Comprehensive School Improvement

Plan

Twenhofel Middle School

Kenton County School District

Mr. Shannon Gross, Principal
11846 Taylor Mill Road
Independence, KY 41051

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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 2014. 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 823 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, Mr. 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 81st percentile while not being a school with a "Focus" area. The AMO goal was a 60.7 and Twenhofel exceeded that goal by scoring a 61.5. 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. The composite score for the EXPLORE test increased from a 15.9 to 16.1 and all four areas tested saw an increase in students reaching benchmark.

Since opening the new building, Twenhofel has earned the Energy Star every year and is a LEED Certified (Silver) Building. For the past two years, the school had consistently ranked the highest among district middle schools in attendance percentage.

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 the they become a part of the school community by becoming involved in an extra-curricular activity. When students become involved in activites it gives them a sense of well-being and a belonging to the school community. Twenhofel Middle School provides many different activites 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, book club, cross country, cheerleading, dance, Jazz Band, Percussion Ensemble, STLP, student council, Energy Wise, morning announcements, academic team, intamural soccer, FPS, intramural bowling, intramural basketball, Yearbook, Lego League, track, and wrestling.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for 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

Goal 1: Math Gap Group

Measurable Objective 1:

collaborate to increase our percentage of proficency for our non-duplicated gap group population in math from 34.8% in 2013 to 41.5% by 10/01/2014 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 regualr 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.

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	06/01/2013	05/31/2014	$0	No Funding Required	The individuals responsible for the implemenation 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	06/01/2013	05/31/2014	$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.

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	08/19/2013	05/31/2014	$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 45.0% of 2013 students in the non-duplicated reading gap group to 49.8% by 10/01/2014 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.

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	06/01/2013	05/31/2014	$0	No Funding Required	The individuals responsible for the implemenation 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.

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	06/01/2013	05/31/2014	$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 2012 to 98% by 06/30/2014 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)

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 activites 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	06/01/2013	05/31/2014	$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.

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 interuption as a last resort. | Policy and Process | 06/01/2013 | 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 06/30/2014 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.

Activity - Use of Reach Grant Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twenhofel will incoporate educational videos and resources for those students who violate the policy and signs will be displayed in regards to tobacco useage.	Behavioral Support Program	06/01/2013	05/31/2014	$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 58.1% in 2013 to 59.3% by 06/30/2014 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.

Activity - Teacher Curriculumn, Instruction, and Assessment Strategies training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training in: MDC/LDC by course and content, Best practices by content, Springboard Instructional Strategies, Usuage of MAP, EXPLORE, and K-PREP data to drive instruction, analysis of student work, PLC's, and PPR classroom observation and feedback	Professional Learning	06/01/2013	05/31/2014	$0	No Funding Required	School Administration

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

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 next 2 school years 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

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Curriculumn, Instruction, and Assessment Strategies training	Teacher training in: MDC/LDC by course and content, Best practices by content, Springboard Instructional Strategies, Usuage of MAP, EXPLORE, and K-PREP data to drive instruction, analysis of student work, PLC's, and PPR classroom observation and feedback	Professional Learning	06/01/2013	05/31/2014	$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
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 next 2 school years 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
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	06/01/2013	05/31/2014	$0	The individuals responsible for the implemenation of the school wide RTI will be all certified staff.
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 interuption as a last resort.	Policy and Process	06/01/2013	05/31/2015	$0	School administration

Use of Reach Grant Materials	Twenhofel will incoporate educational videos and resources for those students who violate the policy and signs will be displayed in regards to tobacco useage.	Behavioral Support Program	06/01/2013	05/31/2014	$0	FRYSC Coordinator, 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	06/01/2013	05/31/2014	$0	The individuals responsible for this program are the Math 180 teacher and school administrators.
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	06/01/2013	05/31/2014	$0	The individuals responsible for the implemenation of this activity will be the staff at Twenhofel Middle School.
Collaboration	Special education teachers will receive training in Springboard, Read 180, System 44 along with the regular education teachers on best practices.	Professional Learning	06/01/2013	05/31/2014	$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	08/19/2013	05/31/2014	$0	The individuals responsible for this will be the Math Exploratory teacher, guidance counselors, and administration.
Curriculum Interdisciplinary	Teachers will share out instructional strategies from cross-curricular activites 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	06/01/2013	05/31/2014	$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 81 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 28.4% Novice in reading Achievement, 15.2% Novice in Math Achievement, 22.6% Proficent/Distinguished in Math GAP, and Special Education Math/Reading, 15.6% 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 2012-2013 KPREP results Twenhofel Middle School was categorized as a "Proficient and Progressing School" by scoring in the 81 percentile out of all of the middle schools schools in Kentucky with no area of focus. Twenhofel Middle School had a composite EXPLORE score of 16.1 which was an increase from the previous year, and this will reflect in the next year's report card.

Twenhofel Middle School has implemented many initiatives to ensure that the progress is sustained. Twenhofel Middle School had a Reading Achievement score of 61.4% Proficient/Distinguished while exceeding the state average of 51.1%. When looking at our EXPLORE results for 2013-14, there was an increase in students reaching benchmark; this will be seen in next year's accountability. 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 54.2% in proficient and distinguished, and the EXPLORE results show an increase in students reaching benchmark in Math. 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 70.2% in proficient and distinguished. 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 65.2% (above typical growth) in Reading and a 74.5% (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 28.4% in Novice Reading Achievement and a 15.2% 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 34.8% of our students scoring a Proficent/Distinguished in Math GAP (below both the state and district average) and 15.6% of the special education population scoring a proficient/distinguished, we hope to increase our level of proficient/distinguished scores for 2014.

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 achievment 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.

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	

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	

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	

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		

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		

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	9/19/2013- First responders SBDM - 9/30/2013	

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	9/30/2013: we reviewed as much as we had completed on the plan. Next year, our policy we will have our plan and completed and reviewed (by local authorities) by July 1 and reviewed on opening day.	

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		

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	9/19/2013	

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 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 Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	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 2014. 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 minimial 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.

Research Cited:

Activity - Minimizing Distractions	Activity Type	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 interuption as a last resort.	Policy and Process	06/01/2013	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 58.1% in 2013 to 59.3% by 06/30/2014 as measured by the School Report Card.

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.

Research Cited:

Activity - Teacher Curriculumn, Instruction, and Assessment Strategies training	Activity Type	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, Usuage of MAP, EXPLORE, and K-PREP data to drive instruction, analysis of student work, PLC's, and PPR classroom observation and feedback	Professional Learning	06/01/2013	05/31/2014	$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 proficency for our non-duplicated gap group population in math from 34.8% in 2013 to 41.5% by 10/01/2014 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.

Research Cited:

Activity - Math Exploratory in the Elective Rotation	Activity Type	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	08/19/2013	05/31/2014	$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 regualr 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.

Research Cited:

Activity - RTI Math	Activity Type	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	06/01/2013	05/31/2014	$0 - No Funding Required	The individuals responsible for the implemenation of this activity will be the staff at Twenhofel Middle School.

Activity - Math 180	Activity Type	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	06/01/2013	05/31/2014	$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 proficency from 45.0% of 2013 students in the non-duplicated reading gap group to 49.8% by 10/01/2014 as measured by School Report Card.

Strategy1:

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.

Research Cited:

Activity - Collaboration	Activity Type	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	06/01/2013	05/31/2014	$0 - No Funding Required	School Administration

Strategy2:

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.

Research Cited:

Activity - Targeted Schoolwide RTI	Activity Type	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	06/01/2013	05/31/2014	$0 - No Funding Required	The individuals responsible for the implemenation of the school wide RTI will be all certified staff.

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 2012 to 98% by 06/30/2014 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)

Research Cited:

Activity - Curriculum Interdisciplinary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share out instructional strategies from cross-curricular activites 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	06/01/2013	05/31/2014	$0 - No Funding Required	School Administration, Arts and Humanities, and Regular Education Teachers