning, and analysis of student data.

3. Common assessment protocols that enable PLC teams to analyze and review student data to inform needs based instruction and determine areas where additional review is needed.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 TFMS CSIP 24-25		.

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 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.

The areas of greatest weakness at Turkey Foot Middle School are reading and math growth.

For the 2023-2024 school year, TFMS saw 2% growth in reading and 4% in math. To meet our 4-year goals that were set in 2023, we will need to increase growth for all students in these areas. Also, TFMS was a TSI school in the 23-24 school year for Students with Disabilities and English Language Learners. An emphasis in these areas needs to be maintained to see continued growth.

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.

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 template 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.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	68.8	+1.8
State Assessment Results in science, social studies and writing	70.1	+5.2
English Learner Progress	18.8	-3.4
Quality of School Climate and Safety	64.2	-1.5

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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	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.):
From 2024-2027, 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 2025, Turkey Foot Middle School will increase the reading proficiency (Proficient/Distinguished) from 55% in 2024 to 62%	KCWP 2: Design and Deliver Instruction	Student participation in conducting data conferences and goal setting for assessments.	MAP Data, Common Formative and Summative Assessment Data, KSA Data	PLC agendas to determine expectations and best practice for goal setting. Results from common formative assessments/common assessments, and Goal setting for MAPs	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 notes, data/lesson planning PLCs	N/A
	KCWP 4: Review, Analyze and Apply Data	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
		Utilize data gathered from Common Formative Assessments that are given across all content areas to ensure that individual standards acquisition is taking place. Utilizing data, instructional shifts will be made to meet each student's needs.	MAP Data, Common Formative and Summative Assessment Data, KSA Data	Weekly PLC Meeting notes and assessment tracking. data/lesson planning PLCs notes	N/A
Objective 2 By 2025, Turkey Foot Middle School will increase the math proficiency (Proficient and	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement through implementation of the Quality Cycle of Instruction and	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

Goal 1 (State your reading and math goal.):					
From 2024-2027, 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**
Distinguished) from 46% in 2023 to 55%		professional development around best practice strategies			
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. continued support and development of all teachers around the Quality Cycle of Instruction, Co-teaching models and continue refinement of Common Assessment PLC's	MAP Data, Common Formative and Summative Assessment Data, KSA Data	In following with the MTSS pyramid process, administration will follow up with M-180 intervention providers to monitor individual student progress, continued review of R180 data. There will also be an overall analysis of the effectiveness of the interventions being provided.	N/A
	KCWP 4: Review, Analyze and Apply Data	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
		Utilize data gathered from Common Formative Assessments that are given across all content areas to ensure that individual standards acquisition is taking place. Utilizing data, instructional shifts will be made to meet each student's needs.	MAP Data, Common Formative and Summative Assessment Data, KSA Data	Weekly PLC Meeting notes and assessment tracking, data/lesson planning PLCs notes.	n/a
		Develop and deploy a PLC protocol for effective collaborative lesson planning with an effective cyclical process for resource sharing, collaborative lesson creation, and analysis of data	MAP Data, Common Formative and Summative Assessment Data, KSA Data, Teacher Lesson Plans	Weekly PLC Meetings to review lesson planning and individual student data.	n/a

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): From 2024 - 2027, Turkey Foot Middle School will increase the proficiency in science from 30% to 65%, in Social Studies Turkey Foot will increase proficiency in Social Studies from 39% to 69.5% and in writing increase from 52% to 76% proficient and distinguished.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By 2025, Turkey Foot Middle School will increase the science scores from 29% P/D to 41% P/D	• KCWP 2: Design and Deliver Instruction	Implementation of the 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, common formative assessment progress, lesson plans, PPR walk data, grades.	n/a
		Curriculum guides and teacher lesson plans 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
Objective 2: By 2025, Turkey Foot Middle School will increase the social studies scores from 46% P/D to 53.8% P/D	• KCWP 2: Design and Deliver Instruction	Implementation of the 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	Social Studies Common Assessment Agendas, common formative assessment progress, lesson plans, PPR walk data, grades.	n/a
		Curriculum guides and teacher lesson plans 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	Social Studies Common Assessment Agendas, lesson plans, PPR walk data, grades.	n/a
Objective 3: By 2025, Turkey Foot Middle School will increase the writing scores from 65% P/D to 69% P/D	• KCWP 2: Design and Deliver Instruction	Implementation of the Common Assessment PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and	MAP Data, Common Formative and Summative Assessment Data, KSA Data	ELA Common Assessment Agendas, common formative assessment progress, lesson plans, PPR walk data, grades.	n/a

Goal 2 (State your science, social studies, and writing goal.):
From 2024 - 2027, Turkey Foot Middle School will increase the proficiency in science from 30% to 65%, in Social Studies Turkey Foot will increase proficiency in Social Studies from 39% to 69.5% and in writing increase from 52% to 76% proficient and distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		collaborative lesson creation, and analysis of data			
		School wide writing program will be reviewed and implemented with a process for designing writing strategies that are implemented across all curricula.	Results from school-wide writing scrimmages, KSA Data	PLC Agendas, school-wide writing plan submissions, agendas for staff training.	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 2025, Turkey Foot Middle School will increase the percentage of Special Education scoring Proficient or Distinguished in Reading from 14% to 19%	KCWP 4: Review, Analyze and Apply Data	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, Special Education PLC notes, Program fidelity walks.	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
	KCWP 5: Design, Align, and Deliver Support	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

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
Objective 2: By 2025, Turkey Foot Middle School will increase the percentage of Special Education scoring Proficient or Distinguished in Math from 18% to 23%	KCWP 4: Review, Analyze and Apply Data	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, Program fidelity walks.	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
	KCWP 5: Design, Align, and Deliver Support	Targeted professional development in the areas of co-teaching, supplementary aides and services, and novice reduction.	MAP Data, Common Formative and Summative Assessment Data, KSA Data	Administrative instructional learning walks, PLC meeting agendas and minutes, attendance at all professional learning sessions.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.): From 2024 - 2027, Turkey Foot Middle School will attain an overall indicator score for English Language Students of 68.0					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By 2025, Turkey Foot Middle School will increase the overall English Language Indicator Score from 36.8 to 47.2.	• KCWP 4: Review, Analyze and Apply Data	Conduct Monthly PPR walks and continue to provide professional development to ensure quality instruction for all students. Utilization of the district EL Toolkit to provide supports for EL students that allow them equitable access to instruction.	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
		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.):
From 2024 - 2027, Turkey Foot Middle School will increase the percent of students who feel internet bulling 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 2025, Turkey Foot Middle School will increase the percent of students who feel internet bulling is a NOT problem for students in the school from 48% to 55%.	KCWP 6: Establishing Learning Culture and Environment	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 2027-2028, Turkey Foot Middle School will have 85% of the staff responding favorably when asked how much trust exists between school leaders and the faculty. This is compared to 64% of the staff responding favorably to this on the 2023-2024 survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: On the 2025-2026 Kentucky Working Conditions Survey at least 75% of the staff will respond favorably when asked about how much trust exists between school leaders and faculty.	KCWP 6: Establishing Learning Culture and Environment	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:
N/A

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:
N/A

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:
N/A

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:
N/A
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
N/A	N/A	☐
		☐
		☐
		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

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

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process Response: N/A

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: N/A

CSI 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 Continuous Improvement Platform (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
N/A		☐
		☐
		☐
		☐