



# **KDE Comprehensive School Improvement Plan**

**Turkey Foot Middle School**  
**Kenton County**

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## **Introduction**

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

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## Executive Summary

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## **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.

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## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Turkey Foot Middle School is a suburban school originally built in 1962 and is located 10 minutes south of Cincinnati in the city of Edgewood, Kentucky. Turkey Foot Middle School serves the communities of Edgewood, Ft. Wright, Ft. Mitchell, Villa Hills, Crescent Springs, Park Hills and parts of Erlanger, Elsmere and Covington. Our student population is made up of economic diversity as well as ethnic diversity. Approximately 39% of our students receive free and/or reduced breakfast and lunch. Our current enrollment is 1074 students. Turkey Foot employs 90 staff members, including faculty, instructional assistants, custodians and cafeteria staff. All members of our faculty are "highly qualified" in their content and at least 95% have a Master's degree and the others are in the process.

In 2010, a new Turkey Foot Middle School was completed. It is a state of the art "Green School." Among the many energy efficient features of the school are: Insulated Concrete Forms (ICF), Vegetative Roof (Turkey Foot Middle School is the first school in Kentucky to have a vegetative roof), Geothermal Heating and Cooling, Daylight Harvesting, Solar Light Tubes, Rainwater Catchment System, Green Building Materials, Porous Pavements, Biofiltration Swales, Retention / Detention Basins, Advanced Mechanical Systems, Photovoltaic Cell System, a traditional Solar Panel Array and Vital Sign Screens. These amenities create a real life "Learning Lab" for our students providing relevant educational experiences.



## **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.**

Turkey Foot Middle School is a working partnership of students, educators, families and communities dedicated to providing quality learning opportunities that promote student success in our state-of-the-art "Green School."

Our mission is to recognize that the years of early adolescence are pivotal and abundant with individual potential and opportunity. It is our desire to care for our students personally, listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future.

We offer accelerated programs in Language Arts and Math at all grade levels (including Algebra for high school credit), Spanish (including for high school credit), STEM classes, as well as Band, Chorus, and Visual and Performing Arts classes and productions.

Our goals include having all students at or above grade level in literacy and numeracy skills, as well as providing meaningful extra-curricular activities. We are committed to quality instruction every day, for every student, in every classroom. We are inspired by our tradition of excellence and our goal is to continue our "Distinguished" status in the K-Prep testing system.

## **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.**

Turkey Foot has many notable achievements and recognitions. We were rated Distinguished in the KPrep testing system in 2013-14. Until last year we have maintained our Proficient rating since the advent of our state testing system.. Our goal is to continue to maintain our rating of Distinguished for many years to come. We are well above the state averages in all content areas. We have high attendance rates and low discipline rates. We are working to increase proficiency in reading and math with our GAP students through quality instruction, data analysis, targeted interventions, and teacher training and support.

We have won Energy Star awards, have been Governors Cup District Champs 27 of last 30 years and have a national qualifying Future Problem Solving team. We have a nationally recognized Oddyssey of the Mind team and a state qualifying Forensics program. Each year over 100 of our 7th grade students qualify to take the test for The DukeTalent Search, In addition to our curricular Band and Chorus programs, we also have extracurricular Jazz band and vocal groups. Turkey Foot has won numerous Scholastic Writing and Visual Arts awards. We have one of the top cheerleading programs in the area and won the State Championship in 2013-2014. We serve over 100 students identified as Gifted and Talented in Leadership through a collaborative effort with Kicks for Kids and orchestrated through our Youth Service Center. We are accredited by the Southern Association of Colleges and Schools (SACS). We currently offer over 60 extra and co-curricular activities for students and are always striving to increase the number of these opportunities.

## **Additional Information**

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

Turkey Foot Middle School is a Distinguished school with a Tradition of Excellence. We have a facility that is second to none. We have teachers and staff that are committed to their own ongoing professional growth and who work closely with families for the success of each student. All of our teachers are "Highly Qualified" in the core content areas they teach. We make data driven decisions to help insure student progress. We provide many advanced classes to challenge our students as well as numerous intervention programs to provide extra support. We offer an array of encore / elective classes in music, band, chorus, dance, drama, visual art, engineering, health and PE, career studies, tech. ed, and foreign language for students to explore their interests and enhance their middle school experience.

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# **KDE Comprehensive School Improvement Plan December 2014**

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## Overview

### Plan Name

KDE Comprehensive School Improvement Plan December 2014

### Plan Description

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## 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	Proficiency/Achievement	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
2	Increasing Proficiency in GAP groups	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
3	Tell Survey - Teacher Leadership	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Program Review	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$0
5	Goal –Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
6	Wellness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	College and Career Ready	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Proficiency/Achievement

### Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 60.2% in 2014 to 68% by 10/01/2015 as measured by school report delivery targets.

### Strategy 1:

Increase Math Proficiency - This will be achieved by: Improving Instructional Practices, Teacher Training, and Data Analysis.

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co -Teaching training, Special Education training for non Special Education Teachers, MAP data analysis, K-PREP data analysis, PLC focused on the Components of Quality Instruction, PPR Walks in special programs (Do the Math Now, Collab Math classrooms), Department PPR Walks in Math classrooms, Content Related Professional Development per department, Do the Math Now training, MDC training and lesson studies, Springboard summer training, Explore item analysis, , Live Scoring training, Common Assessment item analysis	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	Guidance Counselors, Principal, Assistant Principals, All Certified Staff
Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Students will participate in MDC lessons, Compass Learning lessons and Springboard, Many students will participate in Do the Math Now, ELL instruction and Co-Teaching classrooms.	Direct Instruction	08/13/2014	06/01/2015	\$0	No Funding Required	Core MathTeacher s, Do the Math Now Teachers, Special Education Teachers, ELL teacher
Activity - Academic Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Job Embedded structure, PLC structure, Special Program Consultants (Springboard, Do the Math Now, MDC), Weekly Special Education faculty meetings focused on data and differentiation, PPR Walks, Goal Setting, RTI meetings school level, Counselor weekly team meetings, Data analysis - MAP and KPREP, Guidance Counseling groups, Monthly faculty meetings	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Guidance Counselors, Principal and Assistant Principals, Lead Special Education Teachers, Youth Service Center Director, ESS staff, RTI team
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## Strategy 2:

Increase Reading Proficiency - This will be achieved by: Improving Instructional Practices, Teacher Training, and Data Analysis.

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching training, Special Education training for non Special Education Teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Read 180, System 44, Expert 21), Department PPR Walks in Language Arts classrooms, Content Related Professional Development per department, Read 180 update training, System 44 summer training, Springboard summer training, LDC training, Explore item analysis, Live Scoring training, PLC focused on the Components of Quality Instruction	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	Guidance Counselors, Principal, Assistant Principals, Certified Staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LDC lessons, Compass Learning lessons, Springboard, Expert 21, System 44, Read 180, Prep and Prep Plus program, ELL instruction RTI lessons focused on reading strategies, providing KPrep like reading passages(longer passages) VisionQuest for Proficient/Distinguished readers	Direct Instruction	08/13/2014	06/01/2015	\$0	No Funding Required	Special Education Teachers, Core Language Arts Teachers, Read 180 Teachers, System 44 Teachers, Expert 21 Teachers, ELL Teacher, All Core Teachers



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Activity - Academic Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job Embedded structure, PLC structure, Special Program consultants (Springboard, System 44, Read 180, Expert 21, LDC), Weekly Special Education faculty meetings, PPR Walks, Goal setting, RTI meetings school level, Counselor weekly team meetings, Data analysis, Guidance Counseling groups, Monthly faculty meetings Monthly meetings with Principal and Teachers	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Guidance Counselors, Principal and Assistant Principals, Youth Service Center Director, RTI team, All Core Teachers

## Goal 2: Increasing Proficiency in GAP groups

### Measurable Objective 1:

collaborate to increase achievement for students with disabilities in combined reading and math so that the % of proficient and distinguished increases from 11.0% in May, 2014 to 37.6% by 10/01/2015 as measured by school report card delivery targets.

### Strategy 1:

Increasing Math Proficiency - This will be achieved by: Improving instructional practices, Teacher training, and Data Analysis

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching training, Special Education training for non special education teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Do the Math Now, Collab math classrooms), Springboard summer training, MDC training, Department PPR Walks in Math classrooms, Content Related Professional Development per department, Do the Math Now training, Fast Math training, Explore item analysis, Live Scoring training, Common Assessment item analysis, PLC focused on the Components of Quality Instruction	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	Guidance Counselors, Principal and Assistant Principals, All Teachers

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning lessons, Springboard, Increased number of classes of Do the Math Now, XTRA Math, ELL instruction, MDC, TenMarks, RTI classes for students who are below proficiency based on MAP data, Focus on Learning targets and Formative Assessment	Direct Instruction	08/13/2014	06/01/2015	\$0	No Funding Required	Math Teachers, Do the Math Now teachers, ELL teacher, Special Education teachers, All teachers

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Activity - Academic Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job Embedded structure, PLC focused on the Components of Quality Instruction, Working with District Consultants, Working with Special Program consultants (Do the Math Now), Weekly Special Education faculty meetings, PPR Walks, Goal setting, RTI meetings school level, Counselor weekly team meetings, Data analysis, Guidance counseling groups, Monthly faculty meetings, YSC groups and programs TenMarks, Content teacher meetings, Principal/Team meeting	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Guidance Counselors, Principal and Assistant Principals, Youth Service Center Coordinator, ESS staff, RTI team, All teachers

## Strategy 2:

Increasing Reading Proficiency - This will be achieved by improving: Teacher Instructional Practice, Teacher Training, and Data Analysis.

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching training, Special Education training for non special education teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Read 180, System 44, Collab Language Arts classrooms), Springboard summer training, LDC training, Department PPR Walks in Special classrooms Content Related Professional Development per department, Read 180 update training, System 44 summer training, Explore item analysis, Live Scoring training, Common Assessment Item Analysis, PLC focused on the Components of Quality Instruction	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	Guidance Counselors, Principal, Assistant Principals, All teachers

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning lessons, Springboard, System 44, Read 180, ELL instruction, RTI school-wide lessons focused on Reading strategies, LDC, Special Education teachers meeting with students to create goals for success	Direct Instruction	08/13/2014	06/01/2015	\$0	No Funding Required	Special Education teachers, Core Language Arts teachers, Read 180 teachers, System 44 teachers, ELL teacher. All teachers

Activity - Academic Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Job Embedded structure, PLC structure, District consultants, Special Program consultants (System 44, Read 180), Weekly Special Education faculty meetings, ESS, PPR Walks, Goal setting, RTI meetings school level, counselor weekly team meetings, Data analysis, Guidance counseling groups, Monthly faculty meetings, YSC groups and programs PLC focused on the Components of Quality Instruction, LEXIA, Monthly meetings with Principal	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Guidance counselors, principal and assistant principals, Youth Service Center Director, ESS staff, RTI team. All teachers
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### Goal 3: Tell Survey - Teacher Leadership

#### Measurable Objective 1:

collaborate to increase the percentage of teachers who believe that in our school we take steps to solve problems from 65% in Spring 2013 to 80% by 05/31/2015 as measured by teacher responses to the Tell Survey.

#### Strategy 1:

Communication - Teachers will have the opportunity to meet together and with the administration to discuss common problems and solutions.

Category: Stakeholder Engagement

Activity - Teacher Input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning for content teachers, public comment at SBDM meetings, Principal/team meetings, monthly staff meetings, open invitation for conversation. weekly newsletter	Policy and Process	07/15/2013	06/30/2015	\$0	Other	Administrators, Teachers, Guidance Counselors, SBDM Council. FRYSC

### Goal 4: Program Review

#### Measurable Objective 1:

collaborate to increase the total points in Arts and Humanities from 10.2 in 2013-2014 to 11 by 05/31/2015 as measured by Program Review.

#### Strategy 1:

Arts Curriculum Integration - All content eachers will increase the integration of Arts and Humanities content into their classes and document the activities.

Category: Continuous Improvement

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Activity - Curriculum Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities teachers are assigned to Core teachers to assist with integration of AH into their curriculum and to assist Core teachers in documentation of AH activities.	Professional Learning	08/13/2014	05/31/2015	\$0	No Funding Required	Core Teachers, Encore Teachers, Principal, Assistant Principals, District Support

**Measurable Objective 2:**

collaborate to increase the total points in PLCS from 8.2 in 2013-2014 to 11 by 05/31/2015 as measured by Program Review.

**Strategy 1:**

PL/CS Curriculum Integration - All teachers will integrate PL/CS content into their classes and document activities.

Category: Continuous Improvement

Activity - Curriculum Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCS teachers will meet with Core teachers to help develop integration of PLCS into the curriculum and to also assist with documentation of activities.	Professional Learning	08/13/2014	05/31/2015	\$0	No Funding Required	Core Teachers, PLCS Teachers, Principal, Assistant Principals, District Support

**Measurable Objective 3:**

collaborate to increase our writing review score from 7.6 in 2013-14 to 11.0 by 05/31/2015 as measured by Program Review for Writing.

**Strategy 1:**

Writing Continuum - Teachers will meet in PLCs to evaluate student writing and to develop similar strategies to help improve student skills.

Writing Cluster leader will follow-up with each content at various points throughout the year.

Category: Continuous Improvement

Activity - Implementation of Writing Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During PLC, teachers will share where they are in the continuum and a fidelity check will also be completed.	Professional Learning	12/08/2014	05/31/2015	\$0	No Funding Required	Writing Cluster leader, Principals and Certified Staff, District Support
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**Goal 5: Goal –Next Generation Professionals: Percentage of Proficient Certified Staff**

**Measurable Objective 1:**

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

**Strategy 1:**

PGES - Ensure all leadership is knowledgeable of TPGES components and expectations.

Category:

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	08/13/2014	05/31/2015	\$0	District Funding	School Administrators

**Strategy 2:**

Professional Learning and Support - PGES

Category:

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/13/2014	05/31/2015	\$0	No Funding Required	Principals, District Support Personnel

## Goal 6: Wellness

### 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 by 08/13/2014 as measured by Survey results.

### Strategy 1:

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

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implantation plan regarding the Wareness and implementation of the KSCD Wellness Policy and school level wellness policy.	Policy and Process	08/13/2014	06/30/2015	\$0	No Funding Required	The Wellness Committee made up of faculty, staff and Administrative team

## Goal 7: College and Career Ready

### Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready in Reading from 49.2 % in 2014 to 55% by 09/30/2015 as measured by the Explore test.

### Strategy 1:

Increasing College Readiness in Reading - Reading passages that mirror the ACT will be utilized in all reading classes  
Opportunities for timed reading tests will be provided

Category: Continuous Improvement

Activity - Teacher Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on CCR reading questions, passage analysis and reading efficiency	Professional Learning	08/13/2014	05/31/2015	\$0	No Funding Required	Administrative team, district consultants and faculty

## 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
Direct Instruction	LDC lessons, Compass Learning lessons, Springboard, Expert 21, System 44, Read 180, Prep and Prep Plus program, ELL instruction RTI lessons focused on reading strategies, providing KPrep like reading passages(longer passages) VisionQuest for Proficient/Distinguished readers	Direct Instruction	08/13/2014	06/01/2015	\$0	Special Education Teachers, Core Language Arts Teachers, Read 180 Teachers, System 44 Teachers, Expert 21 Teachers, ELL Teacher, All Core Teachers
Professional Learning	Co -Teaching training, Special Education training for non Special Education Teachers, MAP data analysis, K-PREP data analysis, PLC focused on the Components of Quality Instruction, PPR Walks in special programs (Do the Math Now, Collab Math classrooms), Department PPR Walks in Math classrooms, Content Related Professional Development per department, Do the Math Now training, MDC training and lesson studies, Springboard summer training, Explore item analysis, , Live Scoring training, Common Assessment item analysis	Professional Learning	08/13/2014	06/01/2015	\$0	Guidance Counselors, Principal, Assistant Principals, All Certified Staff
Curriculum Integration	Arts and Humanities teachers are assigned to Core teachers to assist with integration of AH into their curriculum and to assist Core teachers in documentation of AH activities.	Professional Learning	08/13/2014	05/31/2015	\$0	Core Teachers, Encore Teachers, Principal, Assistant Principals, District Support

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Direct Instruction	Compass Learning lessons, Springboard, System 44, Read 180, ELL instruction, RTI school-wide lessons focused on Reading strategies, LDC, Special Education teachers meeting with students to create goals for success	Direct Instruction	08/13/2014	06/01/2015	\$0	Special Education teachers, Core Language Arts teachers, Read 180 teachers, System 44 teachers, ELL teacher. All teachers
Academic Support Program	Job Embedded structure, PLC structure, Special Program Consultants (Springboard, Do the Math Now, MDC), Weekly Special Education faculty meetings focused on data and differentiation, PPR Walks, Goal Setting, RTI meetings school level, Counselor weekly team meetings, Data analysis - MAP and KPREP, Guidance Counseling groups, Monthly faculty meetings	Academic Support Program	08/13/2014	06/01/2015	\$0	Guidance Counselors, Principal and Assistant Principals, Lead Special Education Teachers, Youth Service Center Director, ESS staff, RTI team
TPGES	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/13/2014	05/31/2015	\$0	Principals, District Support Personnel
Professional Learning	Co-Teaching training, Special Education training for non special education teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Do the Math Now, Collab math classrooms), Springboard summer training, MDC training, Department PPR Walks in Math classrooms, Content Related Professional Development per department, Do the Math Now training, Fast Math training, Explore item analysis, Live Scoring training, Common Assessment item analysis, PLC focused on the Components of Quality Instruction	Professional Learning	08/13/2014	06/01/2015	\$0	Guidance Counselors, Principal and Assistant Principals, All Teachers
Implementation of Writing Continuum	During PLC, teachers will share where they are in the continuum and a fidelity check will also be completed.	Professional Learning	12/08/2014	05/31/2015	\$0	Writing Cluster leader, Principals and Certified Staff, District Support



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Professional Learning	Co-Teaching training, Special Education training for non special education teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Read 180, System 44, Collab Language Arts classrooms), Springboard summer training, LDC training, Department PPR Walks in Special classrooms Content Related Professional Development per department, Read 180 update training, System 44 summer training, Explore item analysis, Live Scoring training, Common Assessment Item Analysis, PLC focused on the Components of Quality Instruction	Professional Learning	08/13/2014	06/01/2015	\$0	Guidance Counselors, Principal, Assistant Principals, All teachers
Professional Learning	Co-Teaching training, Special Education training for non Special Education Teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Read 180, System 44, Expert 21), Department PPR Walks in Language Arts classrooms, Content Related Professional Development per department, Read 180 update training, System 44 summer training, Springboard summer training, LDC training, Explore item analysis, Live Scoring training, PLC focused on the Components of Quality Instruction	Professional Learning	08/13/2014	06/01/2015	\$0	Guidance Counselors, Principal, Assistant Principals, Certified Staff
Direct Instruction	Compass Learning lessons, Springboard, Increased number of classes of Do the Math Now, XTRA Math, ELL instruction, MDC, TenMarks, RTI classes for students who are below proficiency based on MAP data, Focus on Learning targets and Formative Assessment	Direct Instruction	08/13/2014	06/01/2015	\$0	Math Teachers, Do the Math Now teachers, ELL teacher, Special Education teachers, All teachers
Direct Instruction	All Students will participate in MDC lessons, Compass Learning lessons and Springboard, Many students will participate in Do the Math Now, ELL instruction and Co-Teaching classrooms.	Direct Instruction	08/13/2014	06/01/2015	\$0	Core Math Teachers, Do the Math Now Teachers, Special Education Teachers, ELL teacher
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implantation plan regarding the Wareness and implementation of the KSCD Wellness Policy and school level wellness policy.	Policy and Process	08/13/2014	06/30/2015	\$0	The Wellness Committee made up of faculty, staff and Administrative team
Teacher Instructional Support	Teachers will receive training on CCR reading questions, passage analysis and reading efficiency	Professional Learning	08/13/2014	05/31/2015	\$0	Administrative team, district consultants and faculty

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Academic Support Program	Job Embedded structure, PLC structure, Special Program consultants (Springboard, System 44, Read 180, Expert 21, LDC), Weekly Special Education faculty meetings, PPR Walks, Goal setting, RTI meetings school level, Counselor weekly team meetings, Data analysis, Guidance Counseling groups, Monthly faculty meetings Monthly meetings with Principal and Teachers	Academic Support Program	08/13/2014	06/01/2015	\$0	Guidance Counselors, Principal and Assistant Principals, Youth Service Center Director, RTI team, All Core Teachers
Curriculum Integration	PLCS teachers will meet with Core teachers to help develop integration of PLCS into the curriculum and to also assist with documentation of activities.	Professional Learning	08/13/2014	05/31/2015	\$0	Core Teachers, PLCS Teachers, Principal, Assistant Principals, District Support
Academic Support Program	Job Embedded structure, PLC focused on the Components of Quality Instruction, Working with District Consultants, Working with Special Program consultants (Do the Math Now), Weekly Special Education faculty meetings, PPR Walks, Goal setting, RTI meetings school level, Counselor weekly team meetings, Data analysis, Guidance counseling groups, Monthly faculty meetings, YSC groups and programs TenMarks, Content teacher meetings, Principal/Team meeting	Academic Support Program	08/13/2014	06/01/2015	\$0	Guidance Counselors, Principal and Assistant Principals, Youth Service Center Coordinator, ESS staff, RTI team, All teachers
Academic Support Program	Job Embedded structure, PLC structure, District consultants, Special Program consultants (System 44, Read 180), Weekly Special Education faculty meetings, ESS, PPR Walks, Goal setting, RTI meetings school level, counselor weekly team meetings, Data analysis, Guidance counseling groups, Monthly faculty meetings, YSC groups and programs PLC focused on the Components of Quality Instruction, LEXIA, Monthly meetings with Principal	Academic Support Program	08/13/2014	06/01/2015	\$0	Guidance counselors, principal and assistant principals, Youth Service Center Director, ESS staff, RTI team. All teachers
<b>Total</b>					<b>\$0</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Turkey Foot Middle School

TPGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations.	Professional Learning	08/13/2014	05/31/2015	\$0	School Administrators
<b>Total</b>					\$0	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Input	Common planning for content teachers, public comment at SBDM meetings, Principal/team meetings, monthly staff meetings, open invitation for conversation. weekly newsletter	Policy and Process	07/15/2013	06/30/2015	\$0	Administrators, Teachers, Guidance Counselors, SBDM Council. FRYSC
<b>Total</b>					\$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.

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## 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?**

The data informs us that we are a Distinguished school with an overall score of 72.4 with 60.2 percent of our students reaching the combined reading and math proficiency delivery target, which is above the district and state averages. We have continued to grow over the last three years. However, this is the first year we have ever been Distinguished. The data informs us that 41 percent of our GAP students reached the combined reading and math proficiency delivery target. The 2013-14 data informs us that only 11 percent of our special education students reached the combined reading and math proficiency target. This is down from 13.4 in 2012-2013. Our previous Tell Survey data indicates that teachers feel they do not have an opportunity to meet with the administration to discuss common problems and offer solutions. Our stakeholder data indicates that overall, parents are pleased with our school.

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## 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?**

Our areas of strength are that we scored 72.4 as our overall accountability score, making us a Distinguished school. We were in the 92 percentile in the state. Turkey Foot Middle School is above the state average in all content areas assessed.

Turkey Foot experienced an overall reduction of novice in reading - down to 16.5 from 18.2. We had an increase in the percentage of Proficient/Distinguished students in math from 48.8% in 12/13 to 60.4% in 13/14. Our overall NAPD score in Science was 97.9 and in Social Studies was 95.0.

In order to maintain and improve we have added:

- A 60 minute period of RTI which is expected to reduce the number of novice students and increase the number of students who are proficient/distinguished. This is expected to reduce the number of novice students and increase the number of proficient and distinguished students. RTI will provide direct instruction in reading and math.
- Added four System 44 classes: expected to reduce the number of novice readers
- Continue serving about 100 students during 5 periods of Read 180 taught by a certified ELA teacher and a Special Education teacher
- Established a routine for weekly SAT/RTI meetings that focus on MAP data
- Math classes are grouped by MAP RIT scores
- Created a position for a person to organize disseminate data
- Providing 4 periods to address the needs of our LEP population
- PBIS: Continued culture/climate focus is expected to increase achievement of all students by improving the climate of the school by giving intense instruction on procedures and expectations.

We are excited to be a Distinguished school.

## Opportunities for Improvement

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

Reading: Our overall Reading data showed that we only increased 1/10 of a percent in achievement.

- Added additional texts, additional novel for Advanced classes
- Built in centers to address existing deficits
- Developed writing workshops for novice writers and readers
- Providing specific time for KPREP-like reading tests - longer passages
- Providing 4 System 44 classes
- Insuring participation of all Reading, Science and Social Studies teachers in the LDC meetings

There is a significant difference in the percentage of Proficient/Distinguished Reading/Math Combined between Students with Disabilities and Regular Education Students - 60.2% of Regular education students vs 11% of Special education students.

Professional Development: All teachers were able to look at individual student data and were asked to define 3 things they can do in their classroom to improve student outcomes

- Work with individual students after school
- Intentionally group students in order to be able to differentiate instruction
- Set goals with individual students
- Work to build relationships with students
- Utilize resources and information from PLC to enhance student learning
- Mentoring program: All students with disabilities and all ELL students will meet with their teacher and review "My Plan for Success". This will allow the students to understand their own data and what it means for them and will also help students set goals.
- Weekly Special Education teacher meetings focused on data and improving differentiated instruction
- 60 minute RTI class daily
- Specialist working with ELL students for 4 periods a day - 2 days with additional support



## Conclusion

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

Our next steps in addressing our areas of concern revolve around making sure all students are receiving the support they need to improve their growth. We are doing this by using our PLC time to really focus on instruction

Professional Learning Communities (PLC's) are expected to increase student achievement of all students with an Intentional focus on the 3 Components of Quality Instruction: Beginning with the End in Mind, Gauging Student Progress and Adjusting in Response to Formative Assessments, and Engaging Students in Collaborative Work with Individual Accountability

-Teachers are reviewing and rewriting learning targets that include content specific vocabulary and are using the learning targets to let students understand their goal for learning

-Teachers are planning time for formative assessments and are working with small groups or individual students who are not progressing as evidenced by the results of the formative assessment

-Teachers are researching and discussing various models of collaborative groups with an emphasis on students having individual responsibility for their work even as they work in groups

-Teachers will be looking at student artifacts and discussing their merit and ways to improve student learning

We know that good instruction (best practices) in the classroom creates the learning we want for our students and will determine student outcomes.

## The Missing Piece

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## **Introduction**

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

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## **Stakeholders**

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

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

Administrative Team - Principal, Assistant Principal and Associate Principal

YSC Coordinator, YSC Council Members, School Counselors, SBDM Council Members, Administrative Assistants, Indian Club (parent organization)

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## Relationship Building

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

Overall Rating: 3.14

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

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

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

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

## Communications

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

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

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
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

**KDE Comprehensive School Improvement Plan**

Turkey Foot Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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## Decision Making

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

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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.	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

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



# KDE Comprehensive School Improvement Plan

Turkey Foot Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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## Advocacy

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

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

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

## Learning Opportunities

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

Overall Rating: 2.33

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

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>Some student work of various levels is exhibited in the classroom.</p>	Novice

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

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

**KDE Comprehensive School Improvement Plan**

Turkey Foot Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Parent leaders regularly work with all parents to develop ways to improve parent understanding of learning issues.	Distinguished

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## Community Partnerships

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

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

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

## **Reflection**

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

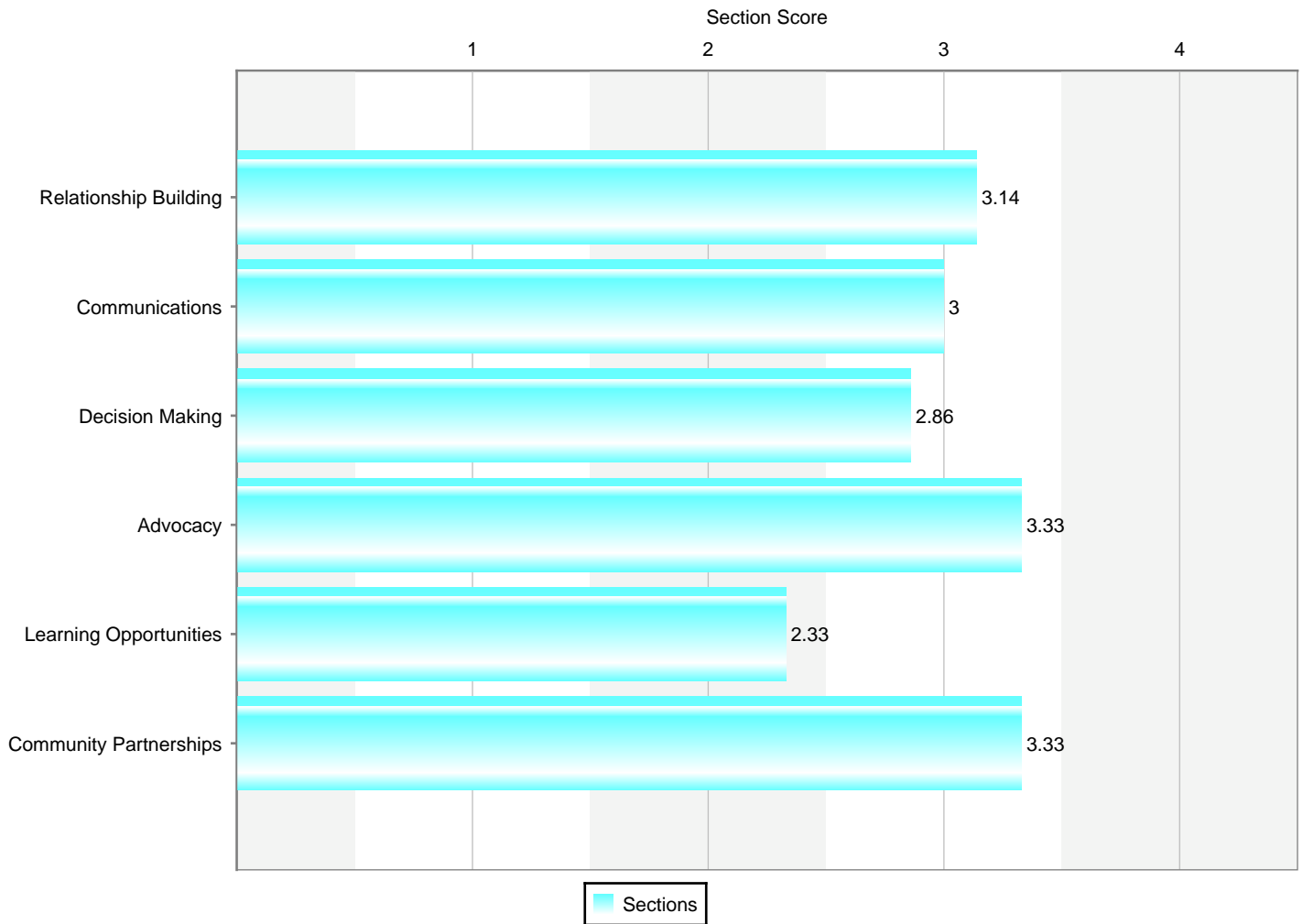
**Reflect upon your responses to each of the Missing Piece objectives.**

Our school is very strong in communicating to parents. However, we don't always get a lot of response from all of our parents. We are going to send a survey home to our parents to find out how we can better serve them. We don't really know what they want or need from us to ensure student success.

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## Report Summary

### Scores By Section



# Improvement Plan Stakeholder Involvement

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## **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.

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## **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.**

KPrep data was shared with Staff and the SBDM Council. Staff worked in their department to disaggregate the data and develop plans for this school year based on strengths and weaknesses.

During PLC, content teachers met with District Support personnel to work on curriculum maps and assessments that would drive improvement.

Faculty and staff meet together monthly to discuss student progress and content teachers meet bi-weekly to discuss their assessment results.

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

Each department has a spokesperson that has shared their data information and contributed to developing the improvement plan. Each member of the staff has responsibility for this improvement. Teachers of special programs - Read 180, System 44, Lexia and RTI meet regularly with the administrative team to monitor the progress of their students and to discuss additional steps needed to insure success.

**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 improvement plan was communicated at content meetings before it was delivered as a whole group. RTI and Map data which support this improvement are discussed with stakeholders quarterly.

## **KDE Assurances - School**

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## Introduction

KDE Assurances - School

DRAFT

**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 a Title I school	

**KDE Comprehensive School Improvement Plan**

Turkey Foot Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 a Title I school	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Not a Title I school	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 a Title I school.	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 a Title I school.	

# KDE Comprehensive School Improvement Plan

Turkey Foot Middle School

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

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 a Title I school.	

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 a Title I school.	

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 a Title I school.	

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 a Title I school.	

**KDE Comprehensive School Improvement Plan**

Turkey Foot Middle School

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 a Title I school.	

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



**KDE Comprehensive School Improvement Plan**

Turkey Foot Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 a Title I school.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 a Title I school.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Not a Title I school.	

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

# Compliance and Accountability - Middle Schools

DRAFT

## **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.

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## 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 - Teacher Leadership

**Measurable Objective 1:**

collaborate to increase the percentage of teachers who believe that in our school we take steps to solve problems from 65% in Spring 2013 to 80% by 05/31/2015 as measured by teacher responses to the Tell Survey.

**Strategy1:**

Communication - Teachers will have the opportunity to meet together and with the administration to discuss common problems and solutions.

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher Input	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning for content teachers, public comment at SBDM meetings, Principal/team meetings, monthly staff meetings, open invitation for conversation. weekly newsletter	Policy and Process			07/15/2013	06/30/2015	\$0 - Other	Administrators, Teachers, Guidance Counselors, SBDM Council. FRYSC

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

**Goal 1:**

Proficiency/Achievement

**Measurable Objective 1:**

collaborate to increase the average combined reading and math KPREP Proficiency scores from 60.2% in 2014 to 68% by 10/01/2015 as measured by school report delivery targets.

**Strategy1:**

Increase Math Proficiency - This will be achieved by: Improving Instructional Practices, Teacher Training, and Data Analysis.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Turkey Foot Middle School

Research Cited:

Activity - Academic Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job Embedded structure, PLC structure, Special Program Consultants (Springboard, Do the Math Now, MDC), Weekly Special Education faculty meetings focused on data and differentiation, PPR Walks, Goal Setting, RTI meetings school level, Counselor weekly team meetings, Data analysis - MAP and KPREP, Guidance Counseling groups, Monthly faculty meetings	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselors, Principal and Assistant Principals, Lead Special Education Teachers, Youth Service Center Director, ESS staff, RTI team

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co -Teaching training, Special Education training for non Special Education Teachers, MAP data analysis, K-PREP data analysis, PLC focused on the Components of Quality Instruction, PPR Walks in special programs (Do the Math Now, Collab Math classrooms), Department PPR Walks in Math classrooms, Content Related Professional Development per department, Do the Math Now training, MDC training and lesson studies, Springboard summer training, Explore item analysis, , Live Scoring training, Common Assessment item analysis	Professional Learning			08/13/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselors, Principal, Assistant Principals, All Certified Staff

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students will participate in MDC lessons, Compass Learning lessons and Springboard, Many students will participate in Do the Math Now, ELL instruction and Co-Teaching classrooms.	Direct Instruction			08/13/2014	06/01/2015	\$0 - No Funding Required	Core Math Teachers, Do the Math Now Teachers, Special Education Teachers, ELL teacher

## Strategy2:

Increase Reading Proficiency - This will be achieved by: Improving Instructional Practices, Teacher Training, and Data Analysis.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Turkey Foot Middle School

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching training, Special Education training for non Special Education Teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Read 180, System 44, Expert 21), Department PPR Walks in Language Arts classrooms, Content Related Professional Development per department, Read 180 update training, System 44 summer training, Springboard summer training, LDC training, Explore item analysis, Live Scoring training, PLC focused on the Components of Quality Instruction	Professional Learning			08/13/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselors, Principal, Assistant Principals, Certified Staff

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC lessons, Compass Learning lessons, Springboard, Expert 21, System 44, Read 180, Prep and Prep Plus program, ELL instruction RTI lessons focused on reading strategies, providing KPrep like reading passages(longer passages) VisionQuest for Proficient/Distinguished readers	Direct Instruction			08/13/2014	06/01/2015	\$0 - No Funding Required	Special Education Teachers, Core Language Arts Teachers, Read 180 Teachers, System 44 Teachers, Expert 21 Teachers, ELL Teacher, All Core Teachers

Activity - Academic Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job Embedded structure, PLC structure, Special Program consultants (Springboard, System 44, Read 180, Expert 21, LDC), Weekly Special Education faculty meetings, PPR Walks, Goal setting, RTI meetings school level, Counselor weekly team meetings, Data analysis, Guidance Counseling groups, Monthly faculty meetings Monthly meetings with Principal and Teachers	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselors, Principal and Assistant Principals, Youth Service Center Director, RTI team, All Core Teachers

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increasing Proficiency in GAP groups

## Measurable Objective 1:

collaborate to increase achievement for students with disabilities in combined reading and math so that the % of proficient and distinguished increases from 11.0% in May, 2014 to 37.6% by 10/01/2015 as measured by school report card delivery targets.

# KDE Comprehensive School Improvement Plan

Turkey Foot Middle School

## Strategy1:

Increasing Reading Proficiency - This will be achieved by improving: Teacher Instructional Practice, Teacher Training, and Data Analysis.

Category: Continuous Improvement

Research Cited:

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning lessons, Springboard, System 44, Read 180, ELL instruction, RTI school-wide lessons focused on Reading strategies, LDC, Special Education teachers meeting with students to create goals for success	Direct Instruction			08/13/2014	06/01/2015	\$0 - No Funding Required	Special Education teachers, Core Language Arts teachers, Read 180 teachers, System 44 teachers, ELL teacher. All teachers

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching training, Special Education training for non special education teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Read 180, System 44, Collab Language Arts classrooms), Springboard summer training, LDC training, Department PPR Walks in Special classrooms Content Related Professional Development per department, Read 180 update training, System 44 summer training, Explore item analysis, Live Scoring training, Common Assessment Item Analysis, PLC focused on the Components of Quality Instruction	Professional Learning			08/13/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselors, Principal, Assistant Principals, All teachers

Activity - Academic Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job Embedded structure, PLC structure, District consultants, Special Program consultants (System 44, Read 180), Weekly Special Education faculty meetings, ESS, PPR Walks, Goal setting, RTI meetings school level, counselor weekly team meetings, Data analysis, Guidance counseling groups, Monthly faculty meetings, YSC groups and programs PLC focused on the Components of Quality Instruction, LEXIA, Monthly meetings with Principal	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Guidance counselors, principal and assistant principals, Youth Service Center Director, ESS staff, RTI team. All teachers

## Strategy2:

Increasing Math Proficiency - This will be achieved by: Improving instructional practices, Teacher training, and Data Analysis

# KDE Comprehensive School Improvement Plan

Turkey Foot Middle School

Category: Continuous Improvement

Research Cited:

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning lessons, Springboard, Increased number of classes of Do the Math Now, XTRA Math, ELL instruction, MDC, TenMarks, RTI classes for students who are below proficiency based on MAP data, Focus on Learning targets and Formative Assessment	Direct Instruction			08/13/2014	06/01/2015	\$0 - No Funding Required	Math Teachers, Do the Math Now teachers, ELL teacher, Special Education teachers, All teachers

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching training, Special Education training for non special education teachers, MAP data analysis, K-PREP data analysis, PPR Walks in special programs (Do the Math Now, Collab math classrooms), Springboard summer training, MDC training, Department PPR Walks in Math classrooms, Content Related Professional Development per department, Do the Math Now training, Fast Math training, Explore item analysis, Live Scoring training, Common Assessment item analysis, PLC focused on the Components of Quality Instruction	Professional Learning			08/13/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselors, Principal and Assistant Principals, All Teachers

Activity - Academic Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job Embedded structure, PLC focused on the Components of Quality Instruction, Working with District Consultants, Working with Special Program consultants (Do the Math Now), Weekly Special Education faculty meetings, PPR Walks, Goal setting, RTI meetings school level, Counselor weekly team meetings, Data analysis, Guidance counseling groups, Monthly faculty meetings, YSC groups and programs TenMarks, Content teacher meetings, Principal/Team meeting	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselors, Principal and Assistant Principals, Youth Service Center Coordinator, ESS staff, RTI team, All teachers

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



# KDE Comprehensive School Improvement Plan

Turkey Foot Middle School

## Goal 1:

Program Review

### Measurable Objective 1:

collaborate to increase the total points in Arts and Humanities from 10.2 in 2013-2014 to 11 by 05/31/2015 as measured by Program Review.

#### Strategy1:

Arts Curriculum Integration - All content eachers will increase the integration of Arts and Humanities content into their classes and document the activities.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities teachers are assigned to Core teachers to assist with integration of AH into their curriculum and to assist Core teachers in documentation of AH activities.	Professional Learning			08/13/2014	05/31/2015	\$0 - No Funding Required	Core Teachers, Encore Teachers, Principal, Assistant Principals, District Support

### Measurable Objective 2:

collaborate to increase the total points in PLCS from 8.2 in 2013-2014 to 11 by 05/31/2015 as measured by Program Review.

#### Strategy1:

PL/CS Curriculum Integration - All teachers will integrate PL/CS content into their classes and document activities.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS teachers will meet with Core teachers to help develop integration of PLCS into the curriculum and to also assist with documentation of activities.	Professional Learning			08/13/2014	05/31/2015	\$0 - No Funding Required	Core Teachers, PLCS Teachers, Principal, Assistant Principals, District Support

### Measurable Objective 3:

collaborate to increase our writing review score from 7.6 in 2013-14 to 11.0 by 05/31/2015 as measured by Program Review for Writing.

#### Strategy1:

Writing Continuum - Teachers will meet in PLCs to evaluate student writing and to develop similar strategies to help improve student skills.

Writing Cluster leader will follow-up with each content at various points throughout the year.

**KDE Comprehensive School Improvement Plan**

Turkey Foot Middle School

Category: Continuous Improvement

Research Cited:

<b>Activity - Implementation of Writing Continuum</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
During PLC, teachers will share where they are in the continuum and a fidelity check will also be completed.	Professional Learning			12/08/2014	05/31/2015	\$0 - No Funding Required	Writing Cluster leader, Principals and Certified Staff, District Support

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## School Safety Diagnostic

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## **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.

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**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		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 21,2014	

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	September 1, 2014	

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

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

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

**KDE Comprehensive School Improvement Plan**

Turkey Foot Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 15, 2014	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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