



KDE Comprehensive School Improvement Plan

Twenhofel Middle School
Kenton County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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, Twenhofel welcomed a new principal, Dr. Shannon Gross, during the summer of 2012. Student enrollment has shown a steady increase over the past few years, with a free/reduced population of 32%. 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.

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 maintains a focus to provide quality instruction for every student, every day. Instructional emphasis is placed on making sure that all students are at grade-level with regard to literacy and numeracy. At the beginning of the school year each teacher set personal goals that all instructional decisions would be based on individual student data. This has continued throughout the year as we continually strive for student growth. Additionally, all students, beginning in fourth grade, are encouraged to become involved in at least one extra-curricular activity that connects them with their school.

Twenhofel Middle School has the expectation that every student will receive the best education as this is our primary focus.

Twenhofel Middle School, in partnership with students, families, and our community, provides 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. Staff members approach student situations according to the philosophy of Love & Logic.

☪ "I will treat you with respect, so you will know how to treat me."

☪ "Feel free to do anything that doesn't cause a problem for anyone else."

☪ "If you cause a problem, I will ask you to solve it."

☪ "If you can't solve the problem, or choose not to, I will do something."

☪ "What I do will depend on the special person and the special situation."

☪ "If you feel something is unfair, politely let me know, 'I'm not sure that's fair,' and we will talk."

Using this framework, students are often reminded of the following:

1. Treat other people the way you want to be treated.
2. If you don't have something nice to say, say nothing.
3. Keep hands and feet to self.

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.

State assessment scores have risen steadily in the past several years. Following the first administration of the K-PREP assessment, Twenhofel's scores were in the classification of a "Proficient and Progressing" school scoring in the 89th percentile while not being a school with a "Focus" area. The AMO goal was a 70.9 and Twenhofel exceeded that goal by scoring a 71.4. The district assessment of MAP (Measures of Academic Progress) is administered three times annually. With a school-wide focus on RTI for all students, Twenhofel has seen continued improvement on this diagnostic assessment each time it is administered.

Since opening the new building, Twenhofel has earned the Energy Star every year and is a LEED Certified (Silver) Building.

In the years to come, Twenhofel will strive to achieve the distinction of being a "Distinguished" school with regard to K-PREP. A continued focus on the RTI process will make this an achievable goal. Additionally, the hope is for more students to qualify for the PREP/PREP PLUS tract of advanced classes in the areas of math and language arts. Most importantly, our school and staff will remain student-centered.

Additional Information

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

We believe that in order for a student to be a well rounded student it is vital that they become a part of the school community by becoming involved in an extra-curricular activity. When students become involved in activities it gives them a sense of well-being and a belonging to the school community. Twenhofel Middle School provides many different activities for students to become engaged in. The programs offered are: chorus, Odyssey of the Mind, Math Counts, band, art club, FCA, Governor's Cup, School Musical, archery, Math Club, basketball, football, volleyball, cross country, cheerleading, dance, Jazz Band, Percussion Ensemble, STLP, student council, Energy Wise, morning announcements, academic team, intramural soccer, FPS, intramural bowling, intramural basketball, Yearbook, Lego League, track, and wrestling.

December 2014 Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

December 2014 Plan for KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Math Gap Group	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Reading Gap Group Proficiency	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Program Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Tell Survey- All teachers will have the opportunity to deliver classroom instruction without disruptions	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Twenhofel Middle School will become a smoke free campus	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Combined Reading/Math K-Prep Proficiency Achievement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
8	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	College and Career Ready	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Math Gap Group

Measurable Objective 1:

collaborate to increase our percentage of proficiency for our non-duplicated gap group population in math from 38.1% in 2014 to 48.8% by 10/01/2015 as measured by School Report Card.

Strategy 1:

Targeted RTI Math - Students will take the MAP test 3 times per year (fall, winter, and spring). Based on their respective scores, both regular education and special education students will then be grouped accordingly in specific RTI performance groups. Students will goal set before each test and the results will be used to measure growth throughout the year. It is very important that all students try their best and teachers emphasize the importance of answering each question to the best of the students ability.

Category: Continuous Improvement

Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twenhofel Middle School will use flexible grouping in the placement of students in RTI depending on student performance. RTI instruction is targeting specific skill deficits.	Academic Support Program	06/01/2014	05/31/2015	\$0	No Funding Required	The individuals responsible for the implementation of this activity will be the staff at Twenhofel Middle School.

Activity - Math 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 180 in addition to their core class is being implemented in the 6th, 7th, and 8th grade to increase the level of math performance in our low performing math students.	Academic Support Program	06/01/2014	05/31/2015	\$0	No Funding Required	The individuals responsible for this program are the Math 180 teacher and school administrators.

Strategy 2:

Math Exploratory in the Elective Rotation - Students in the 6th, 7th, and 8th grade will have differentiated instruction based on their respective math level.

Category: Learning Systems

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Activity - Math Exploratory in the Elective Rotation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed according to MAP data. Instruction is targeted around student skill deficits as indicated by the MAP data. Placement data is reviewed every nine weeks to determine appropriate placement of students.	Academic Support Program	08/19/2014	05/31/2015	\$0	No Funding Required	The individuals responsible for this will be the Math Exploratory teacher, guidance counselors, and administration.

Goal 2: Reading Gap Group Proficiency

Measurable Objective 1:

collaborate to increase percentage of proficiency from 60.5% of 2014 students in the non-duplicated reading gap group to 66.5% by 10/01/2015 as measured by School Report Card.

Strategy 1:

Targeted RTI - During school-wide RTI Twenhofel will use flexible grouping to target specific students with specific deficiencies in reading including those students with disabilities. Students will be grouped according to their individual needs.

Category: Continuous Improvement

Activity - Targeted Schoolwide RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be in flexible grouping using RIT bands during RTI based on their individual reading needs. Students will be grouped and regrouped based on data from RIT/MAP scores every nine weeks.	Direct Instruction	06/01/2014	05/31/2015	\$0	No Funding Required	The individuals responsible for the implementation of the school wide RTI will be all certified staff.

Strategy 2:

Collaboration - The special education teachers will work with the regular education teachers to implement/evaluate best practices as measured by student progress using classroom (formative/summative data), MAP, and Read 180 data.

Category: Continuous Improvement

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will receive training in Springboard, Read 180, System 44 along with the regular education teachers on best practices.	Professional Learning	06/01/2014	05/31/2015	\$0	No Funding Required	School Administration

Goal 3: Program Review

Measurable Objective 1:

collaborate to increase our school's percentage of proficient Arts & Humanities standards from 82% in 2014 to 95% by 06/30/2015 as measured by Program Review State Report.

Strategy 1:

Curriculum Alignment - The school curriculum provides intentional and meaningful integration of the arts and other content areas making cross-curricular connections (i.e. drama, music, visual arts, dance)

Category: Continuous Improvement

Activity - Curriculum Interdisciplinary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share out instructional strategies from cross-curricular activities that are being implemented across regular classroom settings in monthly faculty meetings for all staff to learn from\ get new ideas for implementation in their own classes. Progress monitored monthly through the collection of artifacts by grade level/subjects.	Professional Learning	06/01/2014	05/31/2015	\$0	No Funding Required	School Administration, Arts and Humanities, and Regular Education Teachers

Goal 4: Tell Survey- All teachers will have the opportunity to deliver classroom instruction without disruptions

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree that there are minimal distractions that interrupt the classroom from 74.5% in 2013 to 90% by 05/31/2015 as measured by Tell Survey Results.

Strategy 1:

Limiting Classroom Distractions - School administration and office staff will work together in ensuring that classroom instruction is not disrupted. Calls and school wide disruptions will only be implemented when it is an emergency.

Category: Management Systems

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Activity - Minimizing Distractions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To limit classroom disruptions, the secretary will screen all calls that are going to teachers. If it is not an emergency, messages will be delivered to the teachers during their planning periods. Before school-wide all-calls are made, the secretary will check with school administration to see if it is appropriate. Administration will make all efforts to solve the situation without the school-wide interruption as a last resort.	Policy and Process	06/01/2014	05/31/2015	\$0	No Funding Required	School administration

Goal 5: Twenhofel Middle School will become a smoke free campus

Measurable Objective 1:

collaborate to decrease events involving tobacco on school property by 06/30/2015 as measured by The reduced number of referrals in tobacco use..

Strategy 1:

Education through Reach Grant - Twenhofel will educate students and staff on the harmful effects of first and second-hand smoking.

Category: Continuous Improvement

Activity - Use of Reach Grant Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twenhofel will incorporate educational videos and resources for those students who violate the policy and signs will be displayed in regards to tobacco useage.	Behavioral Support Program	06/01/2014	05/31/2015	\$0	No Funding Required	FRYSC Coordinator, Staff

Goal 6: Combined Reading/Math K-Prep Proficiency Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math percent proficiency for middle school students from 60.3% in 2014 to 64.4% by 06/30/2015 as measured by the School Report Card.

Strategy 1:

Standards-Based Instruction - Teachers will implement KCAS instructional strategies using best practices in Math Design Collaborative (MDC), Literacy Design Collaborative (LDC), Read 180/System 44, Math 180, RTI, 7th grade EXPLORE testing, and College Board Springboard throughout the school year.

Category: Continuous Improvement

Activity - Teacher Curriculum, Instruction, and Assessment Strategies training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher training in: MDC/LDC by course and content, Best practices by content, Springboard Instructional Strategies, Usage of MAP, EXPLORE, and K-PREP data to drive instruction, analysis of student work, PLC's, and PPR classroom observation and feedback. Students are given the opportunity to review their assessment scores and goal set for MAP. Students are constantly being assessed with continuous assessment.	Professional Learning	06/01/2014	05/31/2015	\$0	No Funding Required	School Administration
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Goal 7: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to Collaborate to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% in May 31, 2020 as measured by evaluation results. by 05/31/2015 as measured by evaluation results.

Strategy 1:

Strategy 1-PGES - Professional Growth and Effectiveness Rubric

Category: Continuous Improvement

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Academic Support Program	01/01/2014	05/31/2015	\$0	No Funding Required	School Administration

Strategy 2:

Professional Learning and Support - PGES

Category: Continuous Improvement

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Policy and Process	01/01/2014	05/31/2015	\$0	No Funding Required	School Administration

Goal 8: Wellness Plan

Measurable Objective 1:

collaborate to collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 06/30/2015 as measured by Survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with KSCD Wellness Policy and school level wellness policy.

Category: Continuous Improvement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy	Policy and Process	01/07/2015	08/31/2015	\$0	No Funding Required	School Wellness committee

Goal 9: College and Career Ready

Measurable Objective 1:

collaborate to increase our math percent reaching benchmark from 42% in September 2014 to 46% by 09/30/2015 as measured by EXPLORE Data in September 2015.

Strategy 1:

RTI To Address CCR Deficits - EXPLORE data will be utilized to look at specific areas of improvement to be addressed in RTI groups with like grouping scores.

Category: Career Readiness Pathways

Research Cited: Data Analysis/RTI

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data/RTI Analysis to inform instruction	Professional Learning	01/05/2015	09/30/2015	\$0	General Fund	School Administration, Math Consultant, Guidance Counselors, Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Data/RTI Analysis to inform instruction	Professional Learning	01/05/2015	09/30/2015	\$0	School Administration , Math Consultant, Guidance Counselors, Staff
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Curriculum, Instruction, and Assessment Strategies training	Teacher training in: MDC/LDC by course and content, Best practices by content, Springboard Instructional Strategies, Usage of MAP, EXPLORE, and K-PREP data to drive instruction, analysis of student work, PLC's, and PPR classroom observation and feedback. Students are given the opportunity to review their assessment scores and goal set for MAP. Students are constantly being assessed with continuous assessment.	Professional Learning	06/01/2014	05/31/2015	\$0	School Administration
Math Exploratory in the Elective Rotation	Students are placed according to MAP data. Instruction is targeted around student skill deficits as indicated by the MAP data. Placement data is reviewed every nine weeks to determine appropriate placement of students.	Academic Support Program	08/19/2014	05/31/2015	\$0	The individuals responsible for this will be the Math Exploratory teacher, guidance counselors, and administration .

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PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Academic Support Program	01/01/2014	05/31/2015	\$0	School Administration
Collaboration	Special education teachers will receive training in Springboard, Read 180, System 44 along with the regular education teachers on best practices.	Professional Learning	06/01/2014	05/31/2015	\$0	School Administration
Professional Learning and Support	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Policy and Process	01/01/2014	05/31/2015	\$0	School Administration
Minimizing Distractions	To limit classroom disruptions, the secretary will screen all calls that are going to teachers. If it is not an emergency, messages will be delivered to the teachers during their planning periods. Before school-wide all-calls are made, the secretary will check with school administration to see if it is appropriate. Administration will make all efforts to solve the situation without the school-wide interruption as a last resort.	Policy and Process	06/01/2014	05/31/2015	\$0	School administration
Targeted Schoolwide RTI	Students will be in flexible grouping using RIT bands during RTI based on their individual reading needs. Students will be grouped and regrouped based on data from RIT/MAP scores every nine weeks.	Direct Instruction	06/01/2014	05/31/2015	\$0	The individuals responsible for the implementation of the school wide RTI will be all certified staff.
Math 180	Math 180 in addition to their core class is being implemented in the 6th, 7th, and 8th grade to increase the level of math performance in our low performing math students.	Academic Support Program	06/01/2014	05/31/2015	\$0	The individuals responsible for this program are the Math 180 teacher and school administrators.

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RTI Math	Twenhofel Middle School will use flexible grouping in the placement of students in RTI depending on student performance. RTI instruction is targeting specific skill deficits.	Academic Support Program	06/01/2014	05/31/2015	\$0	The individuals responsible for the implementation of this activity will be the staff at Twenhofel Middle School.
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy	Policy and Process	01/07/2015	08/31/2015	\$0	School Wellness committee
Use of Reach Grant Materials	Twenhofel will incorporate educational videos and resources for those students who violate the policy and signs will be displayed in regards to tobacco useage.	Behavioral Support Program	06/01/2014	05/31/2015	\$0	FRYSC Coordinator, Staff
Curriculum Interdisciplinary	Teachers will share out instructional strategies from cross-curricular activities that are being implemented across regular classroom settings in monthly faculty meetings for all staff to learn from\ get new ideas for implementation in their own classes. Progress monitored monthly through the collection of artifacts by grade level/subjects.	Professional Learning	06/01/2014	05/31/2015	\$0	School Administration, Arts and Humanities, and Regular Education Teachers
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Twenhofel Middle School was a Proficient and Progressing School, scoring in the 89th percentile of all the middle schools in Kentucky with no deficiencies in gap groups. While that does give us a reason to celebrate, the data shows us that we still have room for improvement. The areas of concern for Twenhofel are our 16.4% Novice in reading Achievement, 10.8% Novice in Math Achievement, 22.6% Proficient/Distinguished in Math GAP, and Special Education Math/Reading, 37.3/42.1 reaching Proficient/Distinguished. In order to be a Distinguished School, our primary focus will be to improve the previous listed scores by focusing on each individual student and making the necessary changes to ensure that each student reaches their maximal potential.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Twenhofel Middle school had many reasons to celebrate. With the results of the 2013-2014 KPREP results Twenhofel Middle School was categorized as a "Proficient and Progressing School" by scoring in the 89th percentile out of all of the middle schools schools in Kentucky with no area of focus. Twenhofel Middle School has shown steady progress over the past five years in their KPREP results. TELL survey data indicates that Twenhofel Middle School has a positive school culture and we feel as though this is a contribute to our academic success.

Twenhofel Middle School has implemented many initiatives to ensure that the progress is sustained. Twenhofel Middle School had a Reading Achievement score of 59.8% Proficient/Distinguished while exceeding the state average of 53.2%. Springboard ELA, Response to Intervention, Read 180, and System 44 being implemented will help sustain these scores and allow for continual improvement.

In addition, the math achievement score was 59.2% in proficient and distinguished while exceeding the state average of 44.8%. The programs implemented to aid these scores were RTI, MAP testing three times per year, and the Springboard Math curriculum. These practices will also be continued to allow for continued improvement.

Overall, Twenhofel had a science Achievement Score of 74.8% in proficient and distinguished while exceeding the state average of 64.2%. The activities that led to these scores were classroom walks with teachers to focus on best practices in science instruction and Job-Embedded PD in Inquiry Based Learning. Both practices will be continued for continued improvement in instruction and achievement.

The KPREP scores showed that Twenhofel had a score of 57.8% (above typical growth) in Reading and a 74.2% (above typical growth) in Math. Goal setting with MAP with an emphasis on individual student growth and Flexible grouping in RTI groups with instructional emphasis on specific learning will allow for sustained growth and improvement in these areas.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Based on the KPREP results, Twenhofel Middle School has areas for improvement. The KPREP scores reflected a 16.4% in Novice Reading Achievement and a 10.8% Novice in Math Achievement. To improve these scores, PLC's will continue to focus on individual student achievement by having teachers focus on specific instruction (i.e. live soring, student grouping, formative assessment, collaboration) . PPR walks will continue to focus on specific instruction.

Exploratory Math and Math 180 have been added to the elective rotation schedule, and selected students will be placed in this class according to MAP results. With 38.1% of our students scoring a Proficient/Distinguished in Math GAP and 11.2% of the special education population scoring a proficient/distinguished, we hope to increase our level of proficient/distinguished scores for 2015.

Twenhofel Middle School was proud to be above the state and district average for college and career readiness, however we still believe that we need to continue to focus on this area. PLC's in all content areas will also continue to focus on analysis of student work and teacher feedback.

In order to facilitate our data collection for these students, this years 7th grade students will be taking the EXPLORE test. The data from the results will equip us with the necessary information to group and regroup students according to their academic performance. The breakdown of the item analysis sheets will be used to form starting gates to drive re-teaching. Once the scores are made available teachers will use the data to group and regroup students during RTI according to their academic performance.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Twenhofel's overall goal is to be classified as a "Distinguished" school. We know that it is going to be a collaborative effort to ensure we reach our goal. We recognize as a school that we all have to take ownership in each student that enters our building. This will not be an easy task, but with all staff working together to see that every student receives the best education possible and focusing on making every day count will help us stay focused and continue to head in the right direction.

Our areas that were below the state and district average continue to be our primary focus. While we're proud of our overall achievement scores, we are not satisfied because we have room for improvement in order to reach the growth targets for each student. As an overall group, our focus is to continue monitoring RTI data, analyzing student data, engaging in PLC meeting meetings (formative/summative assessment), conducting PPR Walks, and monitoring MAP testing data. As an administrative team with collaboration from our teachers, the grouping and regrouping of students as they progress will assist in the growth and overall student achievement. The breakdown of the item analysis sheets will be used to drive re-teaching. With the addition of intervention classes in our elective rotation, we have the flexibility to group and group students based on student needs as they present.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

The stakeholders involved that was engaged in helping to complete the Missing Piece diagnostic was Twenhofel's assistant principal, SBDM committee, and guidance counselors

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Twenhofel Middle School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

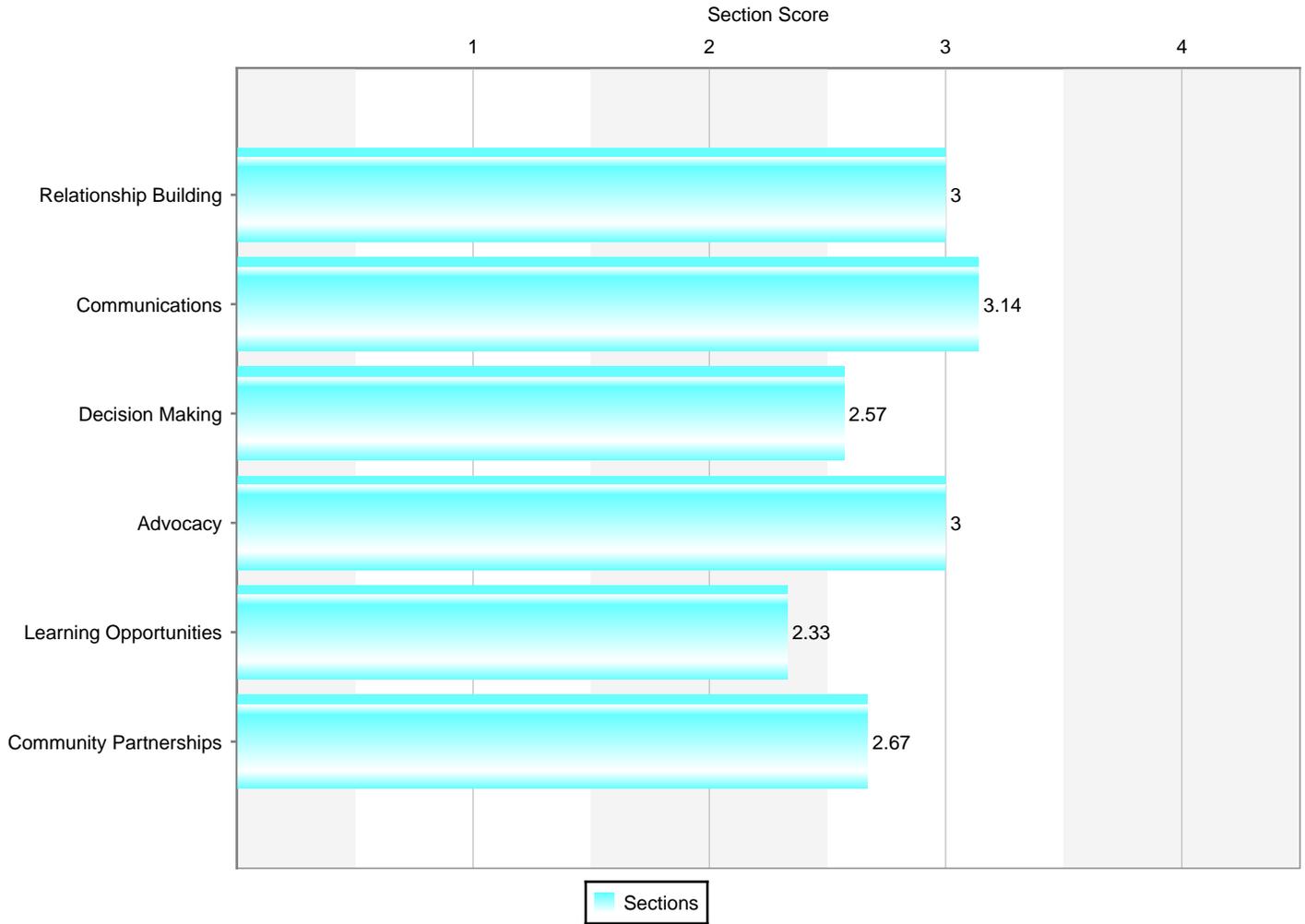
Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

In reflecting on the areas of strength, Twenhofel has a staff that is about building positive relationships with the students and family members. Twenhofel's FRYSC is monumental in building relationships with outside agencies in order to help meet the needs of Twenhofel's students. One of the biggest areas of improvement that Twenhofel has is parent involvement. Twenhofel would like to have more parental involvement. Twenhofel does have parental support, but the support usually comes from the same parents that volunteer in all of the regular activities. To gain more parental involvement it is an ongoing process between the PTSA and overall school to get parents/agencies to feel more comfortable in volunteering their respective services.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

When receiving Twenhofel's school data there were many different steps that was implemented to share the data with the stakeholders. Twenhofel's data was shared with the staff as a whole. Once the staff had been informed of the scores they were further broken down and reviewed by the specific content areas. The data was also shared and presented to the SBDM council along with the parent representatives. In each of these respective groups the stakeholders were charged with identifying strategies that lead to Twenhofel's academic success, so that these activities continue to improve the academic achievement. Likewise committees identified new strategies for growth.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

From the results of the work from the content groups the information gathered for the school improvement plan was from Twenhofel's School Board Report. The report was shared with the SBDM council to gain ideas on what information and strategies were used during the year that helped Twenhofel reach the level of proficient and progressing (89th percentile).

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

As the teachers and SBDM council gave input to create this school improvement plan, the final approved document will be presented and shared to staff and community through a variety of meetings and through the school's website.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	Not Applicable	

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Twenhofel Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not Applicable	

KDE Comprehensive School Improvement Plan

Twenhofel Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not Applicable	

KDE Comprehensive School Improvement Plan

Twenhofel Middle School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

KDE Comprehensive School Improvement Plan

Twenhofel Middle School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - Middle Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Tell Survey- All teachers will have the opportunity to deliver classroom instruction without disruptions

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree that there are minimal distractions that interrupt the classroom from 74.5% in 2013 to 90% by 05/31/2015 as measured by Tell Survey Results.

Strategy1:

Limiting Classroom Distractions - School administration and office staff will work together in ensuring that classroom instruction is not disrupted. Calls and school wide disruptions will only be implemented when it is an emergency.

Category: Management Systems

Research Cited:

Activity - Minimizing Distractions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To limit classroom disruptions, the secretary will screen all calls that are going to teachers. If it is not an emergency, messages will be delivered to the teachers during their planning periods. Before school-wide all-calls are made, the secretary will check with school administration to see if it is appropriate. Administration will make all efforts to solve the situation without the school-wide interruption as a last resort.	Policy and Process			06/01/2014	05/31/2015	\$0 - No Funding Required	School administration

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Combined Reading/Math K-Prep Proficiency Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math percent proficiency for middle school students from 60.3% in 2014 to 64.4% by 06/30/2015 as measured by the School Report Card.

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Strategy1:

Standards-Based Instruction - Teachers will implement KCAS instructional strategies using best practices in Math Design Collaborative (MDC), Literacy Design Collaborative (LDC), Read 180/System 44, Math 180, RTI, 7th grade EXPLORE testing, and College Board Springboard throughout the school year.

Category: Continuous Improvement

Research Cited:

Activity - Teacher Curriculum, Instruction, and Assessment Strategies training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in: MDC/LDC by course and content, Best practices by content, Springboard Instructional Strategies, Usage of MAP, EXPLORE, and K-PREP data to drive instruction, analysis of student work, PLC's, and PPR classroom observation and feedback. Students are given the opportunity to review their assessment scores and goal set for MAP. Students are constantly being assessed with continuous assessment.	Professional Learning			06/01/2014	05/31/2015	\$0 - No Funding Required	School Administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Math Gap Group

Measurable Objective 1:

collaborate to increase our percentage of proficiency for our non-duplicated gap group population in math from 38.1% in 2014 to 48.8% by 10/01/2015 as measured by School Report Card.

Strategy1:

Math Exploratory in the Elective Rotation - Students in the 6th, 7th, and 8th grade will have differentiated instruction based on their respective math level.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Twenhofel Middle School

Activity - Math Exploratory in the Elective Rotation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed according to MAP data. Instruction is targeted around student skill deficits as indicated by the MAP data. Placement data is reviewed every nine weeks to determine appropriate placement of students.	Academic Support Program			08/19/2014	05/31/2015	\$0 - No Funding Required	The individuals responsible for this will be the Math Exploratory teacher, guidance counselors, and administration.

Strategy2:

Targeted RTI Math - Students will take the MAP test 3 times per year (fall, winter, and spring). Based on their respective scores, both regular education and special education students will then be grouped accordingly in specific RTI performance groups. Students will goal set before each test and the results will be used to measure growth throughout the year. It is very important that all students try their best and teachers emphasize the importance of answering each question to the best of the students ability.

Category: Continuous Improvement

Research Cited:

Activity - RTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twenhofel Middle School will use flexible grouping in the placement of students in RTI depending on student performance. RTI instruction is targeting specific skill deficits.	Academic Support Program			06/01/2014	05/31/2015	\$0 - No Funding Required	The individuals responsible for the implementation of this activity will be the staff at Twenhofel Middle School.

Activity - Math 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 in addition to their core class is being implemented in the 6th, 7th, and 8th grade to increase the level of math performance in our low performing math students.	Academic Support Program			06/01/2014	05/31/2015	\$0 - No Funding Required	The individuals responsible for this program are the Math 180 teacher and school administrators.

Goal 2:

Reading Gap Group Proficiency

Measurable Objective 1:

collaborate to increase percentage of proficiency from 60.5% of 2014 students in the non-duplicated reading gap group to 66.5% by 10/01/2015 as measured by School Report Card.

Strategy1:

Targeted RTI - During school-wide RTI Twenhofel will use flexible grouping to target specific students with specific deficiencies in reading including those students with disabilities. Students will be grouped according to their individual needs.

Category: Continuous Improvement

Research Cited:

SY 2014-2015

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KDE Comprehensive School Improvement Plan

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Activity - Targeted Schoolwide RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be in flexible grouping using RIT bands during RTI based on their individual reading needs. Students will be grouped and regrouped based on data from RIT/MAP scores every nine weeks.	Direct Instruction			06/01/2014	05/31/2015	\$0 - No Funding Required	The individuals responsible for the implementation of the school wide RTI will be all certified staff.

Strategy2:

Collaboration - The special education teachers will work with the regular education teachers to implement/evaluate best practices as measured by student progress using classroom (formative/summative data), MAP, and Read 180 data.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will receive training in Springboard, Read 180, System 44 along with the regular education teachers on best practices.	Professional Learning			06/01/2014	05/31/2015	\$0 - No Funding Required	School Administration

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase our school's percentage of proficient Arts & Humanities standards from 82% in 2014 to 95% by 06/30/2015 as measured by Program Review State Report.

Strategy1:

Curriculum Alignment - The school curriculum provides intentional and meaningful integration of the arts and other content areas making cross-curricular connections (i.e. drama, music, visual arts, dance)

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Curriculum Interdisciplinary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share out instructional strategies from cross-curricular activities that are being implemented across regular classroom settings in monthly faculty meetings for all staff to learn from\ get new ideas for implementation in their own classes. Progress monitored monthly through the collection of artifacts by grade level/subjects.	Professional Learning			06/01/2014	05/31/2015	\$0 - No Funding Required	School Administration, Arts and Humanities, and Regular Education Teachers

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	9-30-2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9-30-2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	4-21-2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8-11-2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Twenhofel Middle School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2014	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		