2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09042025_10:48

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Twenhofel Middle School
Tyler Teke
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools - 2025-2026 Phase One: Continuous Improvement Diagnostic
for Schools_09042025_10:48 - Generated on 12/15/2025

Twenhofel Middle School

Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do
so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.
    Tyler Teke 9/4/2025

2025-2026 Phase One: Executive Summary for Schools_09042025_10:49

2025-2026 Phase One: Executive Summary for Schools

Twenhofel Middle School
Tyler Teke
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Table of Contents

2025-2026 Phase One: Executive Summary for Schools

Description of the School

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

Twenhofel Middle School is a school where the staff is all about students. The school is named after noted geologist, botanist, and educator Dr. William Twenhofel, was founded in 1961. In 2006, a new, state-of-the-art, green school opened its doors to an excited and eager community. It is nestled in Independence, the heart of Kenton County. The mainly rural community has experienced growth with new businesses coming to town over the past several years, but has held on to its traditional farming roots. Twenhofel's enrollment has slightly decreased recently with a smaller than typical incoming class; it has a total of approximately 800 students. Around 49% of the student body qualifies for free/reduced lunch, 10% are in the minority population, 12% are students with disabilities, and less than 1% EL. There are around 85 staff members, both certified and classified. Over the past several years, the staff has experienced very little turnover; staff who depart typically do so to move up in position or on to retirement. Within the building itself, the staff and students share a "family-like bond". Twenhofel is a place where everyone equally belongs. The expectations are for our students to Be Respectful and Responsible Every Day for Success. Twenhofel's goal is for every student who leaves in the 8th grade to be transition ready to ensure success in high school and beyond.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

School stakeholders include students, staff, parents, and community partners. Twenhofel values the continuous training for the school staff. With the opening of a new year Twenhofel shares the vision with the staff around the school action plan. This drives everything that we do. Throughout the year there is differnt offerings to support the Twenhofel staff. Throughout thre is multiple PD's offered to staff to support their instructional growth. Throughout the year there is also training at the District Level for school administration and that is brought back in a timely manner and shared with staff. We know the importance of continually training and growing our staff as that will transmit to better instructional therefore improving student achievement. Twenhofel's SBDM Council is comprised of parents and teachers who were elected to represent those stakeholder groups. Along with administration, the SBDM Council considers the input of those they represent when making decisions that directly impact student achievement. Twenhofel PTSA plays an active role in partnering parents with the school. PTSA and school administration collaborate to make decisions that benefit the students and staff at Twenhofel. Twenhofel also has an active committee, Team Twenhofel, comprised of parents, teachers,

administration, and students. This committee's focus is on ensuring every person at Twenhofel feels safe and knows they equally belong within our school community.   Staff members take active leadership roles within our school to enhance student achievement and provide extra curricular opportunities for our students. In addition, our students exhibit outstanding leadership throughout the school, for example our student let podcast, student leadership drives, student council initiatives, and STLP contributions. Twenhofel provides multiple opportunities for parents/guardians to be a part of school functions, examples include schedule pick-up night, student showcase open house, Blue Ribbon Breakfast, athletic events, honors night, bridging, etc. The school communicates with stakeholders via social media platforms daily, keeps an up to date website, and issues a family and community newsletter regularly.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

It is the mission of Twenhofel Middle School, in partnership with students, families, and our community, to provide high quality learning opportunities in a safe environment. These various opportunities empower students to become life-long learners, who possess the skills, confidence, and knowledge to meet the challenges of middle school and beyond.

Twenhofel Middle School strives to ensure that all students feel safe and cared for and know that they equally belong here.   Twenhofel's MTSS structure ensures that the academic, social, emotional, and behavioral needs of every student are being addressed through intentional planning and continual monitoring.

Notable Achievements

Describe the school's notable achievements in the last three years.

In the spring on 2025, 58% of all students scored proficient or distinguished in reading on KSA. This is a 4% increase from the year prior and the second year in a row of growth in the percent of students scoring P/D on their reading KSA.

In the spring on 2025, 54% of all students scored proficient or distinguished in math on KSA. This is the 4th year in a row of growth in the percent of students scoring proficient or distinguished on their math KSA.

In the spring of 2025, 84% of students in academic tier two and three interventions were identified as making progress within their intervention.

In the spring of 2025, 99% of classroom learning walks indicate that classroom instruction/activities met the level of the standard and 95% of walks indicated that

the lesson the teacher was delivering elicited a response from all students that was able to be captured and measurable.

There was a 27% decrease in behavior events from the 23-24 school year to the 24-25 school year which directly impacts student achievement. Intentional focus regarding communication of expectations and use of restorative practices contribute to this decrease.

Special education department focus on co-teaching model was successful; by the spring on 2025, co-teaching was occurring in all collaborative ELA and math classrooms.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Over the last 3 years, Twenhofel continues to see consistent growth in the percent of students scoring proficient or distinguished in the areas of math and reading. In the next three years, it is our goal to continue this trend by implementing data driven practices and reach the mark of at least 70% of our student body reaching the proficiency mark in math and reading.

Twenhofel's percentage of students scoring proficient or distinguished in the area of social studies is only at 46%. We continue to see growth in this area but less than half of our students are reaching the proficiency mark in this assessed area. We would like to see a 3-5% increase each year, over the next 3 years, where at least 60% of our students are reaching the proficiency mark.

Additional Information

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

Twenhofel's academic achievements are made possible because of it's intentional focus of relationship building and restorative practices which result in strong and positive school culture and climate. Twenhofel strives everyday to ensure every person feels safe and knows they equally belong within our school community,.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase One: School Safety Report_09042025_10:50

2025-2026 Phase One: School Safety Report

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Tyler Teke
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2025-2026 Phase One: School Safety Report - 2025-2026 Phase One: School Safety Report_09042025_10:50 - Generated on 12/15/2025

Twenhofel Middle School

Table of Contents

2025-2026 Phase One: School Safety Report - 2025-2026 Phase One: School Safety Report_09042025_10:50 - Generated on 12/15/2025

Twenhofel Middle School

2025-2026 Phase One: School Safety Report
School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

2025-2026 Phase One: School Safety Report - 2025-2026 Phase One: School Safety Report_09042025_10:50 - Generated on 12/15/2025

Twenhofel Middle School

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

2025-2026 Phase One: School Safety Report - 2025-2026 Phase One: School Safety Report_09042025_10:50 - Generated on 12/15/2025

Twenhofel Middle School

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.
Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
Yes

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
Yes

2025-2026 Phase One: School Safety Report - 2025-2026 Phase One: School Safety Report_09042025_10:50 - Generated on 12/15/2025

Twenhofel Middle School

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

If the answer is "no", please explain in the comment box.
    Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

If the answer is "no", please explain in the comment box.
    Yes

11. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.
    Yes

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.
    Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.
    Yes

2025-2026 Phase One: School Safety Report - 2025-2026 Phase One: School Safety Report_09042025_10:50 - Generated on 12/15/2025

Twenhofel Middle School

14. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
   Yes

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

If the answer is "no", please explain in the comment box.
   Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)
16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

If the answer is "no", please explain in the comment box.
   Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

If the answer is "no", please explain in the comment box.
   Yes

2025-2026 Phase One: School Safety Report - 2025-2026 Phase One: School Safety Report_09042025_10:50 - Generated on 12/15/2025

Twenhofel Middle School

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

If the answer is "no", please explain in the comment box.
    Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
    Yes

2025-2026 Phase Two: The Needs Assessment for Schools_10152025_09:42

2025-2026 Phase Two: The Needs Assessment for Schools

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Table of Contents

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2025-2026 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where the meetings were documented.

The process to determine the priorities for the Comprehensive School Improvement Plan (CSIP) began with a thorough review of Kentucky Summative Assessment (KSA) results. Preliminary KSA data were shared with staff during an after-school staff meeting once we received that data. During this meeting, teachers engaged in a "name and claim" process using triangulated data sets. Once official results were released in October, the administrative team facilitated a second after-school session to analyze the finalized data with all staff.

Following the KSA rollout, grade-level Professional Learning Communities (PLCs) conducted deeper data analysis throughout September and October using KSA results alongside additional data sources, including MAP projections, HMH Reading Growth Measure results, and local common formative and summative assessments. This work allowed teams to identify specific student learning needs and instructional priorities. The administrative team continued to meet weekly to review and triangulate data from multiple systems—Performance Matters, NWEA, Infinite Campus, and our building data dashboard—to analyze academic performance, attendance, behavior, and social-emotional indicators. The implementation of a new data dashboard helped facilitate this work. Every staff member is utilizing the data dashboard during PLC's to make data driven decisions.

Our Multi-Tiered System of Supports (MTSS) process plays a critical role in this data-driven approach. The MTSS team, which includes administrators, teachers, interventionists, counselors, the school psychologist, and the social worker, meets regularly to review student data across academic, behavioral, and social-emotional domains. The team uses consistent progress monitoring tools and intervention logs to evaluate student growth, determine the effectiveness of supports, and make data-based decisions about movement between tiers. This process ensures that interventions are responsive, targeted, and aligned with both individual student needs and schoolwide improvement goals. The health of interventions are measured each progress check window to determine if changes are needed within our MTSS system.

Stakeholders engaged in the needs assessment included school council members, the administrative team and MTSS teams the Family Resource Youth Service Center (FRYSC) coordinator. Teachers also provided input through weekly PLCs, where they reviewed classroom-level data and identified next instructional steps. All formal meetings—including PLCs, MTSS sessions, and staff meetings—are held with structured agendas that guide discussion, maintain focus on student outcomes, and document key decisions that inform continuous school improvement efforts.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

During the 2023–2024 school year, Twenhofel Middle School was identified as a high-performing school with no federal classifications. Two years prior, our school was classified as TSI due to the performance of our students with disabilities (SWD). Our primary goals and objectives for the 2023–2024 Comprehensive School Improvement Plan were to increase proficiency for all students in reading and math and to increase proficiency for students with disabilities in both content areas.

In 2022–2023, 56% of all students scored proficient/distinguished (P/D) in reading, while 14% of SWD scored P/D. In math, 49% of all students scored P/D, compared to 7% of SWD. These results indicated a significant gap between all students and our SWD subgroup. Common assessment (CA) data reflected an average SWD reading score of 12.22% and a math score of 11.76%. MAP projections predicted that

Twenhofel Middle School

16.81% of SWD would be proficient in reading and 5.3% in math. Based on these findings, we intentionally shifted our focus to novice reduction in the SWD population while continuing efforts to close the achievement gap through attainable growth goals. Key strategies implemented included co-teaching models in collaboration classes, frequent special education PLC data analysis, and targeted learning walk feedback to ensure specially designed instruction (SDI) aligned with student IEP goals.

In 2023–2024, 54% of all students scored P/D in reading, while 12% of SWD scored P/D. In math, 52% of all students scored P/D, with 14% of SWD scoring P/D. Reading saw a slight decrease in proficiency while math showed a modest increase. Common assessment data reflected an average reading score of 7% for SWD compared to 32.83% for all students, and a math average of 30.81% for SWD compared to 56% for all students. MAP projections estimated 14.64% of SWD would be proficient in reading and 18.79% in math.

For 2024–2025, KSA results showed 58% of all students scored P/D in reading and 54% in math, representing a 4% increase in reading proficiency and a 2% increase in math. We also achieved a 2% novice reduction in reading and a 3% reduction in math. Among SWD, 14% scored P/D in reading (a 1% increase) and 9% scored P/D in math (a 5% decrease). Spring MAP projected 58% of students would be proficient in math and 54% in reading, with a CA running average of 57.79% in math and 47.50% in reading. MAP predicted that 15.93% of SWD would be proficient in math and 12.46% in reading; actual results showed SWD outperforming projections in reading but falling below in math.

Our results demonstrate that while overall student proficiency is trending upward, significant gaps persist for our SWD subgroup, particularly in math. These findings directly inform our 2024–2025 plan. We will continue focusing on novice reduction among SWD and proficiency increases for all students through intentional Tier I instructional practices. Key improvement structures include the continued use of our district's high-quality instructional resources in ELA and math, strengthened PLC processes focused on vertical alignment and common formative assessment analysis, and enhanced use of our new data dashboard to streamline data-driven decision-making within PLCs and MTSS. These structures will allow us to monitor progress more precisely, provide timely interventions, and continue our trajectory toward closing the achievement gap while sustaining high levels of overall performance.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends
• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
• Reading for students in our gap groups remains an area for improvement because the

Twenhofel Middle School

district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

In reviewing multiple data sources over time, students with disabilities remain a priority area of improvement. In reading, in 23-24, the MAP assessment predicted 14.64% of SWD would be proficient on KSA. Students with disabilities had a high quality instructional resource assessment running average of 7%. The actual KSA results were 12% of SWD scored P/D and 55% scored novice. That same year in math, the MAP assessment predicted 18.79% of SWD would be proficient on KSA. Students with disabilities had a common assessment running average of 30.81%. The actual KSA results were 17% of SWD scored P/D and 52% scored novice. In reading, in 24-25, the MAP assessment predicted 12.46% of SWD would be proficient on KSA. Students with disabilities had a common assessment running average of 14.67%. The KSA results were 14% of SWD scored P/D and 55% scored novice. That same year in math, the MAP assessment predicted 15.93% of SWD would be proficient on KSA. Students with disabilities had a common assessment running average of 30.5%. The KSA results showed that 9% of SWD scored P/D and 50% scored novice. The trends in both reading and math over the past two years indicate that reduction in novice and increase in proficiency remains a top priority.

In addition to focusing on students with disabilities, increasing proficiency for all students is also an area for improvement. In reading, in 23-24, the MAP assessment predicted 55.83% of all students would be proficient on KSA. All students had a high quality instructional resource assessment average of 32.83%. The actual KSA results were 54% of students scored proficient/distinguished in reading. That same year in math, the MAP assessment predicted 56.67% of all students would be proficient on KSA. All students had a common assessment running average of 56.05%. On KSA, 50% of all students scored P/D in math. In reading, in 24-25, the MAP assessment predicted 57.27% of all students would be proficient on KSA. All students had a common assessment running average of 47.5%. The KSA results were 58% of students scored proficient/distinguished in reading. That same year in math, the MAP assessment predicted 58.47% of all students would be proficient on KSA. All students had a common assessment running average of 57.79%. On KSA, the results indicated 54% of all students scored P/D in math. The trends in reading and math over the last 4 years continues to show steady growth in the percentage of P/D learners. This still remains an area of growth for us, in growing the percentage of P/D learners in reading and math.

Twenhofel Middle School is committed to ensuring all students feel safe at school and know they equally belong. A positive school culture that elicits a caring and productive learning environment is important to all stakeholders. We have implemented intentional staff training and collaboration to establish and communicate consistent behavior expectations to students. Our quality of school climate survey score was 72.9 in 22-23 and was maintained in 23-24 with a score of 72.2. On the 24-25 QSCS Twenhofel Middle School saw an increase of 1.4 moving our status score to 74.4. We have seen a decrease in behavior referrals over the last 3 school years. Teachers identified that disruptive behaviors in the classroom still is one of the largest barriers to reaching higher proficiency marks. We have a goal of reducing these classroom behaviors by 20% this school year. Data for the first two

months this year show a 52% reduction already in disruptive behaviors in the classroom.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:
• Kentucky Summative Assessments
• Benchmark assessments
• Formative assessments
• Graduation rate
• Progress in achieving English language proficiency
• Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:
• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
• Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

KSA results for the 24-25 school year shows that 54% of all students scored P/D in math on KSA. During the school year, our running common assessment average was 57.79%. Also, KSA results for the 24-25 school year shows that 58% of all students scored P/D in reading on KSA. During the school year, our running common assessment average in reading was 47.50%.

KSA results for the 24-25 school year shows that 9% of SWD scored P/D in math on KSA. During the school year, our running common assessment average was 30.5%. Also, KSA results for the 24-25 school year shows that 14% of all students scored P/D in reading on KSA. During the school year, our running common assessment average in reading was 14.67%.

During the 24-25 school year, 74.58% of students were transition ready. 77% of Twenhofel Middle School students met the GPA/advanced coursework benchmark to be transition ready. 93% of students met the district's attendance goal of 96.25% as well. Lastly, over 99% of our students participated in a extracurricular or co-curricular activity last school year.

Twenhofel Middle School had an intentional focus around reading for the 24-25 school year. 44% of the students taking the HMH Reading Growth Measure scored below proficiency. This gap was significantly reduced by the end of the year. This

same assessment was given in the spring. There was a reduction of 18% in this number to 26%.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:
• Educator and school staff retention rates
• High-quality professional learning opportunities
• Chronic absenteeism
• School climate
• Behavior
• Staff and student access to mental healthcare
• Family and community involvement

Example of Current Climate and Culture Narratives:
• Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
• Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

> During the 24-25 school year, the Kenton County School District administered their own "Stay Survey" that measured the climate and culture of the building and district. On this survey, 100% of staff members stated they were "satisfied" (which was the highest rating) with their working location of Twenhofel. 88% of staff members "agree" or "strongly agree" feeling connected to Twenhofel as well. On this survey, 94% of the staff at Twenhofel stated that they "agree" or "strongly agree" that they have the ability to make a positive difference. The recruitment and retention rate of high quality educators at Twenhofel also remains strong. All but one certified teacher are tenured and have been at Twenhofel for 3+ years. Staff have stated that things that keep them at Twenhofel is the strong culture of the building, a community that supports the school as well as the administrative team supporting them as educators.

> Twenhofel Middle School has an intentional focus on PBIS structures that ensure students understand the expected behaviors. Staff and administration consistently reinforce positive behaviors. Twenhofel implemented a positive referral system in which staff members refer students for meeting expectations. Twenhofel has connected with local business partners that support this effort and they provide student incentives. Twenhofel Middle School also strongly believes in the implementation of restorative practices. Because of this intentional focus on managing student behaviors, the school saw a 27% decrease in referrals for the 24-25 school year and a 45% decrease in the last two school years.

Twenhofel Middle School works hard to create respectful and professional work environment for all staff members to grow and feel welcome. Twenhofel Middle School retained 100% of their staff for the 24-25 school year. Over 60% of the staff stated they received professional learning that they felt helped them. Professional learning that was offered centered around unit internalization for all content areas, the development of common formative assessments and intentional planning around the cycle of quality instruction.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

• We have active partnerships with twelve community organizations and businesses.
• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Twenhofel Middle School has a strong climate and culture for learning. Students feel safe at school. On the 2024-2025 QCSC, 95% of students agreed or strongly agreed that Twenhofel is a caring place, 95% of students agreed or strongly agreed that adults at Twenhofel care about them and 95% of students agreed or strongly agreed that adults in the building care for them. 99% of students also agreed or strongly agreed that adults in the building work hard to make it safe place for them and 96% of students feel safe in their classes. Twenhofel Middle Schools score grew by 1.4 points on the QSCS and remained in the green status showing high achievement in this area.

Twenhofel Middle School scored blue indicating very high achievement in both reading and math as well as combined writing, science and social studies. Twenhofel Middle School showed growth in both of these academic areas as well growing the indicator score in reading and math by 2.8 and by 4.6 in the area of combined writing, science and social studies. This is the first time that Twenhofel Middle School has scored blue in both academic areas.

Twenhofel Middle School also saw an increase in proficiency in all assessed and accountable areas by all gap groups. Students in the economically disadvantage gap group saw a "significant increase" in proficiency in the area of reading and math with a change score of 7.1.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of

more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

At Twenhofel Middle School, one of our greatest strengths is our positive culture and climate for learning. This strength is rooted in our commitment to building meaningful relationships, maintaining clear expectations, and celebrating student and staff success. Through intentional conversations centered on PBIS, we ensure that all members of our school community understand and contribute to a supportive, encouraging, and achievement-driven environment. Our staff's consistency in reinforcing expectations and recognizing positive behavior has established a culture where students feel valued, respected, and motivated to succeed.

To build this strength, we have implemented a variety of intentional activities and systems that promote engagement and accountability. Our ongoing PBIS discussions with both students and staff have strengthened consistency in expectations across classrooms and grade levels. During our community engagement nights, we extend these conversations to families, helping them understand and support our school's goals. Additionally, our partnership with local businesses and community organizations has been instrumental in providing student incentives. These incentives—earned through academic proficiency on common assessments, strong attendance, and positive behavior—serve as both motivation and recognition for students' hard work and commitment.

Finally, we will continue to incorporate and expand community partnerships to support these efforts. By engaging local businesses, civic organizations, and families, we can offer even more meaningful incentives, mentorship opportunities, and real-world connections for our students. These partnerships not only reinforce the value of education but also demonstrate to students that their community is invested in their growth, helping Twenhofel Middle School continue to thrive as a place where every student feels supported and empowered to achieve.

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

o No

● **Yes**

COMMENTS

Twenhofel Middle School staff members will continue to collaborate with district cadres to ensure that curriculum maps and high-quality instructional resources effectively prepare students to be college and career ready. As part of the Kenton County School District (KCSD), Twenhofel utilizes the district's Community-Based Accountability System to guide continuous improvement efforts. Our school remains focused on supporting the district's two primary goals: achieving a 96.25% attendance rate and ensuring 100% transition readiness for all students.

Every student at Twenhofel has an assigned adult advocate who meets with them multiple times throughout the school year to monitor their progress toward transition readiness. During these conferences, the advocate and student review key indicators such as GPA, attendance, and involvement in extracurricular or co-curricular activities. This intentional focus helps ensure each student is connected, supported, and on track for future success.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

o No

● **Yes**

COMMENTS

At Twenhofel Middle School, instructional programs are intentionally designed to ensure consistent implementation of evidence-based practices that support academic, behavioral, and social-emotional competencies aligned to the Kentucky Academic Standards and current research. Every teacher participates in monthly instructional walks, during which feedback is provided based on our district's Cycle of Quality Instruction. This model focuses on four key elements: the task, student response, collaboration, and the teacher's ability to adjust instruction in real time. These focused observations and feedback loops promote continuous growth and consistency in instructional delivery across all classrooms.

In addition to academic instruction, we maintain a strong emphasis on supporting students' behavioral and social-emotional development. Twenhofel implements Positive Behavioral Interventions and Supports (PBIS) as a proactive framework to teach and reinforce expected behaviors. When behavioral incidents occur, restorative practices are used to help students take responsibility for their actions and repair any harm caused, fostering a supportive and inclusive school climate.

Furthermore, every student participates in weekly Tier 1 Social-Emotional Learning (SEL) instruction through the Second Step curriculum, ensuring all students develop critical skills in self-awareness, self-management, social awareness, relationship building, and responsible decision-making.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

● **No**

o Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

o No

● **Yes**

COMMENTS

Twenhofel Middle School has implemented a sustainable and systematic approach to reviewing, analyzing, and applying data results to improve student learning outcomes. This year, we developed and launched a comprehensive data dashboard that all staff members utilize to input and analyze both formative and summative assessment data. This shared platform ensures consistency in how data is collected, reviewed, and interpreted across grade levels and content areas.

Through the dashboard, teachers and teams are able to identify trends, monitor student progress over time, and pinpoint areas of strength and need. The data is then used collaboratively during PLC meetings to guide instructional decisions, implement targeted interventions, and adjust instructional strategies. This consistent, data-driven process promotes a uniform and transparent approach to analyzing evidence of student learning, ensuring that decisions are intentional, timely, and focused on maximizing student achievement.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- o Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture
Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- o Yes

COMMENTS

N/A

Twenhofel Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: School Assurances_10152025_09:41

2025-2026 Phase Two: School Assurances

Twenhofel Middle School
Tyler Teke
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

Table of Contents

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

2025-2026 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

o Yes
o No
● **N/A**
COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

● **Yes**
o No
o N/A
COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

o Yes

o No

● **N/A**

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

o Yes

o No

● **N/A**

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

o Yes

o No

● **N/A**

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

o Yes

o No

● **N/A**

COMMENTS

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

    o Yes
    o No
    ● **N/A**
COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

    o Yes
    o No
    ● **N/A**
COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

    o Yes
    o No

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

- ● **N/A**
COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

o Yes
o No
● **N/A**
COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

o Yes
o No
● **N/A**
COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

o Yes
o No
● **N/A**
COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

○ Yes

○ No

● **N/A**

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

○ Yes

○ No

● **N/A**

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

○ Yes

○ No

● **N/A**

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

o Yes
o No
● **N/A**
<u>**COMMENTS**</u>

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

o Yes
o No
● **N/A**
<u>**COMMENTS**</u>

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

o Yes
o No
● **N/A**
<u>**COMMENTS**</u>

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

o Yes
o No
● **N/A**
COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

o Yes
o No
● **N/A**
COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

o Yes
o No
● **N/A**

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

○ Yes
○ No
● **N/A**
COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes
○ No
● **N/A**
COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes
○ No
● **N/A**
COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

o Yes
o No
● **N/A**
COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes
o No
● **N/A**
COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

o Yes
o No
● **N/A**
COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

o Yes
o No
● **N/A**
COMMENTS

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● **N/A**

COMMENTS

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

o Yes

o No

● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

o Yes

o No

● **N/A**

COMMENTS

2025-2026 Phase Two: School Assurances - 2025-2026 Phase Two: School Assurances_10152025_09:41 - Generated on 12/15/2025

Twenhofel Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Three: Comprehensive School Improvement Plan_11072025_10:10

2025-2026 Phase Three: Comprehensive School Improvement Plan

Twenhofel Middle School
Tyler Teke
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Table of Contents

2025-2026 Phase Three: Comprehensive School Improvement Plan - 2025-2026 Phase Three: Comprehensive School Improvement Plan_11072025_10:10 - Generated on 12/15/2025

Twenhofel Middle School

2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The accountability indicators for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

● **a. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

📄 2025 TW CSIP Phase III

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2025 TW CSIP Phase III		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

    KCWP 1: Design and Deploy Standards
    KCWP 2: Design and Deliver Instruction
    KCWP 3: Design and Deliver Assessment Literacy
    KCWP 4: Review, Analyze and Apply Data Results
    KCWP 5: Design, Align and Deliver Support
    KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Objective 1 (Math) By 2026, Twenhofel Middle School will increase math P/D for students with disabilities from 9% to 29%

Objective 2 (Reading) By 2026, Twenhofel Middle School will increase math P/D for students with disabilities from 14% to 32%

Strategy:
KCWP 2: Design and Deliver Instruction; KCWP 4: Review, Analyze, and Apply Data

Activities:
- Administrative team will conduct monthly walks in the resource classroom to ensure students are receiving specially designed instruction that meets their IEP goals.

- Administrative team will conduct monthly walks in collaborative ELA and math classes to ensure co-teaching strategies are being implemented and students are receiving appropriate tasks.

- Review of IEP goal attainment

- Schedule monthly SPED PLCs to review IEP goal progress and progress on CFA's and common assessments

- Teachers identify non-proficient students and create individualized instructional plans to assist students in reaching the level of the assessed standards.

- Provide targeted PD on coteaching, HQIR implementation and use, and supplementary aids/services.

- Communication of trend data for students with disabilities to all appropriate staff with actionable feedback on methods to assist with areas of need.

Progress Monitoring:
Maintain a SPED data dashboard tracking IEP progress, CFA data, common assessment data and literacy and numeracy data. PLC agendas, instructional walk data. Admin/PLC agendas. Transition readiness data tracking GPA, attendance,

literacy/numeracy and participation in extra or co curricular activity. Progress checks every 8-10 weeks for students in the MTSS pyramid.

Funding:

Funding for substitute teachers for release days to attend professional learning opportunities. The expected expense for this would be approximately $1,000.00.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
By 2030, Twenhofel Middle School will increase the math P/D for all students from 54% in 2025 to 77% in 2030 as measured by the proficiency data. By 2030, Twenhofel Middle School will increase the reading P/D for all students from a P/D of 58% in 2025 to 79% in 2030 as measured by the proficiency data.

Objective(s):
Objective 1: (Math) By 2026, Twenhofel Middle School will increase Math P/D for all students from 54% in 2025 to 60% P/D.

Objective 2: (Reading) By 2026, Twenhofel Middle School will increase Reading P/D for all students from 58% P/D in 2025 to 62% P/D.

Strategy:
KCWP 2: Design and Deliver Instruction; KCWP 4: Review, Analyze, and Apply Data

Activities:

- Conduct instructional walks monthly to verify teachers are teaching around the cycle of quality instruction with feedback provided to each teacher each month.
- Implement student goal-setting conferences each quarter with adult advocate using transition readiness criteria.
- Create visible school wide projections that track and display individual and whole school progress towards school wide academic goals
- Quarterly celebrations around students meeting transition readiness criteria and whole school goals.
- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.
- Use MTSS sheet to document intervention cycles, health of individual interventions and student movement.
- Collaborate in weekly PLC meetings to complete unit internalization and intentional lesson planning around the cycle of quality instruction.
- Implementation of interventions to close the achievement gaps in math and reading during intervention block and measuring the effectiveness of each intervention each progress check window to make adjustments if needed.

Progress Monitoring:

Monthly classroom walks around the cycle of quality instruction for every teacher. Focus on tier 1 instruction for all. Review and analyze monthly cumulative walk data in learning walk dashboard for trends and growth areas. Implementations of TW Data Dashboard to track CFAs and unit assessments. Admin/Interventionist bi-weekly meeting to review MTSS progress and data within intervention. Review of student specific data during admin team meetings (attendance, behavior, academic success, SEL data) to determine next steps for individual student success.

Funding:
Funding for substitute teachers for release days to attend professional learning opportunities. The expected expense for this would be approximately $1,200.00.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By 2030, Twenhofel Middle School will increase the science P/D for all students from 42% in 2025 to 71% in 2030 as measured by the proficiency data. By 2030, Twenhofel Middle School will increase the social studies P/D for all students from a P/D of 46% in 2025 to 73% in 2030 as measured by the proficiency data. By 2030, Twenhofel Middle School will increase the combined writing P/D for all students from a P/D of 64% in 2025 to 82% in 2030 as measured by the proficiency data.

Objective(s):

Objective 1: (Science) By 2026, Twenhofel Middle School will increase Math P/D for all students from 42% in 2025 to 48% P/D.

Objective 2: (Social Studies) By 2026, Twenhofel Middle School will increase Math P/D for all students from 46% P/D in 2025 to 51% P/D.

Objective 3: (Combined Writing) By 2026, Twenhofel Middle School will increase Math P/D for all students from 64% P/D in 2025 to 68% P/D.

Strategy:
KCWP 2: Design and Deliver Instruction

Activities:

- Intentional lesson planning around the cycle of quality instruction to ensure alignment and rigor.
- Continue unit internalization embedded PD for all content areas with district content teams and content specific instructional consultant
- Implement CFAs using schedules created across all content areas.
- Use data to plan reteaching lessons and adjust instruction prior to end of unit summative assessments.
- Implement schoolwide writing prompts and scrimmages scored using KDE rubric.
- Implement school wide pre write strategy used across all contents and all grade levels.

Progress Monitoring:

- Maintain CFA and common assessment dashboard. PLC and staff meeting agendas. Monthly instructional walk data analyzed for trends in data. Analyze and provide feedback to students on student writing samples during writing scrimmages implemented throughout the year.

Funding:

Funding for substitute teachers for release days to attend professional learning opportunities. The expected expense for this would be approximately $1,500.00.

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:
By 2030, Twenhofel Middle School will increase Reading P/D for EL students from 10% P/D in 2025 to 55% P/D in 2030.

Objective(s):
Objective 1: By 2026, Twenhofel Middle School will increase Reading P/D for EL students from 10% P/D in 2025 to 19% P/D.

Strategy:
KCWP 4: Review, Analyze and Apply Data

Activities:

- Co-plan between EL and content teachers monthly to adapt materials.
- Deploy Kenton County EL Toolkit strategies in all content areas. Key points from the toolkit include the explicit instruction of content specific vocabulary and using Magic School AI tool to provide modified texts without changing the content.
- Offer model classroom visits to observe effective EL supports.

Progress Monitoring:

Track EL subgroup performance through CFAs, common assessments and ACCESS growth data. Conduct monthly instructional walks with focus on access to content and language supports.

Funding:
N/A

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:
By 2030, Twenhofel Middle School will increase the Quality of School Climate and Safety indicator score from 75.8 in 2025 to 87.9.

Objective(s):
By 2026, Twenhofel Middle School will increase the Quality of School Climate and Safety indicator score from 75.8 in 2025 to 78.22.

Strategy:
KCWP 6: Establishing Learning Culture and Environment

Activities:

- Implement Calm Classroom once daily for all students.
- Implement Tier 1 SEB curriculum, Second Steps, during BREDs WIN/RTI .
- Utilize PBIS incentives (recognition events).
- Host quarterly student advisory / Team Twenhofel meetings for feedback on climate.
- Strengthen Family Friendly School initiatives (Family Data Nights, Community Conversations).

- Implementation of new unit/lessons from Tier 1 SEB Second Steps curriculum that centers around bullying.
- Partner with YSC for student/family support program

Progress Monitoring:

Monthly review of behavior data to adjust SEL focus. Analyze discipline trends by subgroup and location. Quarterly school wide assemblies to celebrate the successes for that quarter.

Funding:

Approximately $2,000 for whole school assembly incentives as well as PBIS incentives.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.