

**CSIP Phase II: Equitable Access to Effective Educators School  
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CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

**Twenhofel Middle School**  
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Last Modified: 12/04/2017  
Status: Open

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## CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

### Equitable Access to Effective Educators School Diagnostic

#### Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Our KPREP data indicates for our core staff, we have an overall veteran staff that is able to provide mentorship and leadership from an instructional standpoint. Our staff is a cohesive group of professionals that work together for the needs of the students. While we do have a veteran staff at Twenhofel Middle School, over the past two years we have implemented a school wide book strategy to help teachers to continue to grow professionally when dealing with students and setting expectations for their students.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Although equitable access is available to all students, time continues to be a barrier. The instructional resources are being implemented to help aid students reach their proficiency goals. We continue to reflect on and monitor student data to ensure that each child is being successful while continuing alternate opportunities for student access like before school, after school, and Saturday school.

#### **ATTACHMENTS**

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#### Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

\*\*\*Goals should be set high enough to encourage and inspire increased effort while still being attainable.

**NOTE:** Attachments Optional

By 2019, Twenhofel Middle School will increase the combined reading and math proficiency for non-duplicated GAP students from 46.8 to 68.7 as measured by the school report card proficiency data. Our goals are specific to our students and their needs. The measures being implemented are to ensure that our goals shall be met as they are reasonable and timely.

#### **ATTACHMENTS**

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#### Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded 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 educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

\*\*\*The purpose is to ensure that equitable access to effective educators is incorporated into school planning.


**NOTE:** Attachments Optional

By 2019, Middle School will increase the combined reading and math proficiency for non-duplicated gap students from 46.8 to 68.7% as measured by the School Report Card proficiency data. The strategy is KCPW 2 to design deliver instruction & KCWP 4, Review, Analyze, and Review Data. The Activity is to develop and deploy a PLC protocol with an effective cylindrical process for standards deconstruction. This process will improve our specific group of students identified as GAP from free and reduced and students with disabilities.

## **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Twenhofel Equitable Data	Twenhofel Equitable Data	