

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09032025_09:52

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Turkey Foot Middle School
Matthew Moore
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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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.

Matthew Moore, September 3, 2025



2025-2026 Phase One: Executive Summary for Schools_09032025_09:53

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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?

Turkey Foot Middle School(TFMS) is a suburban public school in the Northern Kentucky Region located in the city of Edgewood, Kentucky. The school was originally opened in 1962 and in 2010, a new Turkey Foot Middle School was constructed. Turkey Foot Middle School is a state of the art "Green School" and is one of the most energy efficient schools in the country. The school is located 10 minutes south of Cincinnati, OH. While located in Edgewood, TFMS serves the communities of Edgewood, Ft. Wright, Villa Hills, Crescent Springs, Park Hills, and parts of Erlanger, Elsmere, and Covington. Currently, TFMS has approximately 950 students in grades 6-8. Additionally, Turkey Foot has a newcomer's program for English Language Learners at the middle school level. This program has helped students within the Kenton County School district who have come to our region with English language acquisition needs. At TFMS we have approximately 41% of our student body who qualifies for free/reduced lunch and all students at our school benefit from our school qualifying to be a CEP school. TFMS has a very diverse student body. Currently, approximately 31% of all TFMS students come from a minority group, with our largest minority group being students whose race is identified as two or more races. Turkey Foot Middle School is working hard to improve overall student performance in the areas of reading and math through the use of high quality instructional resources that assist all students. Finally, Turkey Foot Middle School is working to enhance our 1 to 1 computer model with the use of a wide variety of instructional resources and instruction on appropriately using the tools that are made available to them so that they will be prepared for their future careers. The TFMS school community is very supportive of our students and works to ensure the needs of the school and students.

School Stakeholders

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

Turkey Foot Middle School is supported first and foremost by a high quality instructional team led by teachers, counselors, and support staff dedicated to academic growth for all students. At the beginning of the school year, our school-wide academic plan is shared with our entire staff. This plan drives the work we do each day. We also value the continuous growth of our teachers because we know that continued growth with our teachers leads to improved instruction that increases student achievement. Throughout the year there are multiple, varied opportunities for our staff to attend professional learning sessions. Every month our administrative team attends district leadership meetings that offer us amazing information that will be used to grow professionally and lead teacher learning. The

teachers of Turkey Foot are led strong teacher leaders in our PLCs and grade level meetings. In these groups students data sets are discussed in a manner that encourages continuous growth and school wide improvement. Our school's family resource center develops relationships within our community to ensure all students have their individual needs met. Also the FRYSC works with our community partners and local businesses to grow our Turkey Tokens store which reinforces positive behavior within our student body. In addition to our faculty and staff, Turkey Foot Middle school is supported by a variety of groups. The largest support group is our school PTO, the Indian's Club. This group meets regularly with school administration and teachers to ensure that the school always has the proper support and to provide feedback on the programming that is being offered to our school community. Additionally, this group assists with ensuring that the good news for the school is disseminated to the community. Further, the Indian's Club helps to sponsor various things like our school Halloween Dance, student PBIS rewards store, community engagement nights, and various other activities as called for throughout the school year. The PTO has grown over the past three years with more families being engaged each month. Finally, the TFMS SBDM Council meets monthly to discuss our school's progress and actionably work towards developing plans for school improvement.

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.

Turkey Foot Middle School recognizes that grades 6-8 are pivotal in each child's development and preparation for adult life. It is our desire to care for the students personally, listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them to be transition ready for high school and life beyond. Our mission is to ensure that every student is prepared for the 21st Century Economy. This mission is shared with our school staff and SBDM council at the start of each school year and all staff are given the opportunity to provide input on if this goal needs amended. Our vision and mission were reviewed in November of 2024 and our staff agreed no changes were needed. We have a rigorous curriculum that is shared with the students from a caring and energetic staff. Though our districts Prep and Prep+ program, our students can begin working towards high school credit. They have the opportunity to take Spanish 1, Algebra, and Geometry for high school credit. This opportunity gives our students flexibility to explore more courses as they move on to high school. Our students are also afforded the opportunity to show their talents through the arts. Students at TFMS can participate in activities including, band, chorus, art shows, and school musicals. Finally, students can engage in career learning through our Project Lead the Way curriculum and all students work on their individual college and career goals through the development of their individual learning plan (ILP). In collaboration with our SBDM council, the academic and extracurricular offerings are

reviewed annually to ensure that the needs of our current student body is being met.

Notable Achievements

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

Turkey Foot Middle School is constantly working to enable all students to achieve at high levels. Over the past three years our school-wide action plan has focused on ensuring that clear policies and procedures for addressing student needs and enhancing instructional practices are in place and being followed with fidelity. Our school has had a history of high achievement and we understand our communities commitment to continued growth. Our staff is also dedicated to ensuring that the standard of excellence remains in place. Over the past three years, we have observed growth in the area of English language learners. In this time, English Language Learners have improved performance in Reading, Math, Writing, and Social Studies. Also, we saw a significant increase in the number of students who have "exited" EL through their performance on ACCESS testing. Additionally, in reviewing academic trends over the past three years, we have observed that our 7th grade students have improved performance in the areas of reading and math. Also, Turkey Foot Middle School was identified as a TSI school in 21-22 and 22-23 in the areas of Special Education and English Language Learners. Due to the school's performance in the 2023-2024 school year, the TSI designation was removed.

Finally, in the 2024-2025 school year, we had a teacher recognized regionally by receiving a Golden Apple Award from the Northern Kentucky Education Council.

Areas of Improvement

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

For the next three years, Turkey Foot Middle School will need to work to continue improving in the areas of Math and Reading. This goal is at the top of our school-wide action plan and is constantly monitored through our common formative and summative assessments that are specifically tied to the Kentucky academic standards in each course. Our three year goal, established in our 2024-2025 CSIP is for 76.5% of all students to reach proficiency in reading and for 74% of all students to reach proficiency in math by the end of the 2027 school year. On the 2025 KSA test, 52% of TFMS students scored proficient or distinguished in reading and 47% scored proficient or distinguished in math. In the areas of Science, Social Studies, and Writing our three-year CSIP goal is to increase our proficiency in these areas to 65%, 69.5%, and 76% respectively. While our science scores have not been reported yet, in the areas of Social Studies and Writing our proficiency percentages are 40% and 43% which both fall short of the goals that were established. Turkey Foot Middle School will need to work in all areas listed above to reach our stated goals.

To achieve this, staff will continuously review student performance on formative, summative, MAP, and KSA assessments in a timely manner within their professional learning communities. Through this data review, actionable steps can be created in collaboration with teachers and school leaders to continue working towards student growth by providing students with specific needs based instruction. The school administrative has observed the implementation of these practices within PLC

meetings, through instructional walks, and by reviewing submitted lesson plans where the use of the cycle of quality instruction is evident. Additionally, our school wide common formative assessment protocol has been strengthened and is producing data that indicates student growth and areas for targeted needs-based instruction and spiral review. Also, our local school action plan will provide specific steps that will be used to monitor progress and ensure that school plans are being followed.

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 committed to the PLC process and growing and developing as a staff as we see the need for improvement based upon common assessment data and formative assessment data that is being collected and analyzed. At Turkey Foot we are constantly looking for ways to group our students and we strive to provide a high quality education for all. Also, while we have seen growth in our Special Education and English Language Learners programs, we will continue working to ensure that students in these areas are given the appropriate support so that they can achieve at their highest level. In addition to our CSIP goals, we utilized our school-wide action plan to guide the work that needs to be accomplished. Our school-wide action plan is updated throughout the year to reflect the needs of our students and staff based upon data that is collected through our common formative assessments, common assessments, MAP testing, diagnostic screeners, and KSA assessment results.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09032025_09:53

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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

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.

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.

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.

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.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.

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_09032025_09:55

2025-2026 Phase Two: The Needs Assessment for Schools

Turkey Foot Middle School
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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.

Turkey Foot Middle School is committed to reviewing, analyzing and establishing actionable goals around the data that we receive throughout the school year regarding student success and growth towards their individual goals. The work to ensure that we are maintaining this commitment begins in the summer with a review of all available data with all staff at professional learning sessions, within professional learning community(PLC) meetings, and with the school administrative team. In the summer we review the results of our district common assessments, school-based common formative assessments, MAP testing, and school reading diagnostic to ensure that student schedules are appropriate. This data is also used to inform our school action plan, which establishes our academic plan for the

school year. Once the school year begins, the TFMS administrative team meets weekly to review the same data sources plus new data as it becomes available. Additional data that becomes available includes; KSA, new common assessments, new common formative information, MAP, reading diagnostic data, and information gained from instructional learning walks that take place throughout each week. Once KSA data is received, the administrative team begins disaggregating the data provided to first obtain a holistic view of the school's performance so that it can be shared with the whole staff. In this review, overall trends are evaluated and the overarching needs of our school are discussed within grade level teams to ensure that it is compared to other data sources within our school including diagnostic screeners, common assessments, and other classroom data. Additionally, our school MTSS team conducts support meetings where we specifically dive into the information on individual students and ensure that all students are correctly placed in interventions that are appropriate for their specific needs. The results of these MTSS meetings are communicated to our school wide teams and disseminated to other staff as appropriate.

In addition to the work that is completed by school leadership teams, every teacher has a role in reviewing school wide data through our weekly content PLC meetings with members of our administrative team. In these meetings, the staff follow a pre-established agenda that allows to to analyze student data from common formative and summative assessments, MAP, KSA, and other classroom data that is collected. Additionally, they utilize the information gained to guide instructional decisions, determine the efficacy of instructional practices, and review individual student performance to determine what support each student needs through either intervention, review, or enrichment. This structure allows for teacher to be advocates for the students at Turkey Foot Middle School and have a clear voice in the instructional moves that are made each day. Since members of the administrative team are a part of these meetings, instructional ideas, data trends, and progress towards goals can be shared with other stakeholder groups to ensure that the school is unified in our support systems.

Finally, when appropriate, school wide performance results are reported to the TFMS SBDM. This allows our community to be aware of the performance of the students at Turkey Foot. This helps the SBDM council to make future decisions regarding school budgeting and staffing. This communication also ensures that the actions of the council are specific to the needs of our current student body.

All SBDM meeting information is documented and stored with our SBDM records following each meeting. Staff members document their data analysis in school data dashboards and within their PLC notes. Also, instructional shifts based upon the data received are noted in unit and lesson plans. Finally, all staff trainings have documented agendas for each meeting with links to the data that is presented.

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?

In the 2024-2025 school year, we did not reach our annual objective of having 62% of all students reaching proficiency on the Kentucky Summative Assessment. In reviewing our assessment data, we observed a decline of 3% to 52% proficiency. In the area of Math, we did not reach our goal of having 55% of all students reaching proficiency on the KSA assessment, but we did see an increase in our scores from 46% proficiency to 48% on the KSA. In science, our goal was to have 41% of the students taking this assessment to reach proficiency. We exceeded this goal and had 42% of our students reach proficiency. In social studies and writing we had set goals of reaching 46% and 69% proficiency respectively but we did not meet these goals, in these areas we scored 41% (Social Studies) and 54% (writing) in these areas.

In the area of Special Education our goal was to reach 19% and 23% proficiency in reading and math. We did not meet this goal and saw a decline in both areas to 12% proficiency. For English language learners, our goal was to increase our indicator score from 36.8 to 47.2. While we did not achieve our goal, we did observe an increase of 3.7 to 40.5. In the separate academic indicator areas of KSA for ELL students we observed a 6% reduction in writing proficiency, and a 7% increase in social studies. Additionally, for the 2024-2025 school year we observed an increase in the number of students exiting EL by 8% and an overall increase of 5% in the number of students making progress on Access testing.

To ensure that growth can be achieved, and to reach the three year goals that were established in 2024, professional learning activities have been offered to staff to assist with lesson and unit internalization. Through this intentional planning, staff have been taking an in depth look at each standard and are able to deliver content in a manner that reflects the rigor of each standard. Additionally, professional learning has emphasized the collection, analysis, and use of instructional data to impact educational outcomes. The administrative team has developed weekly review processes to evaluate staff planning and data collection. Through this process, coupled with professional learning walks in classrooms, the administrative team will be able to offer targeted professional learning throughout the school year to ensure that staff have been equipped with appropriate and timely assistance. While our data did not reflect our desired outcomes for the year, the work that was completed within our PLCs, by our administrative team, and through professional learning was valuable and brought good information which will continue to impact our students in a positive manner. Additionally, this work has helped to develop strong procedures that will benefit our school for many years to come.

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

Increasing proficiency for all students will continue being a priority area for improvement at Turkey Foot Middle School.

In reading, in 2023-2024, the MAP assessment predicted that approximately 54% of TFMS students would reach proficiency on KSA. Also, during this time TFMS had a common assessment running average of 33.83% proficient or distinguished. On the KSA assessment that year, 55% of students reached proficiency. In the following school year, 2024-2025, the MAP assessment predicted that approximately 53% of all students would reach proficiency on KSA. During this same year, TFMS common assessment running average was 48.17% proficient or distinguished. On the KSA, 52% of all students reached proficient or distinguished.

When looking at our math data, in 2023-2024, the MAP assessment predicted that 47.36% of all students would be proficient on KSA. On common assessments our students had a running average of 48.76%. On the KSA 46% of all students reached proficiency. For the 2024-2025 school year, the MAP assessment predicted that 51.4% of all students would be P/D on the KSA assessment. In the same year, our common assessment running average was 57.79% of all students reaching proficiency. When our students took the KSA in 2024-25, 46% of all students scored proficient or distinguished.

The trends in proficiency for all students in both reading and math over the past two years indicates that increasing proficiency remains a need. The data from the previous two years does show some positive growth, but this work will need to continue due to the foundational needs of both reading and math.

In reviewing data over time, growth for students with a disability(SWD) will also remain a priority area of improvement. In reading, in 23-24, the MAP assessment predicted 17.6% of SWD would reach proficiency. On common assessments, our SWD had a running average of 9.92% proficient or distinguished. On the KSA, 14% of SWD scored proficient or distinguished. In the following year, 2024-2025, the MAP assessment predicted that 16.57% of SWD would reach proficiency on KSA. On common assessments in that year, our SWD had a running average of 14.17% proficient or distinguished. On the KSA, 12% of SWD reached scored proficient or distinguished.

For math, in 23-24, the MAP assessment predicted 10.19% of SWD would reach proficiency. On common assessments, our SWD had a running average of 23.9% proficient or distinguished. On the KSA, 18% of SWD scored proficient or distinguished. In the following year (2024-2025) the MAP assessment predicted that 13.38% of SWD would reach proficiency on KSA. On common assessments in that year, our SWD had a running average of 37.38% proficient or distinguished. On the KSA, 12% of SWD reached scored proficient or distinguished.

Finally, growth for students who are English language learners(ELL) will continue to be a priority area of improvement. In reading, in 23-24, the MAP assessment predicted 7% of ELL would reach proficiency. On common assessments, our ELL

had a running average of 4.42% proficient or distinguished. On the KSA, 6% of ELL scored proficient or distinguished. In the following year (2024-2025) the MAP assessment predicted that 8.17% of ELL would reach proficiency on KSA. On common assessments in that year, our ELL had a running average of 14.08% proficient or distinguished. On the KSA, 10% of ELL reached scored proficient or distinguished.

For math, in 23-24, the MAP assessment predicted 6.2% of ELL would reach proficiency. On common assessments, our ELL had a running average of 22.52% proficient or distinguished. On the KSA, 13% of ELL scored proficient or distinguished. In the following year (2024-2025) the MAP assessment predicted that 15.44% of ELL would reach proficiency on KSA. On common assessments in that year, our SWD had a running average of 31.57% proficient or distinguished. On the KSA, 114% of ELL reached scored proficient or distinguished.

In reviewing the data provided on the KSA school climate survey, we have focused on reducing the number of students who state bullying online is a problem at TFMS. On the 2023 climate survey 48% of students stated that online bullying was not a problem at TFMS. On the 2024 survey that number declined by 5% to 43% stating that bullying is not a problem. Despite these numbers, 84% of the students stated that they knew how to report a bullying issue when it occurs and that same percentage believe an adult will help when a bullying issue arises. Throughout this year, we will continue to teach students anti-bullying lessons through our character strong program and supports will be emphasized to students so that they are aware of best practices for managing bullying issues when they arise.

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.

Over the past three years, the KSA data for the 6th to 8th grade cohort reveals several trends. Reading scores declined by 10%, dropping from 55% in 2022-23 to 45% in 2024-25. Math scores showed a slight decrease from 43% in 2022-23 to 42% in 2023-24 and remained steady at 42% in 2024-25. Writing scores across all student groups—general population, SWD, and EL—experienced significant declines over the two years between 2023-24 and 2024-25. Specifically, scores for all students fell from 65% to 53%, for SWD from 21% to 5%, and for EL students from 26% to 20%. Social Studies scores declined for all students and SWD during the same period, with all students decreasing from 46% to 40% and SWD from 21% to 5%, while EL students showed an increase from 5% to 12%. In the area of science, there was an increase to 42% proficient/distinguished in 24-25 compared to 29% P/D in 23-24. SWD decreased by 1% to 4% P/D and EL students did not see any students score proficient or distinguished in science.

MAP Growth scores from Fall 2023 to Fall 2024 show decreases in reading across all groups: a 5.47% drop for all students, 3.08% for SWD, and 11.67% for EL students. However, comparing Spring 2024 to Spring 2025, both all students and EL groups demonstrated growth of 1.46% and 2.44% respectively, while SWD scores declined by 7.14%. In math, all groups experienced decreases from Fall 2023 to Fall 2024, with all students down 8.8%, SWD down 3.59%, and EL down 7.22%. Encouragingly, from Spring 2024 to Spring 2025, all groups improved, with all students increasing by 0.72%, SWD by 1.19%, and EL by 10.44%.

In 2024-2025, the students who scored below the 60th percentile on their fall or spring MAP assessment were given a growth measure assessment to determine their reading level. In the Fall of 2024, 60.1% of the 6th grade students who took this assessment were more than 1 grade level below in reading. In the spring of 2025 this number was reduced to 42.4% of students who took the growth measure assessment. For 7th grade 62.4% of students were more than 1 grade level below in reading. In the spring, 42.6% of 7th grade students were more than 1 grade level behind in reading. Finally, in 8th grade, 54.3% of students were 2 or more grade levels behind in Fall 2024 and that improved to 49% of the students who took the assessment were two or more grade levels behind in reading.

Common Assessment data in reading reflects an overall decline of 15.78% over three years for all students, driven largely by a 30.12% drop between 2022-23 and 2023-24, followed by a 14.34% recovery in 2024-25. SWD showed steady improvement with a 5.93% increase over the same period, and EL students also improved by 5.45%. In math, Common Assessment scores steadily increased across all groups during these three years, with gains of 17.68% for all students, 30.35% for SWD, and 21.32% for EL.

English Language Learners have shown growth at TFMS increasing from 61% making growth in 22-23 to 76% making growth in 24-25. Also, the number of students exiting EL has increased from .04% in 22-23 to 10% in 24-25.

Lastly, TFMS offers students opportunities to enroll in advanced courses, including high school-level Algebra and Geometry, supporting academic growth and readiness.

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.

In reviewing the school climate survey from the KSA assessment in the spring of 2025, we observed similarities to the previous year when the same survey was administered. In questions regarding student treatment of each other, which has is an area of growth, we observed that student are answering within 1-2% of the previous school years. This work will need to be emphasized at a greater level.

For the 2024-2025 school year we had a 95.1% attendance rate which was an increase from 94.97% the previous year.

At the end of the 2024-2025 school year, Turkey Foot Middle School was able to retain 88.3% of the staff at the end of the year. Since the close of the school year teachers have been afforded opportunities for professional growth in: their individual content areas, lesson and lesson unit planning, utilization of school data and using this to improve instructional outcomes, and the use of technology to enhance instructional practices. Additionally, needs based professional learning is provided to staff as identified on professional learning walks, professional growth planning, emerging trends, and through the evaluation process.

Turkey Foot Middle School students had 301 disciplinary events that resulted in a resolution of in-school suspension, out of school suspension, or district placement. This represented 42% of all disciplinary events.

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.

Turkey Foot Middle School demonstrated notable growth on the KSA assessments. In 7th grade math, the percentage of students scoring Proficient/Distinguished (P/D) increased from 50% in 2023-2024 to 58% in 2024-2025, an 8% gain. English Learner (EL) students showed continuous improvement on the KSA math, rising from 2% P/D in 2022-2023 to 14% P/D in 2024-2025. Additionally, MAPS Math assessments from Spring 2023 to Spring 2025 reflected growth across all groups: overall projected P/D increased from 34.28% to 43.6%, students with disabilities (SWD) from 2.26% to 6.45%, and EL students showed the most significant increase from 6.25% to 18.33%.

In reading, EL students improved on both the KSA and MAPS assessments. On the KSA Reading, EL P/D rates rose from 6% in 2023-2024 to 10% in 2024-2025. MAPS Reading projected P/D for EL students also increased from 6.25% in Spring 2023 to 12.5% in Spring 2025. SWD students showed steady growth in MAPS Reading projected P/D, increasing from 10.26% to 12.9% over the same period.

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.

We have observed successes within various areas of our KSA assessment. When reviewing how cohort groups have performed on KSA over time, our students have consistently observed growth from their 6th grade performance each year 1-7% each year in the areas of reading and math. This growth can be attributed to work within their professional learning communities (PLCs). This PLC structure is found across all grade levels. Within these groups, we can drill down on the data that is generated and make appropriate instructional shifts to improve academic performance throughout the school year.

Another area where we have observed growth is with our English language learners. Our English language learners have shown growth of 4-18% in proficiency in the areas of reading, math, writing, and social studies since the 2022-2023 school year.

By ensuring that all students are receiving the appropriate individual supports, we have been able to address individual needs and help students reach their goals.

Finally the TFMS PTO, the Indians Club, works with the school to provide opportunities for students and families to engage in activities that improve school culture.

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.**

☒ No

☐ Yes

COMMENTS

Each year, staff participate in professional development activities that ensure that school curricula is directly tied to the instructional standards for all content areas. Also, through the PLC process, these curricular decisions are reviewed throughout the year and compared to the instructional data present to determine efficacy. All staff members take part in lesson and unit internalization planning process to ensure access to high quality instruction. Instructional shifts are made as necessary based upon the results of common formative and summative assessments.

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.**

☐ No

☒ Yes

COMMENTS

Evidence based instructional practices are utilized in classroom settings in connection to high quality instructional resources that are directly tied to the Kentucky Academic Standards. To ensure consistency, regular classroom instructional walks are conducted to review the practices that are taking place. School administrators calibrate instructional feedback to ensure consistency when providing support to teachers where practices need improvement.

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

☒ Yes

COMMENTS

Turkey Foot Middle School has a balanced assessment system comprised of district wide common assessments, MAP assessments, individual classroom performance and formative checks, and review of state-wide assessments that take place. The data gained through this process is used to inform instructional practices and plan for academic programming.

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.**

☐ No

☒ Yes

COMMENTS

TFMS reviews all pertinent school data (Common Assessments, MAP, KSA, Behavioral) on a consistent basis in administrative team meetings, teacher PLCs, and SBDM meetings. Meetings have common agendas that enable all parties to provide input and create actionable plans for improvement. In each of these meetings individual student results are discussed and examples of student learning and growth are reviewed.

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

☐ Yes

COMMENTS

TFMS has numerous systems in place to ensure that all data is reviewed, and student successes are celebrated. Additionally, within these groups, work is done to ensure that all students are receiving appropriate supports that will offer them an equitable experience.

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

☐ Yes

COMMENTS

TFMS is designed to ensure that all students have a safe and appropriate learning environment. The school administrative team meets with various stakeholder groups (PTO, SBDM, Staff) to ensure that appropriate steps are being taken to maintain a strong culture of learning and student growth are in place.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_09032025_09:54

2025-2026 Phase Two: School Assurances

Turkey Foot Middle School
Matthew Moore
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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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.

☐ Yes

☐ 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

☐ No

☒ 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

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.

☐ Yes

☐ 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).

☐ Yes

☐ 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)).

☐ Yes

☐ 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)).

☐ Yes

☐ No

☒ N/A

COMMENTS

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)).

☐ Yes

☐ 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).

☐ Yes

☐ 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).

☐ Yes

☐ No

● 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).

☐ Yes

☐ 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).

☐ Yes

☐ 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)).

☐ Yes

☐ 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

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

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.

☐ Yes

☐ No

☒ N/A

COMMENTS

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.

☐ Yes

☐ No

☒ N/A

COMMENTS

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.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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).

☐ Yes

☐ 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.

☐ Yes

☐ 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.

☐ Yes

☐ No

☒ N/A

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.

☐ Yes

☐ 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.

☐ Yes

☐ 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.

☐ Yes

☐ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

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.

☐ Yes

☐ 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).

☐ Yes

☐ 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).

☐ Yes

☐ No

☒ N/A

COMMENTS

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.

☐ Yes

☐ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_09032025_09:55

2025-2026 Phase Three: Comprehensive School Improvement Plan

Turkey Foot Middle School
Matthew Moore
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

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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



TFMS CSIP 25-26

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TFMS CSIP 25-26		• 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*, *Baldrige*, 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):

1. By 2026, Turkey Foot Middle School will increase the percentage of Special Education students scoring Proficient or Distinguished in Reading from 12% 2025 to 21% in 2026.
2. By 2026, Turkey Foot Middle School will increase the percentage of Special Education students scoring Proficient or Distinguished in Math from 13% in 2025 to 23% in 2026.

Strategy:

KCWP 4: Review, Analyze, and Apply Data, KCWP 5: Design, Align, and Deliver Support

Activities:

- Special Education PLC will focus on student IEP goals data, common assessment data, standards mastery.
- Staff will name specific students who are not meeting mastery and will create individualized plans to assist students in reaching the level of the standards assessed.
- Monthly administrative checks to ensure students are receiving necessary services and IEP are based on student need.
- Review of IEP goal attainment.
- Review of established IEP goals and SAS.
- Administrative team will conduct at minimum monthly resource walks to ensure students with disabilities are receiving appropriate rigorous task.
- Administrative team will conduct at minimum monthly walks in the collaborative setting to ensure the collaborative models are being implemented.
- Targeted professional development in the areas of co-teaching, supplementary aides and services, and implementation of math and reading HQIR for new staff.
- 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:

Special Education PLC data analysis and action steps from lead meetings, administrative participation/observation in PLC processes. Student data dashboard, data analysis from PPR walks with a focus on collaborative and resource class. Compliance review data, IEP progress monitoring data.

Funding:

Funding for substitute teachers for professional learning days during the school year. This will be approximately \$1,050.00.

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:

From 2025-2030, Turkey Foot Middle School will increase the reading proficiency (Proficient/Distinguished) from 52% in reading to 76.5% and math from 48% in 2025 to 74% in 2030.

Objective(s):

1. By 2026, Turkey Foot Middle School will increase the reading proficiency (Proficient/Distinguished) from 52% in 2025 to 57% in 2026.
2. By 2026, Turkey Foot Middle School will increase the math proficiency (Proficient and Distinguished) from 48% in 2025 to 54% in 2026.

Strategy:

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

Activities:

- Student participation in conducting data conferences and goal setting for assessments.
- Deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.
- Use protocol for monitoring/documentation of tiered intervention movement for student, continued support, and development of all teachers around the Quality Cycle of Instruction, continue refinement of Common Assessment PLCs.
- Utilize data gathered from Common Formative Assessments that are given across all content areas to ensure that individual standards acquisition is taking place. Utilizing data, instructional shifts will be made to meet each student's needs.
- Develop internalized unit and lesson plans that actively engage students through implementation of the Cycle of Quality Instruction and professional development around best practice strategies.
- Ensure ongoing professional development in best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Continued support and development of all teachers around the Quality Cycle of Instruction, Co-teaching models and continue refinement of Common Formative and Summative Assessments in PLCs.

Progress Monitoring:

PLC agendas to determine expectations and best practice for goal setting, and Goal setting for MAPs. Common/Formative Assessment data dashboards, and data analysis/lesson planning PLCs. PPR walk data, progress checks of students in the MTSS pyramid every 8-10 weeks, Admin team review of data and PLC fidelity. Increase in student engagement as measured by office discipline referrals, analysis of PPR walk feedback to determine instructional focus of staff meetings and PLC focus. Review of the fidelity of MTSS programming and review of the efficacy of the MTSS programs individually.

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:

From 2025 - 2030, Turkey Foot Middle School will increase the proficiency in science from 42% in 2025 to 71% in 2030, in Social Studies Turkey Foot will increase proficiency in Social Studies from 41% in 2025 to 70.5% in 2030 and in writing increase from 54% in 2025 to 77% in 2030 proficient and distinguished.

Objective(s):

1. By 2026, Turkey Foot Middle School will increase the science scores from 42% P/D in 2025 to 47.8% P/D in 2026.
2. By 2026, Turkey Foot Middle School will increase the social studies scores from 41% P/D in 2025 to 46.9% P/D in 2026.
3. By 2026, Turkey Foot Middle School will increase the writing scores from 54% P/D in 2025 to 58.6% P/D in 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

Activities:

- Implementation of the Common Assessment PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data
- Curriculum guides and teacher lesson plans will be reviewed while completing monthly PPR walks to ensure that student task is meeting the level of the standard. Teacher lesson and unit plans will be reviewed weekly by the administrative team.
- Develop internalized unit and lesson plans that actively engage students through implementation of the Cycle of Quality Instruction and professional development around best practice strategies.

- Ensure ongoing professional development in best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Professional learning for science and social studies teachers on the lesson/unit internalization process.
- Utilize data gathered from Common Formative Assessments that are given across all content areas to ensure that individual standards acquisition is taking place. Utilizing data, instructional shifts will be made to meet each student's needs.

Progress Monitoring:

Common/Formative Assessment data dashboards, data/lesson planning PLCs. PPR walk data, Admin/PLC analysis and feedback. Analysis of PPR walk feedback to determine instructional focus of staff meetings and PLC focus.

Funding:

Funding for substitute teachers for release days to attend professional learning opportunities. The expected expense for this would be approximately \$1,800.00.

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

From 2025-2030, Turkey Foot Middle School will attain increase the overall indicator score for English Language Students from 51.8 in 2025 to 75.9 in 2030.

Objective(s):

By 2026, Turkey Foot Middle School will increase the overall English Language indicator from 51.8 in 2025 to 56.62 in 2026.

Strategy:

KCWP 4: Review, Analyze and Apply Data

Activities:

- Conduct Monthly PPR walks and continue to provide professional development to ensure quality instruction for all students.
- Utilization of the district EL Toolkit to provide supports for EL students that allow them equitable access to instruction.
- Develop and deploy a Common Assessment PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.

Progress Monitoring:

Analysis of PPR walk feedback, Analysis of Data during assessment and Instruction PLC meetings. Common formative/summative data dashboards.

Funding:

N/A

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

From 2025-2030, Turkey Foot Middle School will increase the Quality of School Climate and Safety indicator score from 64.7 in 2025 to 82.35 in 2030.

Objective(s):

By 2026, Turkey Foot Middle School will increase the Quality of School Climate and Safety indicator score from 64.7 in 2025 to 68.23 in 2026.

Strategy:

KCWP 6: Establishing Learning Culture and Environment

Activities:

Implementation of SEB programming (Character Strong) within RTI period to support needs of students based on survey results, disciplinary trends, SEB trends, and overall school culture improvement.

Implementation of Calm Classroom twice daily throughout the 2025 school year.

Utilization of the Family Resource Center Coordinator to provide support for school wide PBIS programming and assisting with the needs of individual students and families.

Monthly review of school wide discipline, counseling, and academic trends to identify potential cultural issues within Turkey Foot Middle School.

Progress Monitoring:

Office discipline referrals, administrative team analysis of discipline data, professional learning activities to enhance school climate and culture.

Funding:

Approximately \$3000.00 for PBIS and School Culture programming and incentives.