



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09112024_09:25

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

Twenhofel Middle School
Caroline Capal
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

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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)

- 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.

Caroline Capal, 9/11/24



2024-2025 Phase One: Executive Summary for Schools_09112024_09:26

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?

Twenhofel Middle School is a school where the staff is all about students. The school is named after noted geologist, botanist, and educator Dr. William Twenhofel, was founded in 1961. In 2006, a new, state-of-the-art, green school opened its doors to an excited and eager community. It is nestled in Independence, the heart of Kenton County. The mainly rural community has experienced growth with new businesses coming to town over the past several years, but has held on to its traditional farming roots. Twenhofel's enrollment has slightly decreased recently with a smaller than typical incoming class; it has a total of approximately 800 students. Around 49% of the student body qualifies for free/reduced lunch, 10% are in the minority population, 12% are students with disabilities, and less than 1% EL. There are around 85 staff members, both certified and classified. Over the past several years, the staff has experienced very little turnover; staff who depart typically do so to move up in position or on to retirement. Within the building itself, the staff and students share a "family-like bond". Twenhofel is a place where everyone equally belongs. The expectations are for our students to Be Respectful and Responsible Every Day for Success. Twenhofel's goal is for every student who leaves in the 8th grade to be transition ready to ensure success in high school and beyond.

School Stakeholders

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

School stakeholders include students, staff, parents, and community partners.

Twenhofel values the continuous training for the school staff. With the opening of a new year Twenhofel shares the vision with the staff around the school action plan.

This drives everything that we do. Throughout the year there is different offerings to support the Twenhofel staff. Throughout there is multiple PD's offered to staff to support their instructional growth. Throughout the year there is also training at the District Level for school administration and that is brought back in a timely manner and shared with staff. We know the importance of continually training and growing our staff as that will transmit to better instruction therefore improving student achievement. Twenhofel's SBDM Council is comprised of parents and teachers who were elected to represent those stakeholder groups. Along with administration, the SBDM Council considers the input of those they represent when making decisions that directly impact student achievement. Twenhofel PTSA plays an active role in partnering parents with the school. PTSA and school administration collaborate to make decisions that benefit the students and staff at Twenhofel. Twenhofel also has an active committee, Team Twenhofel, comprised of

parents, teachers, administration, and students. This committee's focus is on ensuring every person at Twenhofel feels safe and knows they equally belong within our school community. Staff members take active leadership roles within our school to enhance student achievement and provide extra curricular opportunities for our students. In addition, our students exhibit outstanding leadership throughout the school, for example our student led podcast, student leadership drives, student council initiatives, and STLP contributions. Twenhofel provides multiple opportunities for parents/guardians to be a part of school functions, examples include schedule pick-up night, student showcase open house, Blue Ribbon Breakfast, athletic events, honors night, bridging, etc. The school communicates with stakeholders via social media platforms daily, keeps an up to date website, and issues a family and community newsletter regularly.

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.

Twenhofel Middle School, in partnership with students, families, and our community, provides high quality learning opportunities in a safe environment. These various opportunities empower students to become life-long learners, who possess the skills, confidence, and knowledge to meet the challenges of middle school and beyond. Twenhofel Middle School strives to ensure that all students feel safe and cared for and know that they equally belong here. Twenhofel's MTSS structure ensures that the academic, social, emotional, and behavioral needs of every student are being addressed through intentional planning and continual monitoring.

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.

Twenhofel Middle School was identified as a "green" school, indicating "high performing" on the KSA in spring on 2023.

In the spring on 2024, 54% of all students scored proficient or distinguished in reading on KSA. This is far exceeded the combined yearly average of common assessment scores in which 33% of students scored P/D. This is congruent with the spring MAP projection of 56% P/D on KSA.

In the spring on 2024, 52% of all students scored proficient or distinguished in math on KSA. This is congruent with the combined yearly average of common

assessment data in which 56% of students scored P/D. MAP projected 57% P/D on KSA.

In the spring of 2024, 85% of student in tier two and three interventions were identified as making good progress within their intervention.

In the spring of 2024, 99% of classroom learning walks indicate that classroom instruction/activities met the level of the standard.

Common assessment data from the 22-23 school year to the 23-24 school year showed overall growth in students performing P/D in reading and math.

2022 KSA Data for all students in math Twenhofel was at 47% P/D and Reading for all students Twenhofel was at 53% P/D.

There was a 9% decrease in behavior events from the 22-23 school year to the 23-24 school year which directly impacts student achievement. Intentional focus regarding communication of expectations and use of restorative practices contribute to this decrease.

Special education department focus on co-teaching model was successful; by the spring on 2024, co-teaching was occurring in all collaborative ELA and math classrooms.

Twenhofel had previously been identified as TSI in the areas of reading and math for students with disabilities per spring 2022 KSA. In the 23-24 school year, we were not longer categorized under this classification. We have made growth in both reading and math performance of students with disabilities, but this remains an area of improvement for our school. We are implementing a revised process of naming and claiming in order to focus more specifically on targeted student groups within the SWD population. We are continuing our focus on the co-teach model in collaborative classrooms. Special education resource rooms are implementing the district's new comprehensive resources to enhance SDI being delivered.

Twenhofel's 24-25 Action Plan identifies two goals which are the school's focus areas of improvement: 1. By spring 2025, students scoring proficient on reading, math, science and social studies common assessments will increase by 10% in each content area from the 23-24 school year. 2. By the end of the school year, students with disabilities scoring novice on reading and math common assessments will decrease by 15%.

Additional Information

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

Twenhofel's academic achievements are made possible because of it's intentional focus of relationship building and restorative practices which result in strong and

positive school culture and climate. Twenhofel strives everyday to ensure every person feels safe and knows they equally belong within our school community,.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase One: School Safety Report_09112024_09:28

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)?

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

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

Yes

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

Please provide the 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 current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

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

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for Schools_10122024_14:02

2024-2025 Phase Two: The Needs Assessment for Schools

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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.

A variety of data sources and stakeholders have reviewed and analyzed data to determine the priorities contained in our 23-24 CSIP. On a weekly basis, the administrative team analyzes academic, behavior, and social emotional data sets.

We have established structures to use tools such as Performance Matters, NWEA, Infinite Campus, data dashboards to access organized data sets including common assessment results, MAP assessment results, KSA data, learning walk data, student attendance, behavior referrals, behavior infractions, and positive behavior referrals.

The team makes decisions based on these data sets regarding student schedules, interventions offered, school procedures, and PBIS status and strategies. Teachers analyze data sets weekly in their PLCs. They look at individual student scores as well as data trends to determine next instructional steps. The MTSS team, includes administrators, teachers, interventionists, social worker, school psychologist, and counselors meet to analyze these data sets looking through the lens of individual student performance and make decisions regarding student intervention needs.

The team also analyzes the health of the intervention based on student outcomes

to make decisions regarding intervention implementation. These meetings have set agendas and we collaborate within shared data sets to document decision making.

Review of Previous Plan

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

In the 23 -24 school year, we were identified as a high performing school with no federal classifications. In the two years prior, we were classified TSI due to the performance of our students with disabilities. In 22-23, 56% of all students scored P/D in reading, while 13% of SWD scored P/D. In math, 49% of all students scored P/D in math and 7% of SWD score P/D. This indicates a significant gap between the proficiency of all student and students with disabilities in both reading and math.

When analyzing common assessment data from 22-23, the average CA in reading score of SWD was 12.22% and the average for math was 11.76%. MAP projected 16.81% of SWD would be proficient in reading on KSA and 5.3% of SWD would be proficient in math. As a result, we shifted our focus to novice reduction in our SWD population in both math and reading in order to continue our focus on closing the achievement gap while setting attainable goals for our students. Intentional strategies implemented include co-teaching model in collaboration classes, frequent sped PLC data analysis, learning walk feedback including SDI alignment to student goals. In 23-24, 54% of all students scored P/D in reading, while 12% of SWD scored P/D. In math, 52% of all students scored P/D in math and 14% of SWD score P/D. Reading saw slight decreases in proficiency and math saw slight increases. These scores indicate a need for increased proficiency for all students in both reading and math. In addition, a significant gap continues to exist between the proficiency of all students and students with disabilities in both reading and math. When analyzing common assessment data from 23-24, the average CA in reading score of SWD was a 7% compared to all students which was a 32.83%. In math, the average CA score for SWD was 30.81% in comparison to all student which was a 56%. MAP projected 14.64% of SWD would be proficient in reading on KSA and 18.79% of SWD would be proficient in math on KSA. We continue to focus on novice reduction for our students with disabilities in our efforts to close this achievement gap while setting attainable goals for our students. One big contributing factor to our reading and math achievement is our newly adopted high quality instructional resources. We will continue implementing these resources to plan and deliver instruction. Another structure that led to our success is our PLC process. We worked to streamline our practices last year and are continuing that this year with an intentionality on strengthening our vertical alignment and implementation/analysis of common formative assessments.

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.

In reviewing multiple data sources over time, students with disabilities remain a priority area of improvement. In reading, in 22-23, the MAP assessment predicted 16.82% of SWD would be proficient on KSA. Students with disabilities had a common assessment running average of 12.22%. The actual KSA results were 13% of SWD scored P/D and 48% scored novice. That same year in math, the MAP assessment predicted 5.6% of SWD would be proficient on KSA. Students with disabilities had a common assessment running average of 11.76%. The actual KSA results fell between with 9% of SWD scored P/D and 45% scored novice. In reading, in 23-24, the MAP assessment predicted 14.64% of SWD would be proficient on KSA. Students with disabilities had a high quality instructional resource assessment running average of 7%. The actual KSA results were 12% of SWD scored P/D and 55% scored novice. That same year in math, the MAP assessment predicted 18.79% of SWD would be proficient on KSA. Students with disabilities had a common assessment running average of 30.81%. The actual KSA results were 17% of SWD scored P/D and 52% scored novice. The trends in both reading and math over the past two years indicate that reduction in novice and increase in proficiency remains a top priority.

In addition to focusing on students with disabilities, increasing proficiency for all students is also an area for improvement. In reading, in 22-23, the MAP assessment predicted 57.3% of all students would be proficient on KSA. All students had a common assessment running average of 43.63%. The actual KSA results were 56% of students scored proficient/distinguished in reading. That same year in math, the MAP assessment predicted 39.94% of all students would be proficient on KSA. All students had a common assessment running average of 47.46%. On KSA, 50% of all students scored P/D in math. In reading, in 23-24, the MAP assessment predicted 55.83% of all students would be proficient on KSA. All students had a high quality instructional resource assessment average of 32.83%. The actual KSA results were 54% of students scored proficient/distinguished in reading. That same year in math, the MAP assessment predicted 56.67% of all students would be proficient on KSA. All students had a common assessment running average of 56.05%. On KSA, 50% 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 reduction in increasing proficiency remains a need.

Our DEI&B committee has evolved over time to a volunteer student led group, Team Twenhofel, who is committed to ensuring all students feel safe at school and know they equally belong. A positive school culture that elicits a caring and productive learning environment is important to all stakeholders. We will report our work, status, and progress to the community at after school Team Twenhofel meetings

throughout the year. We have implemented intentional staff training and collaboration to establish and communicate consistent behavior expectations to students. Our quality of school climate survey score was 72.9 in 22-23 and was maintained in 23-24 with a score of 72.2. We saw a decrease in behavior referrals from the 21-22 school year to the 22-23, most significantly in the month of March, decreasing from 99 behavior referrals to 48. We saw another decrease from 22-23 to 23-24 with an overall 9% decrease in student behavior incidents. We are intentional in this work and are proud of this data; continual monitoring of student behavior and school culture remain a top priority.

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.

Our KSA scores from the 23-24 school year show in reading 54% of all students scored P/D, 12% of SWD scored P/D, and 35% of free/reduced lunch students scored P/D. In math 52% of all students scored P/D, 14% of SWD scored P/D, and 39% of free/reduced lunch students scored P/D. In science, 32% of all students scored P/D, 4% of SWD scored P/D, and 22% of free/reduced lunch students scored P/D. In social studies, 43% of all students scored P/D, 4% of SWD scored P/D, and 29% of free/reduced lunch students scored P/D. In combined writing, 71% of all students scored P/D, 19% of SWD scored P/D, and 57% of free/reduced lunch students scored P/D.

On the fall 2024 reading MAP assessment, projected proficiency is as follows: 6th grade all students is 55.8%, 6th grade SWD is 21.62%. 7th grade all students is 54.7%, 7th grade SWD is 9.09. 8th grade all students is 47.8%, 8th grade SWD is 19.23%. On the math assessment, projected proficiency is as follows: 6th grade all

students is 71.7%, 6th grade SWD is 24.32%. 7th grade all students is 71.3%, 7th grade SWD is 9.09%. 8th grade all students is 58.7%, 8th grade SWD is 26.92%.

The 2024 Quality of School Climate results categorize TW as high status with a score on 72.2. These results were consistent across all student demographics, each with a high rating. We maintained this status from the previous school year when our score was 72.9, with less than a 1 point difference. School safety is our top priority at Twenhofel and this was reflected in our results, 98% of students agreed or strongly agreed with the statement: Adults from my school work hard to make sure students are safe.

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.

Twenhofel's greatest priority is to increase the academic performance of students with disabilities in reading and math. On KSA in 23-24 on the reading assessment, 12% of SWD scored P/D with 55% scored novice. The breakdown per grade level of projected proficiency for reading on spring 2025 KSA per the fall 2024 MAP assessment is as follows, 6th grade SWD is 21.62%, 7th grade SWD is 9.09, and 8th grade SWD is 19.23%.

On KSA in 23-24 on the math assessment, 14% of SWD scored P/D and 52% were novice. The breakdown per grade level of projected proficiency for math on spring 2025 KSA per the fall 2024 MAP assessment is as follows, 6th grade SWD is 24.32%, 7th grade SWD is 9.09%, and 8th grade SWD is 26.92%.

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.

Twenhofel has maintained high achievement status in all academic indicators for two consecutive years. The percent of all students and students with disabilities scoring proficient/distinguished in math grew on KSA from 22-23 to 23-24. All

students went from 50% P/D to 52% P/D for all students. Students with disabilities went from 9% P/D to 14% P/D. While reading had a slight decrease in P/D, we still maintained high achievement with 54% of students scoring P/D. This high achievement across the board is evidence that our intentional focus on the elements of the cycle of quality instruction and updated data analysis processes are effective. Another contributing factor to our reading and math achievement is our newly adopted high quality instructional resources. We will continue implementing these resources to plan and deliver instruction. Additionally, we updated our PLC process. We worked to streamline our practices last year and are continuing that this year with an intentionality on strengthening our vertical alignment and implementation/analysis of common formative assessments. We will continue the implementation of these systems and structures to ensure all students are learning while maintaining a growth mindset of continuous improvement.

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



CSIP TW School Key Elements 2024

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.

KCWP4: Twenhofel has established effective structures and routines around data collection, analysis, planning and communication. Agendas for administrative team meetings, MTSS team meetings, PLCs, special education department meetings, staff meetings all include data review and analysis for a variety of purposes. These teams analyze a variety of data sets including common assessment data, MAP data, behavior data, KSA data, intervention data, sped goal progress data, learning walk data, etc. and make decisions based upon this data in order to meet the individual academic, behavior, and social/emotional needs of all students. Our school action plan is centered around increased proficiency in all academic areas and reduction of novice for students with disabilities in reading and math. The teams described above will continually monitor data sets to determine progress within these two priorities and make adjustments to instruction and support as needed to achieve continued growth.

KCWP5: Our school has established a framework that organizes systems, data, and practices that promote equitable and inclusive learning for all students. We have improved our PLC processes this year to include systematic common formative assessment creation, implementation, and analyzation. Teachers are working to ensure that common formatives are at the level of the standard. This work is ongoing and a focus for all of our departments to ensure equitable and inclusive learning experiences for all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP TW School Key Elements 2024		• 7

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

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	For the 24-25 school year, Twenhofel has implemented an Action Plan that reflects the current needs of the school; the goals focus on increased proficiency in all core subject areas and novice reduction in the students with disabilities population. Teachers continually assess student learning, including a new common formative assessment implementation and analysis structure, and adjust instruction in order to assure student mastery of the standards.
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	Twenhofel has developed and executes an effective MTSS structure ensuring both students' academic, behavioral, and social-emotional needs are met. Student performance is continually monitored and adjustments are made accordingly. All core subjects have a high quality instructional resource aligned with KY state standards that is used to plan and deliver instruction.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	Twenhofel has adapted the KCSD Balanced Assessment document to create the TW Balanced Assessment Analysis Process document that outlines the diagnostic, benchmark, continual formative, and summative assessment that are administered throughout the learning process. Twenhofel utilizes online platforms, including Schoology and Performance Matters to administer assessments providing immediate results. Teachers continually analyze these results individually and through PLCs to make instructional decisions.

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
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, interpret, and act on meaningful evidence of student learning?	Yes	Data analysis is a standing agenda item on the weekly administrative team meeting agenda and PLCs. Data is communicated weekly through the Weekly Staff Update as well as at staff meetings and PD. Data sets include continual classroom formative assessment, common assessment results, MAP assessment, and learning walk trends. Goal one of our action plan is measured via common assessment data, as a result, our common formative assessment data is a priority for continual monitoring. Goal two centers around students with disabilities making our student goal tracking sheet another important data tool.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	At the school level, Twenhofel's MTSS structure ensures all students' needs are being met. Students who require additional supports to be successful receive those through our tiered interventions. At the classroom level, the teacher PLC structure facilitates continual analysis of formative and summative assessment results to make adjustments to instruction in real time to meet the needs of all students.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	At Twenhofel, we are very intentional to foster positive and supportive relationships amongst all stakeholders. We pride ourselves on our family-like school environment with Love & Logic being at the foundation of our practices. Clear and professional expectations are set for staff before the school year begins. Behavior expectations are clearly communicated to students from teachers and administration in the first days of school. It is made clear that we are all on the same page regarding student expectations and they will be held accountable for meeting those expectations. This year, we have Team Twenhofel, a committee consisting of students,

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
		teachers, parents, and administrators. The focus of our work is ensuring at Twenhofel, all students and stakeholders feel safe and know they equally belong here. The committee continually analyzes behavior data, plans and implements tactics to create, cultivate, and continually improve this environment focusing on belonging.



2024-2025 Phase Two: School Assurances_09112024_10:05

2024-2025 Phase Two: School Assurances

Twenhofel Middle School
Caroline Capal
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

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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.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

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

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children 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)).

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

● N/A
COMMENTS

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

☐ Yes

☐ No

● N/A
COMMENTS

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

☐ Yes

☐ No

● N/A
COMMENTS

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

☐ Yes

☐ No

● N/A
COMMENTS

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement 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).

☐ Yes

☐ 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).

☐ Yes

☐ 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

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

☐ Yes

☐ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Three: Comprehensive School Improvement Plan_11062024_09:12

2024-2025 Phase Three: Comprehensive School Improvement Plan

Twenhofel Middle School
Caroline Capal
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Independence, Kentucky, 41051
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*, *Baldrige*, etc.).

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows 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 [Comprehensive School Improvement Plan \(CSIP\) Template](#).

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

ATTACHMENTS

Attachment Name




CSIP Phase III - TW 2024 - KDE Template2

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 24-25 school year, Twenhofel is implementing an Action Plan that reflects the current needs of the school; the goals focus on increasing proficiency for all students in all content areas and novice reduction in the students with disabilities population in reading and math. We have an intentional focus on tier one instruction for all students. We are continuing to ensure every classroom is meeting the level of the standard in daily instruction and adhering to the cycle of quality instruction; we are monitoring this work through classroom walks and and providing feedback. We have implemented new PLC structures utilizing our PLC Landing Page to streamline our work within departments. This includes a common formative assessment calendar and data analysis process. With our gap group, students with disabilities, we will continue to implement the co-teaching model in collaborative classrooms, ensuring evidence based practices are in place to best serve these students. We have engaged in professional development, Numbers to Names, where we intentionally target students performing below grade level (including special education students), track their progress, and make adjustments to ensure student growth in all classrooms.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Phase III - TW 2024 - KDE Template2		.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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

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

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

Requirements for Building an Improvement Plan

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

Updated June 2023

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.

Twenhofel's greatest priority is to increase the academic performance of students with disabilities in reading and math.
On KSA in 23-24 on the reading assessment, 12% of SWD scored P/D with 55% scoring novice.
On KSA in 23-24 on the math assessment, 14% of SWD scored P/D with 52% scoring novice.
Another top priority for our school is to increase the academic performance for all students in reading and math.
On KSA in 23-24 on the reading assessment, 54% of all students scored P/D.
On KSA in 23-24 on the math assessment, 52% of all students scored P/D.

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.

Key Core Work Practice 2: Design and Deliver Instruction: At the school level, Twenhofel's MTSS structure ensures all students' needs are being met. Students who require additional supports to be successful receive those through our tiered interventions. At the classroom level, the teacher PLC structure facilitates continual analysis of formative and summative assessment results to make adjustments to instruction in real time to meet the needs of all students.

Key Core Work Practice 4: Review, Analyze, and Apply Data: At Twenhofel, data analysis is a standing agenda item on the weekly administrative team meeting agenda and PLCs. Data is communicated weekly through the Weekly Staff Update as well as at staff meetings and PD. Data sets include continual classroom formative assessment, common formative assessments, common assessment results, MAP assessment, and learning walk trends. Goal one of our action plan is measured via common assessment data, as a result, our common formative assessment data is a priority for continual monitoring. Goal two centers around students with disabilities making our student goal tracking sheet another important data tool.

Indicator Scores

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

Indicator	Status	Change	Updated June 2023
State Assessment Results in reading and mathematics	71.3	-.03	
State Assessment Results in science, social studies and writing	68	3	
English Learner Progress	N/A	N/A	
Quality of School Climate and Safety	73	-0.8	
Postsecondary Readiness (high schools and districts only)	N/A	N/A	
Graduation Rate (high schools and districts only)	N/A	N/A	

Updated June 2023

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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Updated June 2023

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2027, Twenhofel Middle School will increase the math P/D for all students from a P/D of 52% in 2024 to 62% in 2027 as measured by the proficiency data. By 2027, Twenhofel Middle School will increase the reading P/D for all students from a P/D of 54% in 2024 to 68% in 2027 as measured by the proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: (Math) By 2025, TMS will increase Math P/D for all students from 52% P/D in 2024 to 55% P/D	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments. Monthly instructional walk feedback to teachers.	KSA data, MAP data, Common Assessment scores, formative assessments, IXL skill mastery data	Monthly Classroom walks with a focus on Tier 1 Instruction, walk data, Weekly PLC'S, PD Sessions, School & Student Specific Data, (Monitoring attendance, behavior, academic success, SEL data and determining next steps for individual student success)	
		Using CA analysis data, standards not mastered will be assigned through program to all students, providing additional instruction and practice during daily BREDS WIN time. Collaborate in PLC to complete unit internalization and lesson plan.	KSA data, MAP data, Common Assessment scores, formative assessments, IXL skill mastery data	Admin/Interventionist bi-weekly meetings, IXL data, common assessment data, common formative assessment data	
Objective 2: (Reading) By 2025, TMS will increase Reading P/D for all students from 50% P/D in 2024 to 56% P/D	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments. Monthly instructional walk feedback to teachers.	KSA data, MAP data, Common Assessment scores, formative assessments, IXL skill mastery data	Monthly Classroom walks with a focus on Tier 1 Instruction, walk data, element 4, Weekly PLC'S, PD Sessions, School & Student Specific Data, (Monitoring Attendance, behavior, academic success, SEL data and determining next steps for individual student success)	
		Using CA analysis data, standards not mastered will be assigned through program to all students, providing additional instruction and practice during daily BREDS WIN time. Collaborate in PLC to complete unit internalization and lesson plan.	KSA data, MAP data, Common Assessment scores, common formative assessments, IXL skill mastery data	Admin/Interventionist bi-weekly meetings, IXL data, common assessment data, common formative assessment data, PLC Landing Page	

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

Goal 2 (State your science, social studies, and writing goal.): By 2027, Twenhofel Middle School will increase the writing P/D for all students from a P/D of 71% in 2024 to 85% in 2027 as measured by the proficiency data. By 2027, Twenhofel Middle School will increase the science P/D for all students from a P/D of 32% in 2024 to 66% in 2027 as measured by proficiency data. By 2027, Twenhofel Middle School will increase the social studies P/D for all students from a P/D on 43% in 2024 to 73% in 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: (Writing) By 2025, Twenhofel Middle School will increase the writing P/D for all students from a P/D of 71% in 2024 to 76% measured by the proficiency data.	KCWP 2: Design and Deliver Instruction	Literacy lead will establish and communicate school-wide writing protocols – writing non-negotiables and TECC writing strategy.	Writing scrimmage results, KSA data	All teachers will grade their students writings and give feedback based on the scoring of the writings Short answer/extended response common formative assessment	N/A
		TMS literacy lead will facilitate specific schoolwide writing calibration training to determine the specific look fors in writing for all teachers. Implement school-wide writing scrimmage.	Writing scrimmage results, KSA data	All teachers will grade their students writings and give feedback based on the scoring of the writings Short answer/extended response common formative assessment	N/A
Objective 2: (Science) By 2025, Twenhofel Middle School will increase the science P/D for all students from a P/D of 32% in 2024 to 43% measured by the proficiency data.	KCWP 2: Design and Deliver Instruction	Collaborate in PLC to complete unit internalization and lesson plan.	KSA data, Common Formative Assessment data, Common Assessment scores	Monthly Classroom walks with a focus on Tier 1 Instruction, walk data, PD Sessions, School & Student Specific Data, (MTSS Team monitors Attendance, behavior, academic success, SEB data and determining next steps for individual student success)	N/A
		Monthly instructional walk feedback to teachers.			
Objective 3: (Social Studies) By 2025, Twenhofel Middle School will increase the social studies P/D for all students from a P/D of 43% in 2024 to 53% measured by the proficiency data.	KCWP 2: Design and Deliver Instruction	PLCs develop common formative assessment calendar, design common formative assessments, analyze common formative assessment data to inform instructional decisions.	KSA data, Common Formative Assessment data, Common Assessment scores	Weekly PLCs analyze common formative assessments and common assessment data. IXL skill mastery data	N/A
		Collaborate in PLC to complete unit internalization and lesson plan.	KSA data, Common Formative Assessment data, Common Assessment scores	Monthly Classroom walks with a focus on Tier 1 Instruction, walk data, PD Sessions, School & Student Specific Data, (MTSS Team monitors Attendance, behavior, academic success, SEB data and determining next steps for individual student success)	N/A
Objective 3: (Social Studies) By 2025, Twenhofel Middle School will increase the social studies P/D for all students from a P/D of 43% in 2024 to 53% measured by the proficiency data.	KCWP 2: Design and Deliver Instruction	Monthly instructional walk feedback to teachers.			
		PLCs develop common formative assessment calendar, design common formative assessments, analyze common formative assessment data to inform instructional decisions.	KSA data, Common Formative Assessment data, Common Assessment scores	Weekly PLCs analyze common formative assessments and common assessment data. IXL skill mastery data	N/A

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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(Math) By 2025 TMS will increase math P/D for students with disabilities from 14% P/D in 2024 to 17% P/D	KCWP 2: Design and Deliver Instruction	Implementing new comprehensive resource, Desmos, to deliver SDI in special education resource classrooms. Intentional scheduling to ensure resource classrooms have students with homogenous areas of eligibility/goals.	KSA, MAP, Formative and Common Assessment	Formative assessment, common formative assessment, Sped IEP goal tracking sheet, MTSS Committee meetings, Sped PLC, walk trend data	N/A
		All school name & claim with focus on students with disabilities. Co-teaching model implements in collaborative classrooms.	KSA, MAP, Formative and Common Assessment	Formative assessment, common formative assessment, Sped IEP goal tracking sheet, MTSS Committee meetings, Sped PLC, walk trend data	N/A
		Special education PLC focus on assessment and compliance data analysis and next steps.	PLC observations	Sped PLC agenda, PLC observation, walk data, sped assessment data	
Objective 2(Reading) By 2025, TMS will increase reading P/D for students with disabilities from 12% P/D in 2024 to 15% P/D	KCWP 2: Design and Deliver Instruction	Implementing new comprehensive resource, HMH Into Lit, to deliver SDI in special education resource classrooms. Intentional scheduling to ensure resource classrooms have students with homogenous areas of eligibility/goals.	KSA, MAP, Formative and Common Assessment	Formative assessment, common formative assessment Sped IEP goal tracking sheet, MTSS Committee meetings, Sped PLC, walk trend data	N/A
		All school name & claim with focus on students with disabilities. Co-teaching model implements in collaborative classrooms.	KSA, MAP, Formative and Common Assessment	Formative assessment, common formative assessment, Sped IEP goal tracking sheet, MTSS Committee meetings, Sped PLC, walk trend data	N/A
		Special education PLC focus on assessment and compliance data analysis and next steps.	PLC Observations	Sped PLC agenda, PLC observation, walk data, sped assessment data	

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4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, Twenhofel Middle School will to increase reading P/D on KSA for EL students from 0% P/D in 2024 to 100% P/D.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, TMS will increase reading P/D on KSA for EL students from 0% to 50% P/D.	KCWP 2: Design and Deliver Instruction	Teachers implementing EL Scaffolding Toolkit for supporting EL students in the classroom	Common Assessment scores, MAP, KSA, Access score	common formative assessment, common assessment	N/A

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2027, decrease the percent of students who agree with the statement, "Bullying is a problem for our school" from 58% in 2024 to 29%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, decrease the percent of students who agree with the statement, "Bullying is a problem for our school," from 58% to 49%.	KCWP 2: Design and Deliver Instruction	Implementation of SEB curriculum on tier one – all students receive Second Steps lessons, needs based small groups, Team Twenhofel committee work, intentional SEB lessons. Clear and continuous expectations communication from administration, and educating the community on bullying.	KSA QCSS data, behavior data	MTSS SEB data, behavior data dashboard	N/A

6: Other (Optional)

Goal 6 (State your separate goal.): By 2028, Twenhofel will have an increase on the perceptions of Feedback and Coaching on the Impact Survey. Faculty and staff will increase perceptions of receiving quality feedback from 57% to 79%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2026, to increase the perceptions of Feedback and Coaching, in regards to providing quality feedback to staff from 57% to 68%	KCWP 2: Design and Deliver Instruction	Administration calibration of feedback around the Cycle of Quality Instruction.	Admin team walks and calibration of consistent feedback.	Throughout each month, walks with admin team to ensure that calibration feedback is aligned to the specific feedback prompts.	N/A
		Calibration with central office staff on quality feedback around the Cycle of Quality Instruction.	Collaboration with central office staff for learning walks and debrief.	Throughout each month, walks with admin team and consultants to ensure that calibration feedback is aligned to the specific feedback prompts	N/A