



Comprehensive School Improvement Plan

Twenhofel Middle School
Kenton County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		SchoolEquity20162017

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

In reviewing our Equity Diagnostic Chart Twnehofel has a good blend of teaching experience. While some may consider this a weakness we Twnehofel considers it a positive. An intentional focus is being implemented on the 14.09% of our students with disabilities.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

In the process of reviewing the data the major variable that is our focus in the number of students with disabilities. According to the data Twnehofel Middle School has a total of 111 students or 14.09% of the total population. We want to make sure that all of the 111 students that have been identified has the proper supports and resources necessary to be successful.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		SchoolQquity20162017

Comprehensive School Improvement Plan

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Tell Survey- All teachers have time available to collaborate with colleagues:

Measurable Objective 1:

collaborate to increase the amount of time that grade level teachers have to collaborate with one another from 35.9% to 77% by 05/31/2017 as measured by the Tell Survey results. by 05/31/2017 as measured by Tell Survey Results.

Strategy1:

Increase Collaboration with Colleagues - School administration and office staff will work together in ensuring that grade level teachers have the appropriate time to meet with each others to discuss students/their needs and PLC interaction

Category: Management Systems

Research Cited: School configuration has been changed to where grade level teachers have time meet with each others to discuss students/their needs and PLC interaction

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To help ensure the success of teacher collaboration, Twenhofel Middle School has reorganized to where all grade level teachers have planning at the same time to where teachers have the ability to meet with each other to discuss students/their needs and discuss content in PLC's.	Policy and Process	08/19/2015	07/01/2016	\$0 - No Funding Required	School administration

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

The specific stakeholders that were engaged for the purpose of completing the Missing Piece diagnostic were Twenhofel Middle School's assistant principal, Principal, 2 parents, and three teachers. As a collective group we were able to analyze data and the needs for Twenhofel Middle School.

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	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
2.2	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
2.3	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
2.4	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
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	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
3.2	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	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).	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, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	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

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	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
4.2	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
4.3	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	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
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	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

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	Statement or Question	Response	Rating
4.7	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 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 in committee work.	Proficient

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	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
5.2	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
5.3	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
5.4	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
5.5	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
5.6	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - 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 as 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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 as participation in 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.	Proficient

	Statement or Question	Response	Rating
6.2	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.	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.	Proficient

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

	Statement or Question	Response	Rating
6.4	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.	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.	Proficient

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	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
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	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
7.5	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).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	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

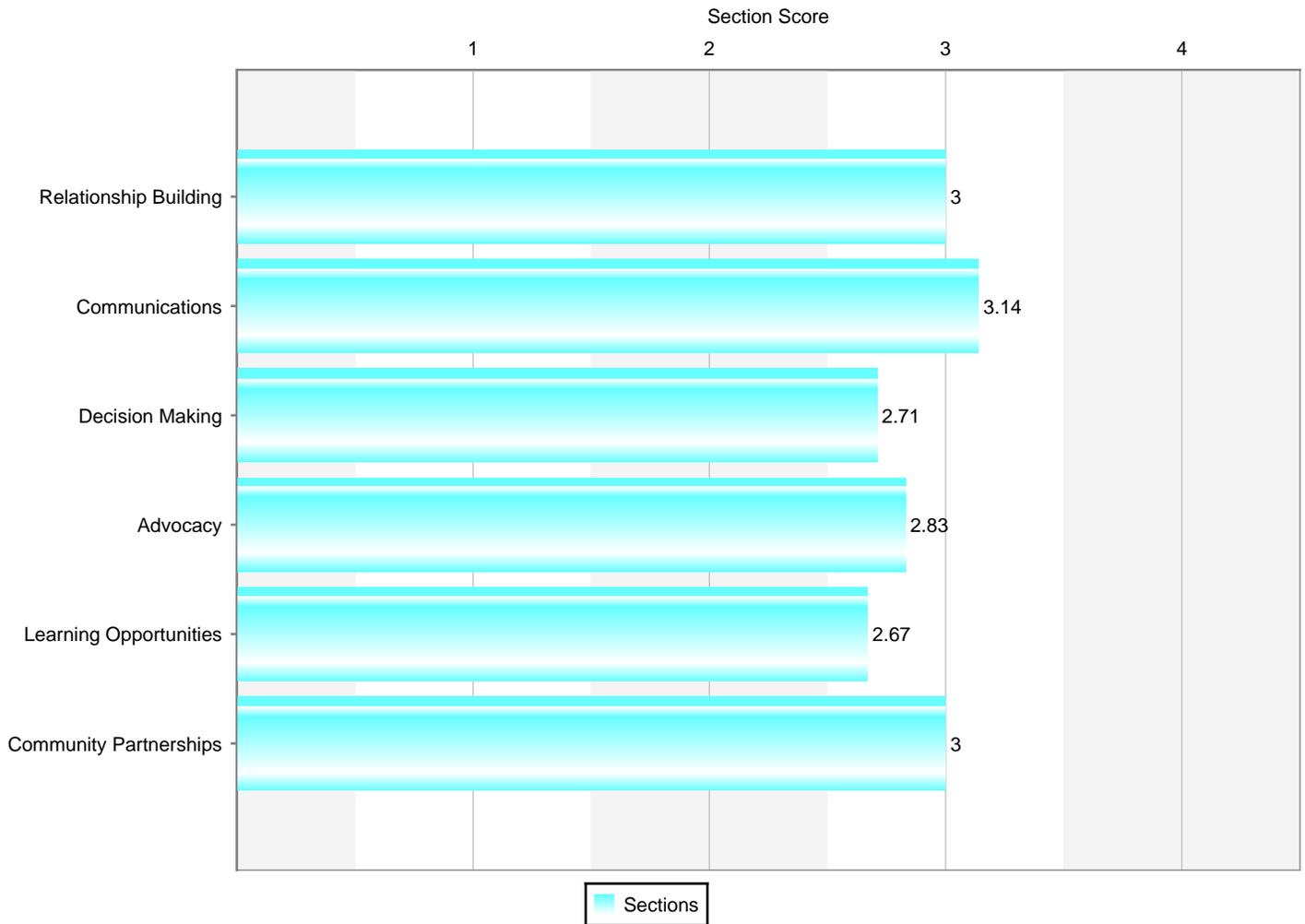
Reflection

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

In the process of reflecting upon the Missing Piece objective we are constantly looking for ways to improve communication with our parents and stakeholders. We want our parents and community members to feel as though they are an active part of our school.

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.

In the improvement planning process there are different groups that take an active part in our improvement plan. Teachers, administrators, and parents are given the opportunity to review information during SBDM council meetings to allow for input. The school improvement planning process begins with the review of data analysis. Stakeholders (teachers, parents, and administration) to review individual, grade level, and school wide data to gain the knowledge needed to make better informed decisions about what's best for students.

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

The different groups that participated in the process were administrators, teachers, and parents. Each group actively participated as they were allowed to give input during council meetings and also throughout the year. When suggestions were given whether it be from a teacher or parent school administration looked into the different options to see if it was possible to help with student achievement

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

The final process will be reviewed by the SBDM council for further review, input, and approval. Once the final draft has been approved then a copy will be placed on our school website.

Phase I - 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 Distinguished Progressing and High Performing School by scoring a 71.5 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.

Twenhofel Middle School's Reading Gap group with students in the non-duplicated Gap group was 43.1% Twenhofel Middle Schools percentage of proficiency for their non duplicated gap group population in math was a 36.4%.

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 was classified as a Distinguished High Performing Progressing School by scoring a 71.5 in our KPREP with no area of focus. The growth goal for the GAP groups (special education & free and reduced lunch) we met allowing Twenhofel not to be a focus school. Twenhofel Middle School School averaged combined Reading/Math Proficiency was a 58%. Twenhofel Middle School has an intentional focus on RTI. Students are intentionally grouped to where they can be challenged to move to the next level academically. PLC meetings are also intentionally focused on doing what's best for our students so that we can have input from the staff on which students are in need of assistance along with specific directives of what can be done to improve these students

Opportunities for Improvement

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

There are several areas of concern that we have in our overall performance. With that being said, there is an intentional focus on analyzing our student data and making the appropriate changes necessary to improve overall student performance. One that has been revamped is our school wide RTI program. There has been an intentional focus making sure that students are grouped appropriately and specific resources are provided to ensure students are being challenged to help move them to the next level (ex., novice to apprentice). We have also reconfigured our grade levels so that when there are PLC meetings, all specific grade level teachers are able to meet and discuss specific students along with their respective needs. We are constantly looking at student data to ensure that students are grouped appropriately and that there is a continuous monitoring of their progress.

Conclusion

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

There are several areas of concern that we have in our overall performance. With that being said, there is an intentional focus on analyzing our student data and making the appropriate changes necessary to improve overall student performance. One that has been revamped is our school wide RTI program. There has been an intentional focus making sure that students are grouped appropriately and specific resources are provided to ensure students are being challenged to help move them to the next level (ex., novice to apprentice). We have also reconfigured our grade levels so that when there are PLC meetings, all specific grade level teachers are able to meet and discuss specific students along with their respective needs. We are constantly looking at student data to ensure that students are grouped appropriately and that there is a continuous monitoring of their progress.

Revised 2016-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Revised 2016-17 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	\$800
2	Reading Gap Group	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$600
3	Program Review/Visual & Performing Arts	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Tell Survey- All teachers have time available to collaborate with colleagues:	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Combined Reading/Math K-Prep Proficiency Achievement/CCR	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
6	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$400

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 41.6% in 2016 to 53.% by 10/01/2017 as measured by School Report Card.

Strategy 1:

Embedded Assessments - Students will be assess throughout the year to ensure that they are mastering the concepts. Students that are struggling with certain concepts will be grouped specifically within class and RTI

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	07/01/2016	06/30/2017	\$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	08/17/2016	06/01/2017	\$0	No Funding Required	The individuals responsible for this program are the Math 180 teacher and school administrators.

Strategy 2:

Content Specific Word Problems - There will be common reading strategies for math reading problems across all three grade levels

Category: Learning Systems

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Activity - Common Terminology- RISE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Across all three grade levels there will be a common strategy for students to implement when completing a reading math problem.	Academic Support Program	08/17/2016	06/01/2017	\$800	District Funding	The individuals responsible for this will be consultants, guidance counselors, and administration .

Goal 2: Reading Gap Group

Measurable Objective 1:

collaborate to increase percentage of proficiency from 42.9% of 2016 students in the non-duplicated reading gap group to 59.1% by 10/01/2017 as measured by School Report Card.

Strategy 1:

School Wide Reading Strategies - Across the three grade levels students will utilize the common reading strategies that can use used in either grade

Category: Continuous Improvement

Activity - Reading Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students reading below grade level will be assigned a specific reading workshop to review common reading strategies	Direct Instruction	08/17/2016	07/01/2017	\$0	No Funding Required	The individuals responsible for the implementation of the reading workshops will be consultants, guidance counselors, and administration

Strategy 2:

Collaboration/Reading - 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

SY 2016-2017

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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	08/17/2016	06/01/2017	\$600	District Funding	School Administration and consultants

Goal 3: Program Review/Visual & Performing Arts

Measurable Objective 1:

collaborate to to increase our school's Visual & Performing Arts scores from 10.1 to 10.4 by 06/30/2017 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	06/01/2016	05/31/2017	\$0	No Funding Required	School Administration , Arts and Humanities, and Regular Education Teachers

Goal 4: Tell Survey- All teachers have time available to collaborate with colleagues:

Measurable Objective 1:

collaborate to increase the amount of time that grade level teachers have to collaborate with one another from 35.9% to 77% by 05/31/2017 as measured by Tell Survey Results.

Strategy 1:

Increase Collaboration with Colleagues - School administration and office staff will work together in ensuring that grade level teachers have the appropriate time to meet with each others to discuss students/their needs and PLC interaction

Category: Management Systems

Research Cited: School configuration has been changed to where grade level teachers have time meet with each others to discuss students/their needs and PLC interaction

Comprehensive School Improvement Plan

Twenhofel Middle School

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help ensure the success of teacher collaboration, Twenhofel Middle School has reorganized to where all grade level teachers have planning at the same time to where teachers have the ability to meet with each other to discuss students/their needs and discuss content in PLC's.	Policy and Process	08/17/2016	07/01/2017	\$0	No Funding Required	School administration

Goal 5: Combined Reading/Math K-Prep Proficiency Achievement/CCR

Measurable Objective 1:

collaborate to increase the percentage of proficient/distinguished scores average combined reading and math from 60.3 in 2016 to 69.1 by 06/30/2017 as measured by the School Report Card.

Strategy 1:

Math & LA PLC's - Teachers will implement specific instructional strategies using best practices in Math Design Collaborative (MDC), Literacy Design Collaborative (LDC), Read 180/System 44, Math 180, RTI 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
Teacher training in: MDC/LDC by course and content, Best practices by content, Springboard Instructional Strategies, Usage of MAP 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	06/01/2016	05/31/2017	\$500	District Funding	School Administration

Goal 6: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 06/30/2017 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
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Comprehensive School Improvement Plan

Twenhofel Middle School

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	01/02/2017	08/31/2017	\$0	No Funding Required	School Wellness committee
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Goal 7: Novice Reduction

Measurable Objective 1:

collaborate to decrease novice percentage in reading from 13.2 in 2016 to 11.8% by 09/30/2017 as measured by KPREP Data/School Report Card by 05/31/2017 as measured by KPREP Data in September 2017.

Strategy 1:

Novice Reduction - Focusing on student assignments in RTI and implementing specific strategies to assist improve student performance.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to RIT scores so that an intentional focus can be emphasized on their individual needs and deficiencies.	Direct Instruction, Academic Support Program	01/04/2017	05/31/2017	\$400	District Funding	School Administration and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

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 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	06/01/2016	05/31/2017	\$500	School Administration
Common Terminology- RISE	Across all three grade levels there will be a common strategy for students to implement when completing a reading math problem.	Academic Support Program	08/17/2016	06/01/2017	\$800	The individuals responsible for this will be consultants, guidance counselors, and administration .
RTI	Students will be grouped according to RIT scores so that an intentional focus can be emphasized on their individual needs and deficiencies.	Direct Instruction, Academic Support Program	01/04/2017	05/31/2017	\$400	School Administration and Staff
Collaboration	Special education teachers will receive training in Springboard, Read 180, System 44 along with the regular education teachers on best practices.	Professional Learning	08/17/2016	06/01/2017	\$600	School Administration and consultants
Total					\$2300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/02/2017	08/31/2017	\$0	School Wellness committee

Comprehensive School Improvement Plan

Twenhofel Middle School

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	08/17/2016	06/01/2017	\$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	07/01/2016	06/30/2017	\$0	The individuals responsible for the implementation of this activity will be the staff at Twenhofel Middle School.
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	06/01/2016	05/31/2017	\$0	School Administration, Arts and Humanities, and Regular Education Teachers
Teacher Collaboration	To help ensure the success of teacher collaboration, Twenhofel Middle School has reorganized to where all grade level teachers have planning at the same time to where teachers have the ability to meet with each other to discuss students/their needs and discuss content in PLC's.	Policy and Process	08/17/2016	07/01/2017	\$0	School administration
Reading Workshops	Students reading below grade level will be assigned a specific reading workshop to review common reading strategies	Direct Instruction	08/17/2016	07/01/2017	\$0	The individuals responsible for the implementation of the reading workshops will be consultants, guidance counselors, and administration
Total					\$0	

Phase II - KDE Assurances - Schools

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.	N/A		

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
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.	N/A		

Comprehensive School Improvement Plan

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Twenhofel Middle School

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
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.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Twenhofel Middle School

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 (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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Twenhofel Middle School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

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

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

Tell Survey- All teachers have time available to collaborate with colleagues:

Measurable Objective 1:

collaborate to increase the amount of time that grade level teachers have to collaborate with one another from 35.9% to 77% by 05/31/2017 as measured by Tell Survey Results.

Strategy1:

Increase Collaboration with Colleagues - School administration and office staff will work together in ensuring that grade level teachers have the appropriate time to meet with each others to discuss students/their needs and PLC interaction

Category: Management Systems

Research Cited: School configuration has been changed to where grade level teachers have time meet with each others to discuss students/their needs and PLC interaction

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To help ensure the success of teacher collaboration, Twenhofel Middle School has reorganized to where all grade level teachers have planning at the same time to where teachers have the ability to meet with each other to discuss students/their needs and discuss content in PLC's.	Policy and Process	08/17/2016	07/01/2017	\$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/CCR

Measurable Objective 1:

collaborate to increase the percentage of proficient/distinguished scores average combined reading and math from 60.3 in 2016 to 69.1 by 06/30/2017 as measured by the School Report Card.

Strategy1:

Comprehensive School Improvement Plan

Twenhofel Middle School

Math & LA PLC's - Teachers will implement specific instructional strategies using best practices in Math Design Collaborative (MDC), Literacy Design Collaborative (LDC), Read 180/System 44, Math 180, RTI and College Board Springboard throughout the school year.

Category: Continuous Improvement

Research Cited:

Activity - Teacher Curriculum, 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, Usage of MAP 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	06/01/2016	05/31/2017	\$500 - District Funding	School Administration

All children were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

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 41.6% in 2016 to 53.% by 10/01/2017 as measured by School Report Card.

Strategy1:

Content Specific Word Problems - There will be common reading strategies for math reading problems across all three grade levels

Category: Learning Systems

Comprehensive School Improvement Plan

Twenhofel Middle School

Research Cited:

Activity - Common Terminology- RISE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Across all three grade levels there will be a common strategy for students to implement when completing a reading math problem.	Academic Support Program	08/17/2016	06/01/2017	\$800 - District Funding	The individuals responsible for this will be consultants, guidance counselors, and administration.

Strategy2:

Embedded Assessments - Students will be assess throughout the year to ensure that they are mastering the concepts. Students that are struggling with certain concepts will be grouped specifically within class and RTI

Category: Continuous Improvement

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	07/01/2016	06/30/2017	\$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	08/17/2016	06/01/2017	\$0 - No Funding Required	The individuals responsible for this program are the Math 180 teacher and school administrators.

Goal 2:

Reading Gap Group

Measurable Objective 1:

collaborate to increase percentage of proficiency from 42.9% of 2016 students in the non-duplicated reading gap group to 59.1% by 10/01/2017 as measured by School Report Card.

Strategy1:

School Wide Reading Strategies - Across the three grade levels students will utilize the common reading strategies that can use used in either grade

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Twenhofel Middle School

Activity - Reading Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students reading below grade level will be assigned a specific reading workshop to review common reading strategies	Direct Instruction	08/17/2016	07/01/2017	\$0 - No Funding Required	The individuals responsible for the implementation of the reading workshops will be consultants, guidance counselors, and administration

Strategy2:

Collaboration/Reading - 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	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	08/17/2016	06/01/2017	\$600 - District Funding	School Administration and consultants

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Combined Reading/Math K-Prep Proficiency Achievement/CCR

Measurable Objective 1:

collaborate to increase the percentage of proficient/distinguished scores average combined reading and math from 60.3 in 2016 to 69.1 by 06/30/2017 as measured by the School Report Card.

Strategy1:

Math & LA PLC's - Teachers will implement specific instructional strategies using best practices in Math Design Collaborative (MDC), Literacy Design Collaborative (LDC), Read 180/System 44, Math 180, RTI and College Board Springboard throughout the school year.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Twenhofel Middle School

Activity - Teacher Curriculum, 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, Usage of MAP 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	06/01/2016	05/31/2017	\$500 - District Funding	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/Visual & Performing Arts

Measurable Objective 1:

collaborate to increase our school's Visual & Performing Arts scores from 10.1 to 10.4 by 06/30/2017 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:

Activity - Curriculum Interdisciplinary	Activity Type	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	06/01/2016	05/31/2017	\$0 - No Funding Required	School Administration, Arts and Humanities, and Regular Education Teachers

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 788 students and a staff of approximately 80. Over the past three years, the Twenhofel Middle School has welcomed several new teachers due to staff retirement. With the hiring of several new staff members there has been an intentional focus on ensuring that the staff staff has the training and continuous training to be successful in the classroom. Twenhofel Middle School has a student population with a free/reduced population of 35.7%. 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 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.

Twenhofel Middle School is classified as a Distinguished Progressing and High Performing School. Following the administration of the K-PREP assessment, Twenhofel's scores were in the classification of a "Distinguished" school scoring a 71.5 while not being a school with a "Focus" area. 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 Middle School is intentional about ensuring each and every student is focused on and the staff is constantly evaluating data to ensure of correct student placement.

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 "School of Distinction" 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.