

2019-20 Phase Three: Executive Summary for Schools_11132019_09:05

2019-20 Phase Three: Executive Summary for Schools

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

Last Modified: 11/13/2019
Status: Open

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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, named after noted geologist, botanist, and educator Dr. William Twenhofel, was founded in 1961. In 2006, a new, state-of-the-art, green school opened its doors to an excited and eager community. Nestled in Independence, the heart of Kenton County, Kentucky, Twenhofel boasts an enrollment of approximately 840 students and a staff of approximately 85. Over the past three years, the staff has experienced very little turnover; however, student enrollment has shown a steady increase over the past few years, with a free/reduced population of 42%. Of late, the once rural community has welcomed a number of new businesses, restaurants, etc. It has, though, held strong to its traditional farming roots. Within the building itself, the staff and students share a "family-like bond"; this is a carry-over from the strong family ties within the community at large. At Twenhofel Middle School we do not have rules, but instead we have expectations. The expectations are for our students to: Treat each other with respect, Be Responsible, and Be Prepared each and every day. We hope that once our students leave the eighth grade they are not only prepared instructionally, but that they are overall good citizens that can be successful in the real world.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Twenhofel Middle School is a student-centered learning environment. Twenhofel Middle School strives to ensure a safe and caring learning for all students. At Twenhofel Middle School, there is a family atmosphere in which all needs (social, emotional, and instructional) are the focus of each and every student. Over the past two years, the staff at Twenhofel Middle School have been involved in a book study to continue to improve on how students are treated and the expectations set at the school. Twenhofel Middle School offers many different activities to involve students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the past several years Twenhofel Middle School has had many reasons to celebrate academically. With the most recent KPREP results Twenhofel Middle School once again had many reasons to celebrate. For this section there were three specific areas that will be identified. The first was with Twenhofel's free and reduced population proficiency growth was 47.5%. the overall proficiency rating for all students was 81.3%. In the area of reading the overall all index score was 83%. While there was areas that reason to celebrate there were also specific areas for growth. In the review of the areas for growth, Twenhofel's GAP population specifically with students with disabilities there were two areas identified as areas of growth. In the review of the data the score/proficiency indicator for reading for students with disabilities was 42.8 The other specific area of growth for Twenhofel Middle School was with students with disabilities for math with a proficiency indicator score of 45.1.

Additional Information

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

N/A

Additional Information

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

Twenhofel Middle School is a student-centered school. We focus on all aspects of the individual student. The focus is on the social, emotional, as well as the instructional needs of the student. Twenhofel Middle School also strives to ensure that all students have a safe place to learn emotionally, socially, and instructionally.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase Three: Comprehensive Improvement Plan for
Schools_11132019_09:04**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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

Last Modified: 12/03/2019
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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 between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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.*).

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TwenKDE Comprehensive Improvement Plan 2019-2020	TwenKDE Comprehensive Improvement Plan 2019-2020	•

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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.*).

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

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

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Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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 above or another established improvement approach (i.e. <i>Six Sigma</i>, <i>Shipley</i>, <i>Baldridge</i>, etc.).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2023, Twenhofel Middle School will increase the combined reading and math proficiency for all students from an index 81.3 in 2019 to 89 in 2023 as measured by the proficiency data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 (Reading) By 2020, TMS will increase Reading Proficiency for all students from 81.3 to 87.3	KCWP 2: Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are	KPREP, MAP, Midpoint and Common Assessments, MTSS in Behavior & Social Emotional Learning/Mental Health & Academics to ensure equity for all learners	MTSS structured to address different levels, Instructional Walks and feedback, R180 data, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	NA
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	MTSS, R180/M180, PLC's with consultants, MTSS Academic Meetings to ensure equity for all learners	Weekly PLC'S, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback , R180	NA
	KCWP 4: Review, Analyze and Apply Data Classroom Activities	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.	RTI, R180, PLC's with consultants and administration, MTSS Academic Meetings to ensure equity for all learners	Weekly PLC agendas, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback, R180 Data, MTSS meetings	NA
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	RTI, R180/M180, PLC's with consultants, MTSS Academic Meetings to ensure equity for all learners, MAP and common assessment data	Weekly PLC'S, Admin Meetings, School & Student Specific Data analysis	NA
Objective 2		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and	KPREP, MAP, Midpoint and Common Assessments, MTSS	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Choose Love	NA

(Math) By 2020, TMS will increase Math Proficiency for all students from 83 to 87	KCWP 2: Design and Deliver Instruction Classroom Activities	determine if instructional adjustments are needed, and if so, what those adjustments	Academic Meetings, MTSS in Behavior & Social Emotional Learning/Mental Health & Academics	Curriculum & Calm classroom, (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	RTI, M180, PLC's with consultants and administration, MTSS Academic Meetings	Weekly PLC agendas, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback, Math180 Data, MTSS meetings	NA
	KCWP 4: Review, Analyze and Apply Data Classroom Activities	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.	KPREP, MAP, Midpoint and Common Assessments, RTI, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback	NA
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	KPREP, MAP, Midpoint and Common Assessments, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback	NA

2: Separate Academic Indicator

J) Goal 2 (State your separate academic indicator goal.): *Reduce novice scores for students with disability with IEP in the Separate Academic Indicators: Science, Social Studies, and writing.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reduce science novice for students with disability with IEP – 13% to 22% by 2023	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MAP, Midpoint and Common Assessment, MTSS Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, refining Common Assessments	NA
Objective 2: Reduce Social Studies novice for students with disability IEP – 11% to 5%	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, Midpoint and Common Assessment, MTSS Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Developing Common Assessments and provide feedback to administration	NA
Objective 3: Reduce writing novice for students with disability with IEP- 31.3% to 26.3%	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, Writing Scimmages, MTSS Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, refining Common Assessments and provide feedback to administration	NA

3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2023, Twenhofel Middle School will increase the combined reading and math proficiency for students with disabilities from 45.4 to 60.4 as measured by the school proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 (Reading) By 2020, TMS will increase reading gap students with disabilities from 52 to 42.2	KCWP 2: Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MAP, Midpoint and Common Assessment Review, MTSS Academic Meetings,	Grade Level PLC's, Special Ed PLC's Adopt A Bred, specific GAP students identified/Great Academic Performers (Race to Success), Common Assessment Scores, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, school safety, academic success, SEL and determining next steps for student success), Goal 3 increased participation in activities. FRYSC assists with students that have specific needs	NA
	KCWP 2: Design and Deliver Instruction Classroom Activities	Develop a process in conjunction with protocol and monitoring/documentation tool for tiered intervention movement considerations specific to students with disabilities-IEP toward growth in core classes	KPREP, MAP, Midpoint and Common Assessment Review, MTSS Academic Meetings	Grade Level PLC's, Special Ed PLC's Adopt A Bred, specific GAP students identified/Great Academic Performers (Race to Success), Common Assessment Scores, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, school safety, academic success, SEL and determining next steps for student success), Goal 3 increased participation in activities. FRYSC assists with students that have specific needs	
Objective 2 (Math) By 2020 TMS will increase math proficiency for students with disabilities from 45.1 to 50	KCWP 2: Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional	KPREP, MAP, Midpoint and Common Assessment, MTSS Academic Meetings	Grade Level PLC's, Special Ed PLC's Adopt A Bred, specific GAP students identified/Great Academic Performers (Race to Success), Common Assessment Scores, Choose Love	NA

		adjustments are needed, and if so, what those adjustments		Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, school safety, academic success, SEL and determining next steps for student success), Goal 3 increased participation in activities. FRYSC assists with students that have specific needs	
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4: Growth

Goal 4 (State your growth goal.): By 2023, Twenhofel Middle School will increase the percentage of students showing growth in MAP for reading from 53.48% to 58.48% and for middle school math from 55.92% in spring 2019 to 60.92%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1(Reading) By 2020, TMS will increase percentage of students showing growth in Reading MAP from 53.48% in 2019 to 58.48% in 2020	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MAP, Midpoint and Common Assessment, RTI, MTSS Academic Meetings	Weekly PLC'S, School & Student Specific Data, RTI structured at address different level of students, Reading boot camps, MAP School Goal Setting and Individual MAP Goal setting	NA
Objective 2 (Math) By 2020, TMS will increase percentage of students showing growth in MAP from 55.92% in 2019 to 60.92% in 2020	KCWP 2:Design and Deliver Instruction Classroom Activities	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MAP, Common Assessment, RTI	Weekly PLC'S, School & Student Specific Data, RTI structured at address different level of students, Math & Reading boot camps, MAP School Goal Setting and Individual MAP Goal setting	NA

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _11132019_09:06

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 12/03/2019
Status: Open

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Achievement Gap Group spreadsheet is attached

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Twenhofel Middle School is a family oriented school. First and foremost the staff is a loving and nurturing staff that understands the middle school aged child. The first priority is to ensure that all students have a safe and caring place to learn. Once the teachers feel as though the students have what they need from a social and emotional the teachers then focus on the academic components of the students within their classroom.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

The area of improvement within the GAP population over the past few years have been the students. The two specific GAP groups that have been an area of focus is students identified with disabilities and students that are free/reduced lunch. Over the past three years with the data the achievement gap has been closed with students identified as free and reduced. For the most recent data with students that are free/reduced the Growth Indicator was 47.5% and that was only 1.3% below all students. Students that are free and reduced had growth in reading of 51.3

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

Over the past two years students specifically identified as free and reduced have shown an increase in academic performance. Specific data trends have shown increase performance of the past several years. The area of improvement within the GAP population over the past few years have been the students. The two specific GAP groups that have been an area of focus is students identified with disabilities and students that are free/reduced lunch. Over the past three years with the data the achievement gap has been closed with students identified as free and reduced. For the most recent data with students that are free/reduced the Growth Indicator was 47.5% and that was only 1.3% below all students. Students that are free and reduced had growth in reading of 51.3

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

The focus for this area would be students identified with a disability IEP. Over the last several years the gap data has not shown improvements in closing the academic gap between students with IEPs compared to those that do not have a disability. The proficiency indicator for all students is 81.3 in reading and the proficiency indicator for students with an IEP is 42.8 in reading. In the content area of math the academic index for all students was 83.0 and the academic index for students with disabilities was 40.4.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

The focus has been to make sure that special education collaboration support has been assigned in the areas of math and language arts. Math and Reading Intervention classes have been

restructured to make sure that they have more support and in math intervention classes the math content teacher is teaching the intervention. The amount of growth from previous intervention classes were structured in such away that the intentional focus of meeting students needs were being addressed. Twenhofel Middle School every week has a special education meeting to review special education students and their progress. Twenhofel Middle School also is heavily invested in the MTSS process and making sure that student needs are being identified through the process of reviewing specific students.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

School administration along with special education lead teachers worked on specific scheduling of the collaboration teachers. We have also begin to focus on what interventions are in place and what other supports are needed to ensure that students are successful. There has been a lot of work to ensure the success of all students. At the beginning of the 2019 -2020 school year there was specific scheduling with the special education teachers to ensure that appropriate supports were put in place to make sure that students with IEP's were getting the appropriate supports in the content areas of language arts and math. There has been ongoing to list students that scored novice and apprentice to make sure those students have been identified. Within that context student scores: MAP and common assessment scores have been analyzed and continue to be analyzed to ensure that appropriate interventions are in place to help support students in the

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

There has been a lot of work to ensure the success of all students. At the beginning of the 2019 -2020 school year there was specific scheduling with the special education teachers to ensure that appropriate supports were put in place to make sure that students with IEP's were getting the appropriate supports in the content areas of language arts and math. There has been ongoing to list students that scored novice and apprentice to make sure those students have been identified. Within that context student scores: MAP and common assessment scores have been analyzed and continue to be analyzed to ensure that appropriate interventions are in place to help support students in the academic areas. This is not just a one and done process but it is a working document of how students are performing in the content areas.

III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Attached

Closing the Achievement Gap



Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 1920Achievement Gap Group Identification	1920Achievement Gap Group Identification	•
 1920Measurable Gap Goal	1920Measurable Gap Goal	•

Gap Group/Total number of students	Percentage of Total School Population
White (non-hispanic)	92.9% - 787 students
Hispanic or Latino	2.7% - 23 students
Two or more races	2.6% - 22 students
Other	1.8%- 15 students
Economically Disadvantaged	42.5%-360
Students with Disabilities	13.9%-118

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
<p>(Reading) by 2020, TMS will increase reading GAP students with disability from 52 to 42.2</p>	<p>KCWP 2:Design and Deliver Instruction Classroom Activities</p>	<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments</p>	<p>School Administration, Teachers</p>	<p>Grade Level PLC's, Special Ed PLC's Adopt A Bred, specific GAP students identified/Great Academic Performers (Race to Success), Common Assessment Scores, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, school safety, academic success, SEL and determining next steps for student success), Goal 3 increased participation in activities. FRYSC assists with students that have specific needs</p>



