



KDE Comprehensive School Improvement Plan

**Tichenor Middle School
Erlanger-Elsmere Independent**

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Tichenor Middle School is a sub-urban middle school with approximately 524 students grades sixth through eighth. Tichenor is the only middle school in the Erlanger-Elsmere School District. Our students enter Tichenor from four feeder elementary schools located in the Erlanger/Elsmere communities. All students walk to school; we are a non-bussing district except for our special needs students. Our at-risk population is estimated at 70%. Over the last ten years our demographics have changed due to the revitalization of the area surrounding the Ohio River; our population has increasingly become very transient. We enjoy being a school of diversity; our minority populations comprise approximately 24.5% of the student population. Our school vision describes the philosophy we want to become at Tichenor: "Empowering dreamers to achieve excellence in all facets of life." We are a school experiencing transition from the "stand and deliver" model to a culture of rigor, student engagement, student-led parent teacher conferences, goal-setting, self-monitoring, and standards-based curriculum and grading. We have designed our daily schedule to meet the diverse needs of our students permitting time for enrichment and intervention. We received a federal grant for the next year which will permit our students to be involved with the Professional School Counseling Program. A component of this program is the advisory class period which is embedded into our structured daily schedule. During the advisory period students are engaged in academic, social, and career activities such as Student Success Skills, Individual Learning Plan, service learning, and interpersonal skills. We offer students opportunities to participate in service learning projects, extra-curricular activities, arts and humanities, mentoring and club activities. It is our mission to transition students to be successful academically for the rigor of the high school and 21st Century skills.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

All Tichenor Middle School stakeholders accept the responsibility to provide a quality education for all students in a safe, secure, and positive learning environment. Tichenor Middle School shall provide a quality, accountability-based education in academics, arts, and athletics; producing responsible citizens by equipping all students with global skills, knowledge, understanding, and dispositions required for the 21st Century. As education's focus evolves into a global and diverse market, we need to improve collaborative partnerships with key stakeholders. Administrators, teachers, parents, business leaders, and the external community need to ensure that all students are vested with concepts from academic disciplines, social, and critical thinking skills to successfully function in an ever-changing democratic society. Tichenor Middle School will provide students with the necessary skills to become lifelong learners.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the past three years we have noticed a shift in school culture that welcomes students and provides activities and strategies that foster academic success. We have hired an additional special education teacher and instructional assistant, realigned our schedule utilizing grade-level teams, vertically aligned the curriculum in math, English, and science to increase rigor and expose students to high school content, and continued with a RAMP school counseling program with expansions to reach our at-risk and challenging students. Teachers are meeting on Monday afternoon in designated teams, grade-level teams on Tuesday and Wednesday during team planning to improve instruction, plan rigor and student engagement. Our attendance continues to be 1.5% higher, discipline referrals have lowered, and suspensions have decreased. According to student surveys, students are more actively engaged in the learning and the percentage of hope has increased. Our football team has won the Northern Kentucky Middle School Championship three of the last four out of five years going undefeated the last three years. We have students participating in track, softball, baseball, and cross-country at the varsity level. For the past two years we sponsored an archery program for grades 6-8. We were one of two schools in Kentucky to ever receive a RAMP designation from the American School Counseling Association as our program aligned with the national model for school counseling. Our art program received a grant to visit local art institutions monthly. Two students have auditioned and selected to the District 6 Select Band the last two years. Our students hosted the Northern Kentucky Chamber of Commerce and its member businesses which showcased our school and the improvements we are making. It was our vision to encourage local businesses to partner with us encouraging collaboration between the school and career opportunities. Tichenor sponsored two parent academy nights to help parents understand our grading system and provided a time to ask questions about our transition to being labeled a High Progressing School. The PT3 Committee consisting of Tichenor parents and teachers as well as Youth Service Center sponsored a block party for both the Erlanger and Elsmere Communities; an estimated 1,500 people attended. Over 60 businesses attended providing services for stakeholders and community support. The PT3 committee will host a new parent/teacher session in January 2015. For the past two years, Tichenor Middle School has met AMO on the KPREP assessment. Tichenor continues to implement and expand a school-wide system of behavior PBIS. The Tichenor Middle School Energy Club has won first place in back-to-back state competition and presented nationally at a conference in Washington D.C. Teachers and staff members presented at the SREB national conference in Nashville, Tennessee.

Additional Information

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

The staff at Tichenor Middle School will implement strategies to improve school and community relations by involving parents and community stakeholders. A parent committee will continue to provide input for the CSIP. Each year counselors will meet with parents to discuss ILPs and Explore data; parent academies will be held for all students to discuss K-Prep data, standards-based curriculum and reporting, and ILPs. Tichenor Middle School will collaborate with the elementary schools, high school, parents and community members to promote successful transitions into and out of middle school. Tichenor will also utilize a PT3 group in collaboration with Pritchard Committee in January to improve school-community relations. Tichenor will continue structured activities for students after school through partnerships with the Boys and Girls Club of Greater Cincinnati, the PEP grant, and an after school meal program.

Tichenor MS 2014-2015 CSIP

Overview

Plan Name

Tichenor MS 2014-2015 CSIP

Plan Description

Tichenor MS 2014-2015 CSIP

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Proficiency in Next Generation Learners Overall Score	Objectives: 4 Strategies: 13 Activities: 41	Organizational	\$16000
2	Proficiency in Next Generation Instructional Programs and Support	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$0
3	Continuous Instructional Improvement through Next Generation Professionals	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$800

Goal 1: Proficiency in Next Generation Learners Overall Score

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Achievement Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

Strategy 1:

Instructional Improvement - Improving the instructional strategies and implementation of core content teachers will be able to increase student achievement. Using goal setting, student engagement, feedback, and formative assessment teachers will increase rigor and relevance of instruction.

Category: Continuous Improvement

Research Cited: According to research by Marazno, Stiggins, and DuFours teacher effectiveness represents 67% of student achievement.

Activity - Functional PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tichenor MS staff meets twice a week (Tuesday Meeting and Team Meetings) to discuss best practices for instruction and analyze student data. The Learning Leaders Team is currently involved in a book study, Improving Professional Learning. Teachers will collaborate to improve common assessments, goal setting, planning, feed back, reflection, differentiation of instruction and questioning strategies.	Professional Learning	07/01/2014	07/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, Instructional Assistants, and Learning Leaders

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department team meetings take place a minimum of once a month to discuss vertical allignment, best practice and student achievement.	Professional Learning	07/01/2014	07/01/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, and Learning Leaders

Activity - Observation and Modeling of Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be observing exemplary classroom teaching in and out of our district; Science will be in collaboration with a KDE representative . Effective teachers within the building will be observed by other teachers to improve instruction. Teachers will continue to receive instructional rounds training when provided the opportunity through the district.	Professional Learning	07/01/2014	07/01/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, and district personnel.
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Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive professional learning based on feedback from district instructional rounds. Teachers will then use the feedback for continuous instructional improvement. When provided the opportunity by the district teachers will be trained to do professional rounds.	Professional Learning	07/01/2014	07/01/2016	\$2500	General Fund	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers

Strategy 2:

Standards Based Grading - Students, parents, and staff will receive instruction on Standards-based curriculum and grading. Students will be able to know exactly where they are in the learning; where I am now, where I need to go, and how do I get there. Students will be engaged in the learning, self monitoring and self-evaluation.

Category: Learning Systems

Research Cited: The staff at Tichenor has been provided professional learning by Dr. Tom Guskey, University of Kentucky.

Activity - Staff Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning related to Standards-Based Grading. A book study was conducted using the Seven Strategies of assessment by J. Chappuis; new teachers will be required to read the Chappuis book. Teachers will develop rubrics, deconstruct standards, align curriculum, design student-friendly learning targets, and develop curriculum guides to connect student learning with standards-based grading. Teachers will also participate in the parent academy which is held twice a year.	Professional Learning	08/13/2013	07/01/2015	\$1500	School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers

Activity - Parent Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were provided the opportunity to attend two parent academies. The academies provided information and education related to standards-based curriculum and grading. Tichenor staff visited each elementary school in the district to discuss standards-based grading and the transition from elementary to middle school.	Parent Involvement	04/01/2014	07/01/2016	\$1500	School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers

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Activity - Student Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide assemblies were held to emphasize the importance and philosophy of standards-based education for students. Teachers instructed their students on standards-based grading through communicating expectations and discussing report cards. Teachers developed a process of student-lead conferences to involve parents and students in their child's standards-based education.	Academic Support Program	07/01/2014	07/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Counselors, Instructional Coach, Teachers

Activity - Parent and Volunteer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The YSC coordinator will investigate the possibility of providing volunteer classes for parents. Parents would participate in groups to become more aware of grading, student involvement, and student expectations in order to lead other parents. We are hoping to develop more parent leaders at Tichenor. We will also be meeting with the Director of Special Education to discuss the need for parents to become advocates for students.	Community Engagement	11/24/2014	07/01/2016	\$1000	General Fund	YSC Coordinator, Community Stakeholders, Staff, Administrators, Special Education Director, and District Staff

Strategy 3:

Professional School Counseling Program - The Professional School Counseling Program will collaborate with teachers, staff, and families to assist in removing and minimizing barriers that affect student achievement. Counseling services are delivered through individual counseling, group counseling, classroom guidance, and collaboration with teachers and outside agencies.

Category: Continuous Improvement

Research Cited: We follow the American School Counseling Association standards and maintain our recognized RAMP designation.

Activity - Student Success Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional School Counselors will utilize data from multiple sources to conduct small group counseling using the Student Success Skills program. Professional School Counselors will analyze data to determine the impact of this program on student achievement and revise groups as necessary. Teachers will be trained in the Student Success Skills program and will implement classroom materials into their advisory periods.	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Professional School Counseling staff, teachers, administrators

Activity - Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional School counselors will conduct and organize student conferences to analyze student test data including prior K-Prep scores, Explore, MAPs, etc. Professional School Counselors will use this data for both long-term goal-setting and planning, as well as short-term goal-setting and planning to improve academic success.	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Professional School Counseling staff, teachers, administrators
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Strategy 4:

Scheduling - It is the belief that intentional and annual review of the master schedule is necessary to meet the academic needs of our students. After triangulating the data, students will be appropriately placed to receive enrichment or intervention according to their skill level.

Category: Learning Systems

Activity - Scheduling Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in December the Scheduling Team will meet routinely to analyze data and begin making scheduling decisions for the 2014-2015 school year. Data from the ESS Team and the Data Team will be analyzed to make changes in the master schedule; the schedule will be discussed with each department for approval.	Policy and Process	12/01/2014	07/01/2015	\$0	No Funding Required	Administrative Team, Scheduling Team, learning Leader Team, Data Team, ESS Team, and all teachers. The scheduling team will consist of parents; SBDM will be involved in the creation of the new schedule.

Measurable Objective 2:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

Strategy 1:

Reduce Barriers to Learning - The at-risk population of Tichenor Middle School is 70%; this change has occurred over a ten year period. Students have accepted the philosophy that "failure is an option," in order to improve student achievement the attitude, climate and environment of the school needs improvement. By involving parents, teachers, staff, and external school community we will improve the image of the school. It is the hope that the change in student mind-set will provide a learning environment that is conducive to learning.

Category: Continuous Improvement

Research Cited: Research by the following support student and parent engagement: Marzano, Stiggins, Strong, Kafele, and Chappuis.

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Activity - Special Education Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach/Administrative designee will meet with special education teachers weekly to discuss service delivery. IEPs will be reviewed consistently to assure appropriate modifications and research-proven specially designed instruction. Each students' schedule will be determined by student need for intervention or enhancement. Teachers will broaden the continuum of services received by students. Professional learning will be provided for reading and writing skills.	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Principal, Instructional Coach, Content Teachers, support staff, Reading/writing consultant, and Sp. Ed. Teachers
Activity - Professional School Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A comprehensive professional school counseling program will be developed for Tichenor Middle School. The program will be modeled using the American School Counselor Association domains: Academic, Personal/Social, and Career. Professional School Counselors will conduct an annual school-wide needs assessment and organize small group counseling, individual counseling, and advisory (whole-school) lessons to address the determined needs each school year on both proactive and reactive levels.	Academic Support Program	08/15/2012	05/23/2014	\$0	No Funding Required	Professional School Counseling staff.
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level academic team meetings (ATM) will be held at least monthly to identify students needing intervention and intervention monitoring based upon MAP assessment, teacher common assessments, behavior data, counseling data, attendance data, and discuss strategies to enhance academic achievement. Plans will be developed for each student outlining the interventions as well as monitoring to demonstrate proficiency.	Academic Support Program	08/13/2014	07/01/2015	\$0	No Funding Required	Tichenor Staff and Support Services
Activity - Improve School Culture and Learning Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The following are a list of programs and strategies that are used to improve school culture and create a positive learning environment for students, parents, external stakeholders, and staff: PBIS, Yearly Home Visits, Parent academy, SPRICK, Advisory Time for Fostering Relationships, Tichenor/Bartlett Program, Boys and Girls Club; Children, Inc., Other After-school Activities, Youth Service Center coordination of mentoring and assistance programs.	Academic Support Program	08/15/2012	07/01/2015	\$1000	General Fund	Administrators, Counselors, Teachers, Support Staff, Instructional Coach, YSC Coordinator, Children, Inc., PEP Grant Activities, and Boys/Girls Club

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Activity - Community Outreach and Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff at Tichenor Middle School has implemented strategies to improve school and community relations by involving parents and community stakeholders. Parent committees have been formed to provide input for the CSIP, scheduling, dress code, and data. A tour of the building was conducted by students and staff for the Northern Ky. Chamber of Commerce in order to provide opportunity to partner. Each year counselors will meet with parents to discuss ILPs and Explore data; "parent academies" will be held for all students to discuss K-Prep data, standards-based curriculum and reporting, and ILPs. Tichenor Middle School will collaborate with the elementary schools, high school, parents and community members to promote successful transitions into and out of middle school. Tichenor teachers are meeting with the high school and collaboration with Advance Ky. to align the language arts, math, and science curriculum. Tichenor will also be implementing a PT3 group in collaboration with Pritchard Committee again this year in January 2015. We held our "community block party" for the second year with over 1,500 community members in attendance; we will continue this form of out-reach.	Parent Involvement	08/15/2012	08/22/2015	\$1500	School Council Funds	Administration , Teachers, Counselors, District Office, Elementary and High School Staff, Parents, Community Members, YSC, Boys and Girls Club and PT3 Committee..

Activity - Tichenor/Bartlett Collaboration Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The designated school counselor in collaboration with the Bartlett Center will work using the domains of the ASCA program to work with targeted students to improve skills that will improve academic achievement. Teachers and staff will be informed of the program as well as the support and collaboration needed for student success. Weekly monitoring and monthly meetings with Erlanger/Elsmere District, Bartlett, and Tichenor staff will be conducted to discuss interventions, needs, and celebrations.	Behavioral Support Program	07/01/2014	07/01/2015	\$0	General Fund	Teachers and Counselors

Activity - Mentoring program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring programs will be implemented to target students not meeting benchmarks in all content areas. Tichenor will collaborate with Lloyd High School and community agencies and staff to provide support for academic as well as social/emotional needs. Times for meetings will be flexible to accommodate student and mentors' schedules. Collaboration between regular classroom teacher and mentor will be coordinated through the family resource center.	Academic Support Program	01/05/2015	06/01/2016	\$1000	General Fund	Instructional coach, teachers, administration , FRYSC, and community partners.

Strategy 2:

Improve Literacy and Numeracy Skills - By providing students with the LDC and MDC Learning Models, Accelerated Math, FastForward, and Mango Language, students will improve language arts and math achievement. Staff will collaborate with NKCES to improve instruction of curriculum. Students have been scheduled for a 45 minute intervention period; placement will be determined by the data. The LDC model will be used across the curriculum; professional learning will be provided by the language arts department.

Category: Continuous Improvement

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Activity - Literacy Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade level teams are using the LDC model for instruction to improve rigor. A team meets with SREB representatives monthly to integrate strategies and skills; the team shares the information with the staff. A LDC schedule is collaborated with all interdisciplinary departments in order to assure fidelity. A rubric has been developed by the students to provide feedback on their work; exemplary examples are shared and students discuss and assess other work. All grade level language arts classes have been aligned in collaboration with Advance Ky. AP Initiative. The Fastforward Program is being used for both enrichment and intervention purposes. LDC initiatives are all research-based Tier 1 activities involving all students.	Academic Support Program	08/15/2011	07/01/2015	\$0	No Funding Required	Instructional Coach, Administrator s, FF Teacher, and all Teachers.
Activity - Numeracy Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department is expanding research-based instruction to include MDC model and Accelerated Math Program as Tier 1 Initiatives for all students. A team of teachers are trained by the SREB staff as an on-going basis then the team trains the other staff members. (Train the Trainer Model)	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Assistant Principal, Instructional Coach, Sp. Ed. Teacher, Support Staff, and Math Department
Activity - Collaboration with NKCES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tichenor is collaborating with the Norther Kentucky Cooperative for Educational Services for the 6th, 7th, and 8th grade teachers in Language Arts and Math. The NKCES is providing observation opportunities and feedback to teachers in order to improve instruction. A NKCES behavioral specialist is consulting with teachers to improve classroom management. The math department is meeting to analyze data and provide feed back on instructional practices with the ISLN.	Professional Learning	08/15/2012	07/01/2015	\$0	No Funding Required	Language Arts Teachers, Math Teachers, Instructional Coach, Administrator s, NKCES Consultants, and ISLN Math Staff, SREB
Activity - On-demand writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All classes in grades 6th, 7th and 8th will receive a prompt for on-demand writing. Students will utilize this time to practice timed writing during flex time. Teachers and staff will grade writing pieces using a rubric that was developed by teachers. Feedback will be given to every student for conferences to improve and strengthen writing.	Academic Support Program	01/05/2015	06/01/2016	\$0	No Funding Required	All teachers, principals, instructional coach, district support staff, and administrators
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Strategy 3:

Strengthening PLCs - PLCs will be strengthened through embedded professional learning and intentionally scheduled time.

Category: Professional Learning & Support

Research Cited: Learning Forward

Activity - Higher level thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning will be provided through teams and department PLCs to effectively understand special education needs, review instructional strategies, and provide opportunities to control their own learning.	Academic Support Program	08/06/2014	08/14/2015	\$1000	District Funding	Data retreat team, teachers, learning leadership team, and administrative team.

Measurable Objective 3:

collaborate to achieve typical to high growth by 06/30/2015 as measured by the overall Growth Score, Reading and Math Typical Growth scores, and individual student growth scores.

Strategy 1:

Enrichment - After analyzing the data, students will be given the opportunity to take advance classes at the high school; the master schedule was created so that students were enrolled in courses meeting their individual skill level. Data analysis will continue through progress monitoring, RTI, PSCP, and data team. The data will be used to foster student goal setting, feedback, and engagement. The data team will advise committees on decision making that will be focused on student learning and achievement.

Category: Continuous Improvement

Research Cited: American School Counseling Association domains will be followed and monitored by Dr. Zyromski, NKU.

Activity - Advanced Course Offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In collaboration with the high school, students will be permitted to schedule classes in Algebra, Science, Spanish, Chorus, and Band at the high school level. Students must have completed the required coarse work and pass a qualifying assessment.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals, Teachers, and Counselors will monitored student progress during and at the end of the semester. Students will be required to pass the summative assessment for credit.</p>
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Activity - Scheduling of AH/PLCS Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The daily schedule was designed so that all students will participate in Arts Humanities and Practical Living. Students were also placed according to need and interest. Offerings were developed to give students opportunity to make selections according to interest.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>07/01/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration , Counselors, and Teachers. Students will be monitored through the use of formative and summative assessment and continued evaluation of the Program Reviews.</p>

Activity - Gifted and Talented Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Gifted Talented Program is being delivered across the curriculum. Students do meet together for instruction, programs, and field trips. The SBDM has designated a staff member trained and certified in GT to monitor the program. Students gifted in art are scheduled for advance art.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>07/01/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration , Teachers, Gifted/Talented Teacher, Art Teacher, Arts Humanities and Practical Living Staff. Students are monitored by the Gifted/Talented Teacher and District Coordinator.</p>
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Strategy 2:

Data Analysis - Data analysis will be continuously monitored the Tichenor data team and the SBDM Council. Data will support scheduling, professional learning, enrichment and interventions, and decision making. The data team will work under the PSCP.

Category: Continuous Improvement

Research Cited: American School Counseling Association.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Tichenor Middle School RTI has been entitled "ATM." Each grade level team holds monthly or "as needed" ATM meetings to discuss students who are not successful. The team analyzes common assessments, formative and summative data, teacher data, MAP assessment data, attendance data, and behavioral data to plan interventions. The team consist of classroom teachers, administrators, counselors, FRC coordinator, Sp. Ed. teacher, ESL teacher, and other resource staff if needed. After discussion and review of the data an individual plan is developed for the student. The plan will be monitored by the classroom teacher; the teacher will be responsible for up-dating the team. An ATM meeting can be called if strategies, support services, and instruction need to revised to assure success. Data will be monitored through CIITS.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>07/01/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration , Counselors, Teachers, FRC Coordinator, Special Teachers, and support staff. The regular classroom teachers will monitor progress then report to the ATM team. Support staff will monitor the use of needed systems, strategies, or programs.</p>

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tichenor Middle School Data team will collaborate with other school staff to analyze data to drive instruction and Reponse to Intervention. Data will include MAPs testing three times a year as a universal screener and for strategic monitoring, identification of areas of improvement, and recording and monitoring student academic growth. Teachers can also use AIMSweb probes for regular assessment of skills to drive Response to Intervention practices. Data will be presented regularly in ATM meetings to monitor growth and will determine whether current intervention practices have been successful. School staff will also use materials from this year's SPRICK training on behavior to measure behavioral data by utilizing baseline measures and comparing with post-intervention data.	Academic Support Program	08/15/2012	05/23/2014	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, Teachers, Instructional Assistants, Special Education Staff
Activity - Professional School Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Professional School Counseling Staff at Tichenor Middle School will work in conjunction with NKU to incorporate evidence-based practices into Tichenor's comprehensive developmental school counseling program. This may include using data to evaluate sections of the school counseling program and its effectiveness on reducing behavioral incidents, increasing attendance, and improving academic achievement, which are the goals of the TMS Counseling program. The Professional School Counseling staff has divided up to assign a counselor to work with the students and staff of one grade each to identify skills students may be lagging, which have lead to behavioral difficulties. The Professional School Counseling staff will work to create a proactive approach in teaching students these skills and working with teachers and students to encourage their success in the classroom. Professional School Counseling staff will also collaborate with teachers and administrators by serving on committees such as PBIS and the scheduling committee to help analyze data to review program effectiveness and promote growth towards students academic and behavioral goals.	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Professional School Counseling Staff, Dr. Zyromski (NKU), Instructional Coach, Teachers, Instructional Assistants, Special Education Staff, Parents
Activity - Data Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Tichenor Middle School

<p>The Tichenor Data Team is responsible for analyzing MAP Data, Teacher Assessment Data, K-Prep Data, Attendance Data, Explore Assessment Data, Student and Teacher Survey Data as well as other determined data needs. The team is responsible to review data providing information to ad hoc committees approved by the SBDM. The information will be used in decision making, monitoring of programs, and professional learning. The team recommends the effectiveness of strategies, instruction, programs, and activities upon academic achievement. The Data Team will inform all stakeholders the results of assessment data; discuss needs and celebrations. The purpose of the data team is to provide Tichenor Middle School stakeholders vital informational data that will drive instruction and academic achievement.</p>	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Administrator s, teachers, parents, counselors, instructional coach, and district staff. All stakeholders will analyze and monitor data to assure academic achievement.
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Strategy 3:

Student Goal Setting and Feedback - After analysis of data and student feedback, students and staff will set goals providing direction for targeted instruction.

Category: Learning Systems

Activity - Classroom Integration of MAP Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>As a district we use the MAP Assessment as an interium assessment/summative assessment to evaluate student learning and curriculum alignment. MAP assessment has become a vital instrument for students and teachers to assess learning. At the beginning of each assessment period students review the MAP data with teachers in order to set goals; teachers provide feedback with all students. Teachers and students discuss the results then determine the "next steps" for students to be successful. Students also self-assess their progress and monitor progress toward their set goal. Teachers and students design the path for success; students understand their strengths and improvements as related to the MAPs data. The language arts, math, and science departments use goal worksheets to assist students in setting goals. Our instructional coach schedules MAP assessment to be completed with the content teachers; students are encourage to model MAP goal setting in all classes. The data team utilizes the data to determine student and class needs; MAP data is also used to help schedule our students for enrichment and intervention.</p>	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Administration , counselors, teachers and staff, instructional coach, and district data team all monitor the results. The results are discussed by the Tichenor staff and district staff for fidelity.

Activity - Goal Setting Instruction for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Tichenor Middle School

Students discuss common assessments, K-Prep data, MAP assessment, Explore data, attendance and behavioral data to determine goals. Teachers and staff provide the feedback for students; teachers have instructed students in the purpose for goal setting. Our students are encourage to goal set in all content areas; we want students to understand the purpose as well as the significance for goal setting. Students have been provided goal setting worksheets. We conduct two "parent academy" opportunities to explain our standards-based curriculum and grading. During the academy opportunities we explain goal setting; it is important that parents support student goal setting and help model the behavior outside the school setting.	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Administration , teachers and staff, counselors, instructional coach
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Measurable Objective 4:

collaborate to increase the percentage of 8th graders that are College Ready to 65% by 06/30/2015 as measured by the overall College Readiness Score and related data.

Strategy 1:

Professional School Counseling Program - The ASCA national model domains are being used to drive the Advisory Program. These domains encompass academic, personal social and career areas. Through the advisory program students will build relationships, learn goal setting, and develop skills needed to make successful choices and become colleged and career ready.

Category: Professional Learning & Support

Activity - Student Conferences and Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Professional School Counseling staff will design, organize and collaborate individual student conferences to focus on goal setting. Counselors will utilize data from Explorer, MAP, standards based grading, ILP and ILP information to guide students to make informed decisions about their future.	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, School Counseling staff, teacher advisors

Activity - Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional School Counselors will collaborate with Teacher Advisors to develop a curriculum of daily advisory activities based on the ASCA National model that will encompass academic, personal/ social and career domains. These activities will help students develop necessary skills to make decisions for a successful educational future and build healthy relationships with peers and adults.	Academic Support Program	08/15/2012	07/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

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Strategy 2:

EXPLORE Preparation and Analysis - The use of the Explorer test is becoming instrumental in educating students at Tichenor MS. To use the Explorer data effectively Tichenor is increasing efforts to educate parents, prepare students and educate teachers in the integration of the quality core standards in instruction.

Category: Continuous Improvement

Activity - Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional School Counselors will collaborate with the 8th grade Teacher Advisors to design and implement activities to prepare students for taking the Explorer test. Activities will also be designed to assist students and parents in analyzing Explorer data and prepare for future ACT testing.	Academic Support Program	08/13/2014	08/14/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

Activity - Parent and Student Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional School Counseling Staff and other administrators from Middle School and High School will provide educational opportunities outside of the school day to parents and students. These opportunities will provide information regarding the Explore Test and how to use the results for future academic decisions. Professional school counselors will provide additional activities regarding the Explore to be used for both Advisory class and individual conferencing.	Career Preparation/Orientation	08/13/2014	08/14/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

Activity - Integration of EXPLORE Standards Into Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to Explore / ACT resources, including release questions and standards, to incorporate into instructional planning and classroom activities. Teachers will use Explore data to guide instruction.	Academic Support Program	08/13/2014	10/01/2015	\$1500	School Council Funds	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher

Activity - Teacher Orientation to EXPLORE Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Tichenor Middle School

Professional School Counselors will develop activities to provide teachers with hands on experience to gain familiarity with the Explore Test and it's content. Activities will also encompass how to read Explore results and college and career readiness data so they can assist in guiding students.	Academic Support Program	08/13/2014	08/14/2015	\$1500	General Fund	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
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Strategy 3:

Career Exploration and Planning - Students at Tichenor Middle School will become career ready through exploration activities and daily instruction. Collaboration with the Youth Service center and other outside organizations will provide students with opportunities for exposure to a variety of careers. ILP activities and instruction through the advisory classes will be instrumental.

Category: Career Readiness Pathways

Activity - Exposure and Opportunity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a variety of activities to expose and build background knowledge in career development. These opportunities include field trips to colleges, guest speakers, and collaboration with YSC.	Career Preparation/Orientation	08/13/2014	07/01/2016	\$2000	General Fund	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers, Youth Service Coordinator.

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given weekly opportunities to utilize the resources on the Individual Learning Plan (ILP) for career development. Advisors will guide their advisory groups in completing students' ILPs and using it as a valuable resource to research careers, colleges, set goals, and understand individual learning styles. Students will take the knowledge gained from ILPs and apply it towards making successful decisions for their futures.	Career Preparation/Orientation	08/13/2014	08/14/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, and Teacher Advisors.

Activity - Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tichenor Middle School

All students at Tichenor Middle School will be given the opportunity to participate in career development activities through the advisory period. Students will utilize the Career of the Week feature of the ILP to build background knowledge in gaining exposure to careers. Students in 6th, 7th and 8th grade will also have weekly time in computer labs to participate in guided ILP activities with their teacher advisors.	Career Preparation/Orientation	08/13/2014	08/12/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, Teacher Advisors, Youth Service Center Coordinator.
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Goal 2: Proficiency in Next Generation Instructional Programs and Support

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency in the overall score on each component of the Next Generation Instructional Programs and Support by 06/30/2015 as measured by annual Program Reviews and the Unbridled Learning Accountability Model.

Strategy 1:

Arts and Humanities - Tichenor Middle School teachers will improve the Arts and Humanities Program by focusing on Arts and Humanities standards in elective classes as well as embedding arts and humanities standards into core content areas.

Category: Integrated Methods for Learning

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff at Tichenor Middle school will evaluate the current schedule and develop a system to ensure that each student at TMS will receive a H & H class a minimum of one time per year. The Arts and Humanities teachers at Tichenor Middle School will formalize the curriculum based on H & H standards. An increased emphasis on the disciplines of drama and dance will be incorporated into current classes or new classes will be developed. Other content areas will embed Arts and Humanities standards into their curriculum.	Academic Support Program	01/03/2013	06/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Strategy 2:

Writing - Tichenor Middle School teachers will increase the number of opportunities for students to write as well as increase the quality of writing instruction.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Activity - Opportunities for Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at Tichenor Middle School will provide students with multiple opportunities for writing. A schedule for LDC modules will be established to span the school year and will cover all content areas. Students will have the opportunity for real world writing experiences, including publishing, through school activities and community involvement.	Direct Instruction	01/07/2013	06/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tichenor Middle School teachers will improve the writing instruction for students by using a common annotation system across content areas and grade levels, use a common peer editing process and establish PLC's to discuss writing prompts. Use of exemplar models, rubrics and goal setting will be implemented to improve the quality of student writing.	Direct Instruction	01/04/2013	07/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Strategy 3:

Practical Living / Career Studies - The Practical Living and Career Studies teachers will continue to meet to revise the Program Review according to the data.

Collaboration will continue with the YSC Coordinator to provide support for Career Studies continuing the Reality Store; community outreach to provide opportunities for students to be exposed to different career opportunities. Continued work using the PLP for all students.

Category: Career Readiness Pathways

Research Cited: ...

Activity - Consumerism	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at Tichenor Middle School will review current curriculum in social studies and language arts and embed consumerism concepts into those content areas. Opportunities for real world application of consumerism concepts will be addressed through school activities and partnership with community organizations.	Direct Instruction	01/07/2013	06/01/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, teachers,

Activity - Career Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tichenor Middle School

Teachers at Tichenor Middle School will address career education through the Advisory Program and weekly Advisory class. The Advisory curriculum will address the career standards and exploring various careers on a weekly basis. Service learning projects and Reality Store will provide students with real world experiences. Tichenor Middle School staff will also secure guest speakers to address career exploration standards. Initial activities to establish a business partner have already been conducted.	Career Preparation/Orientation	01/07/2013	06/08/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
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Activity - Health / Physical Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. Implementation of the PECAT assessment for the Physical Education curriculum will be used to ensure the PE curriculum is aligned to the KCAS for practical living. Academic activities will embed Language Arts / Writing and Math content into both curriculums.	Direct Instruction	01/07/2013	06/08/2015	\$0	Other	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Strategy 4:

Advisory Committees/PLC's - Participation in district-wide advisory committees and professional learning communities for Arts and Humanities and Practical Living/Career Studies will assist the school in addressing areas in need of improvement, serve to strengthen proficient areas of the programs, and increase collaboration among the Arts and Humanities and Practical Living/Career Studies teachers across the district.

Category: Professional Learning & Support

Activity - AH and PL/CS Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities Advisory Committee and Practical Living/Career Studies Advisory Committee. Monthly meetings will be held with this group to discuss areas in need of improvement and advise the Arts and Humanities and Practical Living/Career Studies Programs of each school.	Academic Support Program	09/04/2013	06/08/2015	\$0	No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

Activity - AH and PL/CS PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tichenor Middle School

Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities PLC and Practical Living/Career Studies PLC. Monthly meetings will be held with this group to discuss best practice, align curriculum across the district, and collaborate on district-wide and/or multi-school projects and events.	Professional Learning	09/04/2013	06/08/2015	\$0	No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers
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Strategy 5:

Professional Development Specific to the Arts and Practical Living/Career Studies - Providing specific professional development for Arts and Humanities and Practical Living/Career Studies teachers will serve to strengthen their instruction and, in turn, strengthen the program as a whole.

Category: Professional Learning & Support

Activity - Professional Development for the Arts and Practical Living/Career Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly professional development opportunities will be held during the school year. The professional development will be specific to the needs of the Arts and Humanities and Practical Living/Career Studies teachers across the district.	Professional Learning	08/13/2014	08/14/2015	\$0	District Funding	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

Goal 3: Continuous Instructional Improvement through Next Generation Professionals

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to ensure continuous instructional improvement by 05/15/2015 as measured by completion of required professional development hours.

Strategy 1:

Specialized Professional Development - Teachers will improve their ability to provide quality instruction through professional development connected to the Teacher Professional Growth and Effectiveness Framework

Category: Professional Learning & Support

Research Cited: Charlotte Danielson's Framework for Teaching

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Activity - Mandatory and Flexible Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development programs which will enable them to be effective teachers according to the Teacher Professional Growth and Effectiveness Framework	Professional Learning	07/01/2012	06/20/2014	\$0	School Council Funds	Bryant Gillis

Activity - CIITS Training and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for staff in the various components of CIITS and implementation in accordance with the Erlanger-Elsmere Schools Scope of Work	Professional Learning	08/15/2012	06/30/2015	\$0	Other	Bryant Gillis

Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will begin orientation/training/certification/implementation practices related to state-mandated PGES evaluation system. Training will be utilized at the school level as Principal begins orienting self/staff to the new requirements of state evaluation.	Professional Learning	07/01/2013	06/30/2014	\$800	Race to the Top	District and School administrations

Measurable Objective 2:

collaborate to ensure continuous instructional improvement by 04/30/2015 as measured by the Professional Growth and Effectiveness System.

Strategy 1:

Implementation of PGES - PGES information has been implemented during PLC meetings, Leadership Weekly Meetings, and regular faculty meetings as well as district coordinated activities by district staff.

Category: Teacher PGES

Activity - Self-Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were provided professional learning about the PGES self reflection. Teachers were given the time to develop and complete the self reflection in CIITS. Feedback was provided as needed.	Professional Learning	08/12/2014	05/29/2015	\$0	No Funding Required	School Administration, District Support Staff, and Teachers

Activity - PGP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning was provided for all teachers on the development of the PGP. Teachers develop the PGP in CIITS. Feedback was provided.	Professional Learning	09/29/2014	05/29/2015	\$0	No Funding Required	Administration, District Support Staff, and Teachers

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Tichenor Middle School

District professional learning for all teachers on the student growth goal process.	Professional Learning	11/03/2014	05/29/2015	\$0	No Funding Required	KDE staff, District Staff, and Administrators
Activity - On-going PGES Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive on-going learning and support through individual conferences, training for learning leaders, professional development for OPGES, team meetings, and on-going district support	Professional Learning	08/13/2014	07/01/2015	\$0	No Funding Required	Administrators, district staff, and teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tichenor/Bartlett Collaboration Program	The designated school counselor in collaboration with the Bartlett Center will work using the domains of the ASCA program to work with targeted students to improve skills that will improve academic achievement. Teachers and staff will be informed of the program as well as the support and collaboration needed for student success. Weekly monitoring and monthly meetings with Erlanger/Elsmere District, Bartlett, and Tichenor staff will be conducted to discuss interventions, needs, and celebrations.	Behavioral Support Program	07/01/2014	07/01/2015	\$0	Teachers and Counselors
Instructional Rounds	Teachers will continue to receive professional learning based on feedback from district instructional rounds. Teachers will then use the feedback for continuous instructional improvement. When provided the opportunity by the district teachers will be trained to do professional rounds.	Professional Learning	07/01/2014	07/01/2016	\$2500	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers
Parent and Volunteer Training	The YSC coordinator will investigate the possibility of providing volunteer classes for parents. Parents would participate in groups to become more aware of grading, student involvement, and student expectations in order to lead other parents. We are hoping to develop more parent leaders at Tichenor. We will also be meeting with the Director of Special Education to discuss the need for parents to become advocates for students.	Community Engagement	11/24/2014	07/01/2016	\$1000	YSC Coordinator, Community Stakeholders, Staff, Administrators, Special Education Director, and District Staff
Exposure and Opportunity	Students will participate in a variety of activities to expose and build background knowledge in career development. These opportunities include field trips to colleges, guest speakers, and collaboration with YSC.	Career Preparation/Orientation	08/13/2014	07/01/2016	\$2000	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers, Youth Service Coordinator.

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Improve School Culture and Learning Environment	The following are a list of programs and strategies that are used to improve school culture and create a positive learning environment for students, parents, external stakeholders, and staff: PBIS, Yearly Home Visits, Parent academy, SPRICK, Advisory Time for Fostering Relationships, Tichenor/Bartlett Program, Boys and Girls Club; Children, Inc., Other After-school Activities, Youth Service Center coordination of mentoring and assistance programs.	Academic Support Program	08/15/2012	07/01/2015	\$1000	Administrators, Counselors, Teachers, Support Staff, Instructional Coach, YSC Coordinator, Children, Inc., PEP Grant Activities, and Boys/Girls Club
Mentoring program	Mentoring programs will be implemented to target students not meeting benchmarks in all content areas. Tichenor will collaborate with Lloyd High School and community agencies and staff to provide support for academic as well as social/emotional needs. Times for meetings will be flexible to accommodate student and mentors' schedules. Collaboration between regular classroom teacher and mentor will be coordinated through the family resource center.	Academic Support Program	01/05/2015	06/01/2016	\$1000	Instructional coach, teachers, administration, FRYSC, and community partners.
Teacher Orientation to EXPLORE Test	Professional School Counselors will develop activities to provide teachers with hands on experience to gain familiarity with the Explore Test and it's content. Activities will also encompass how to read Explore results and college and career readiness data so they can assist in guiding students.	Academic Support Program	08/13/2014	08/14/2015	\$1500	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
Total					\$9000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES Training	Principal will begin orientation/training/certification/implementation practices related to state-mandated PGES evaluation system. Training will be utilized at the school level as Principal begins orienting self/staff to the new requirements of state evaluation.	Professional Learning	07/01/2013	06/30/2014	\$800	District and School administrations
Total					\$800	

District Funding

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

Tichenor Middle School

Professional Development for the Arts and Practical Living/Career Studies	Monthly professional development opportunities will be held during the school year. The professional development will be specific to the needs of the Arts and Humanities and Practical Living/Career Studies teachers across the district.	Professional Learning	08/13/2014	08/14/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers
Higher level thinking	Professional learning will be provided through teams and department PLCs to effectively understand special education needs, review instructional strategies, and provide opportunities to control their own learning.	Academic Support Program	08/06/2014	08/14/2015	\$1000	Data retreat team, teachers, learning leadership team, and administrative team.
Total					\$1000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mandatory and Flexible Professional Development	Teachers will attend professional development programs which will enable them to be effective teachers according to the Teacher Professional Growth and Effectiveness Framework	Professional Learning	07/01/2012	06/20/2014	\$0	Bryant Gillis
Parent Education	Parents were provided the opportunity to attend two parent academies. The academies provided information and education related to standards-based curriculum and grading. Tichenor staff visited each elementary school in the district to discuss standards-based grading and the transition from elementary to middle school.	Parent Involvement	04/01/2014	07/01/2016	\$1500	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers
Staff Education	Staff will participate in professional learning related to Standards-Based Grading. A book study was conducted using the Seven Strategies of assessment by J. Chappuis; new teachers will be required to read the Chappuis book. Teachers will develop rubrics, deconstruct standards, align curriculum, design student-friendly learning targets, and develop curriculum guides to connect student learning with standards-based grading. Teachers will also participate in the parent academy which is held twice a year.	Professional Learning	08/13/2013	07/01/2015	\$1500	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Community Outreach and Parent Involvement	The staff at Tichenor Middle School has implemented strategies to improve school and community relations by involving parents and community stakeholders. Parent committees have been formed to provide input for the CSIP, scheduling, dress code, and data. A tour of the building was conducted by students and staff for the Northern Ky. Chamber of Commerce in order to provide opportunity to partner. Each year counselors will meet with parents to discuss ILPs and Explore data; "parent academies" will be held for all students to discuss K-Prep data, standards-based curriculum and reporting, and ILPs. Tichenor Middle School will collaborate with the elementary schools, high school, parents and community members to promote successful transitions into and out of middle school. Tichenor teachers are meeting with the high school and collaboration with Advance Ky. to align the language arts, math, and science curriculum. Tichenor will also be implementing a PT3 group in collaboration with Pritchard Committee again this year in January 2015. We held our "community block party" for the second year with over 1,500 community members in attendance; we will continue this form of out-reach.	Parent Involvement	08/15/2012	08/22/2015	\$1500	Administration , Teachers, Counselors, District Office, Elementary and High School Staff, Parents, Community Members, YSC, Boys and Girls Club and PT3 Committee..
Integration of EXPLORE Standards Into Classroom Intruction	Teachers will have access to Explore / ACT resources, including release questions and standards, to incorporate into instructional planning and classroom activities. Teachers will use Explore data to guide instruction.	Academic Support Program	08/13/2014	10/01/2015	\$1500	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher
Total					\$6000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual Learning Plan	Students will be given weekly opportunities to utilize the resources on the Individual Learning Plan (ILP) for career development. Advisors will guide their advisory groups in completing students' ILPs and using it as a valuable resource to research careers, colleges, set goals, and understand individual learning styles. Students will take the knowledge gained from ILPs and apply it towards making successful decisions for their futures.	Career Preparation/Orientation	08/13/2014	08/14/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, and Teacher Advisors.

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Professional School Counseling Program	The Professional School Counseling Staff at Tichenor Middle School will work in conjunction with NKU to incorporate evidence-based practices into Tichenor's comprehensive developmental school counseling program. This may include using data to evaluate sections of the school counseling program and its effectiveness on reducing behavioral incidents, increasing attendance, and improving academic achievement, which are the goals of the TMS Counseling program. The Professional School Counseling staff has divided up to assign a counselor to work with the students and staff of one grade each to identify skills students may be lagging, which have lead to behavioral difficulties. The Professional School Counseling staff will work to create a proactive approach in teaching students these skills and working with teachers and students to encourage their success in the classroom. Professional School Counseling staff will also collaborate with teachers and administrators by serving on committees such as PBIS and the scheduling committee to help analyze data to review program effectiveness and promote growth towards students academic and behavioral goals.	Academic Support Program	08/15/2012	07/01/2015	\$0	Principal, Assistant Principal, Professional School Counseling Staff, Dr. Zyromski (NKU), Instructional Coach, Teachers, Instructional Assistants, Special Education Staff, Parents
Opportunities for Writing	Teachers at Tichenor Middle School will provide students with multiple opportunities for writing. A schedule for LDC modules will be established to span the school year and will cover all content areas. Students will have the opportunity for real world writing experiences, including publishing, through school activities and community involvement.	Direct Instruction	01/07/2013	06/01/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
Advanced Course Offerings	In collaboration with the high school, students will be permitted to schedule classes in Algebra, Science, Spanish, Chorus, and Band at the high school level. Students must have completed the required coarse work and pass a qualifying assessment.	Academic Support Program	08/15/2012	06/12/2015	\$0	Principals, Teachers, and Counselors will monitored student progress during and at the end of the semester. Students will be required to pass the summative assessment for credit.

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Student Conferences	Professional School counselors will conduct and organize student conferences to analyze student test data including prior K-Prep scores, Explore, MAPs, etc. Professional School Counselors will use this data for both long-term goal-setting and planning, as well as short-term goal-setting and planning to improve academic success.	Academic Support Program	08/15/2012	07/01/2015	\$0	Professional School Counseling staff, teachers, administrators
Professional School Counseling Program	A comprehensive professional school counseling program will be developed for Tichenor Middle School. The program will be modeled using the American School Counselor Association domains: Academic, Personal/Social, and Career. Professional School Counselors will conduct an annual school-wide needs assessment and organize small group counseling, individual counseling, and advisory (whole-school) lessons to address the determined needs each school year on both proactive and reactive levels.	Academic Support Program	08/15/2012	05/23/2014	\$0	Professional School Counseling staff.
Arts and Humanities	The staff at Tichenor Middle school will evaluate the current schedule and develop a system to ensure that each student at TMS will receive a H & H class a minimum of one time per year. The Arts and Humanities teachers at Tichenor Middle School will formalize the curriculum based on H & H standards. An increased emphasis on the disciplines of drama and dance will be incorporated into current classes or new classes will be developed. Other content areas will embed Arts and Humanities standards into their curriculum.	Academic Support Program	01/03/2013	06/01/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
Goal Setting Instruction for Students	Students discuss common assessments, K-Prep data, MAP assessment, Explore data, attendance and behavioral data to determine goals. Teachers and staff provide the feedback for students; teachers have instructed students in the purpose for goal setting. Our students are encouraged to goal set in all content areas; we want students to understand the purpose as well as the significance for goal setting. Students have been provided goal setting worksheets. We conduct two "parent academy" opportunities to explain our standards-based curriculum and grading. During the academy opportunities we explain goal setting; it is important that parents support student goal setting and help model the behavior outside the school setting.	Academic Support Program	08/15/2012	07/01/2015	\$0	Administration, teachers and staff, counselors, instructional coach

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Scheduling of AH/PLCS Courses	The daily schedule was designed so that all students will participate in Arts Humanities and Practical Living. Students were also placed according to need and interest. Offerings were developed to give students opportunity to make selections according to interest.	Academic Support Program	08/15/2012	07/01/2015	\$0	Administration , Counselors, and Teachers. Students will be monitored through the use of formative and summative assessment and continued evaluation of the Program Reviews.
PGP	Professional learning was provided for all teachers on the development of the PGP. Teachers develop the PGP in CIITS. Feedback was provided.	Professional Learning	09/29/2014	05/29/2015	\$0	Administration , District Support Staff, and Teachers
Advisory Program	Professional School Counselors will collaborate with Teacher Advisors to develop a curriculum of daily advisory activities based on the ASCA National model that will encompass academic, personal/ social and career domains. These activities will help students develop necessary skills to make decisions for a successful educational future and build healthy relationships with peers and adults.	Academic Support Program	08/15/2012	07/01/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors
Observation and Modeling of Instructional Best Practices	Teachers will be observing exemplary classroom teaching in and out of our district; Science will be in collaboration with a KDE representative . Effective teachers within the building will be observed by other teachers to improve instruction. Teachers will continue to receive instructional rounds training when provided the opportunity through the district.	Professional Learning	07/01/2014	07/01/2016	\$0	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, and district personnel.
On-going PGES Support	Teachers will receive on-going learning and support through individual conferences, training for learning leaders, professional development for OPGES, team meetings, and on-going district support	Professional Learning	08/13/2014	07/01/2015	\$0	Administrator s, district staff, and teachers.

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Writing Instruction	Tichenor Middle School teachers will improve the writing instruction for students by using a common annotation system across content areas and grade levels, use a common peer editing process and establish PLC's to discuss writing prompts. Use of exemplar models, rubrics and goal setting will be implemented to improve the quality of student writing.	Direct Instruction	01/04/2013	07/01/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
Data Team	The Tichenor Data Team is responsible for analyzing MAP Data, Teacher Assessment Data, K-Prep Data, Attendance Data, Explore Assessment Data, Student and Teacher Survey Data as well as other determined data needs. The team is responsible to review data providing information to ad hoc committees approved by the SBDM. The information will be used in decision making, monitoring of programs, and professional learning. The team recommends the effectiveness of strategies, instruction, programs, and activities upon academic achievement. The Data Team will inform all stakeholders the results of assessment data; discuss needs and celebrations. The purpose of the data team is to provide Tichenor Middle School stakeholders vital informational data that will drive instruction and academic achievement.	Academic Support Program	08/15/2012	07/01/2015	\$0	Administrators, teachers, parents, counselors, instructional coach, and district staff. All stakeholders will analyze and monitor data to assure academic achievement.
Collaboration with NKCES	Tichenor is collaborating with the Northern Kentucky Cooperative for Educational Services for the 6th, 7th, and 8th grade teachers in Language Arts and Math. The NKCES is providing observation opportunities and feedback to teachers in order to improve instruction. A NKCES behavioral specialist is consulting with teachers to improve classroom management. The math department is meeting to analyze data and provide feedback on instructional practices with the ISLN.	Professional Learning	08/15/2012	07/01/2015	\$0	Language Arts Teachers, Math Teachers, Instructional Coach, Administrators, NKCES Consultants, and ISLN Math Staff, SREB
Student Conferences and Goal Setting	The Professional School Counseling staff will design, organize and collaborate individual student conferences to focus on goal setting. Counselors will utilize data from Explorer, MAP, standards based grading, ILP and ILP information to guide students to make informed decisions about their future.	Academic Support Program	08/15/2012	07/01/2015	\$0	Principal, Assistant Principal, Instructional Coach, School Counseling staff, teacher advisors

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Parent and Student Education	Professional School Counseling Staff and other administrators from Middle School and High School will provide educational opportunities outside of the school day to parents and students. These opportunities will provide information regarding the Explore Test and how to use the results for future academic decisions. Professional school counselors will provide additional activities regarding the Explore to be used for both Advisory class and individual conferencing.	Career Preparation/Orientation	08/13/2014	08/14/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors
Progress Monitoring	The Tichenor Middle School Data team will collaborate with other school staff to analyze data to drive instruction and Response to Intervention. Data will include MAPs testing three times a year as a universal screener and for strategic monitoring, identification of areas of improvement, and recording and monitoring student academic growth. Teachers can also use AIMSweb probes for regular assessment of skills to drive Response to Intervention practices. Data will be presented regularly in ATM meetings to monitor growth and will determine whether current intervention practices have been successful. School staff will also use materials from this year's SPRICK training on behavior to measure behavioral data by utilizing baseline measures and comparing with post-intervention data.	Academic Support Program	08/15/2012	05/23/2014	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, Teachers, Instructional Assistants, Special Education Staff
Functional PLC's	The Tichenor MS staff meets twice a week (Tuesday Meeting and Team Meetings) to discuss best practices for instruction and analyze student data. The Learning Leaders Team is currently involved in a book study, Improving Professional Learning. Teachers will collaborate to improve common assessments, goal setting, planning, feedback, reflection, differentiation of instruction and questioning strategies.	Professional Learning	07/01/2014	07/01/2015	\$0	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, Instructional Assistants, and Learning Leaders
Advisory Program	All students at Tichenor Middle School will be given the opportunity to participate in career development activities through the advisory period. Students will utilize the Career of the Week feature of the ILP to build background knowledge in gaining exposure to careers. Students in 6th, 7th and 8th grade will also have weekly time in computer labs to participate in guided ILP activities with their teacher advisors.	Career Preparation/Orientation	08/13/2014	08/12/2016	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, Teacher Advisors, Youth Service Center Coordinator.

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Self-Reflection	Teachers were provided professional learning about the PGES self reflection. Teachers were given the time to develop and complete the self reflection in CIITS. Feedback was provided as needed.	Professional Learning	08/12/2014	05/29/2015	\$0	School Administration, District Support Staff, and Teachers
Advisory Program	Professional School Counselors will collaborate with the 8th grade Teacher Advisors to design and implement activities to prepare students for taking the Explorer test. Activities will also be designed to assist students and parents in analyzing Explorer data and prepare for future ACT testing.	Academic Support Program	08/13/2014	08/14/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors
Departmental Meetings	Department team meetings take place a minimum of once a month to discuss vertical alignment, best practice and student achievement.	Professional Learning	07/01/2014	07/01/2016	\$0	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, and Learning Leaders
Special Education Services	Instructional Coach/Administrative designee will meet with special education teachers weekly to discuss service delivery. IEPs will be reviewed consistently to assure appropriate modifications and research-proven specially designed instruction. Each student's schedule will be determined by student need for intervention or enhancement. Teachers will broaden the continuum of services received by students. Professional learning will be provided for reading and writing skills.	Academic Support Program	08/15/2012	07/01/2015	\$0	Principal, Instructional Coach, Content Teachers, support staff, Reading/writing consultant, and Sp. Ed. Teachers
Numeracy Initiatives	The math department is expanding research-based instruction to include MDC model and Accelerated Math Program as Tier 1 Initiatives for all students. A team of teachers are trained by the SREB staff as an on-going basis then the team trains the other staff members. (Train the Trainer Model)	Academic Support Program	08/15/2012	07/01/2015	\$0	Assistant Principal, Instructional Coach, Sp. Ed. Teacher, Support Staff, and Math Department

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Student Education	School wide assemblies were held to emphasize the importance and philosophy of standards-based education for students. Teachers instructed their students on standards-based grading through communicating expectations and discussing report cards. Teachers developed a process of student-lead conferences to involve parents and students in their child's standards-based education.	Academic Support Program	07/01/2014	07/01/2015	\$0	Principal, Assistant Principal, Counselors, Instructional Coach, Teachers
Scheduling Team	Beginning in December the Scheduling Team will meet routinely to analyze data and begin making scheduling decisions for the 2014-2015 school year. Data from the ESS Team and the Data Team will be analyzed to make changes in the master schedule; the schedule will be discussed with each department for approval.	Policy and Process	12/01/2014	07/01/2015	\$0	Administrative Team, Scheduling Team, learning Leader Team, Data Team, ESS Team, and all teachers. The scheduling team will consist of parents; SBDM will be involved in the creation of the new schedule.
Response to Intervention	The Tichenor Middle School RTI has been entitled "ATM." Each grade level team holds monthly or "as needed" ATM meetings to discuss students who are not successful. The team analyzes common assessments, formative and summative data, teacher data, MAP assessment data, attendance data, and behavioral data to plan interventions. The team consist of classroom teachers, administrators, counselors, FRC coordinator, Sp. Ed. teacher, ESL teacher, and other resource staff if needed. After discussion and review of the data an individual plan is developed for the student. The plan will be monitored by the classroom teacher; the teacher will be responsible for up-dating the team. An ATM meeting can be called if strategies, support services, and instruction need to revised to assure success. Data will be monitored through CIITS.	Academic Support Program	08/15/2012	07/01/2015	\$0	Administration , Counselors, Teachers, FRC Coordinator, Special Teachers, and support staff. The regular classroom teachers will monitor progress then report to the ATM team. Support staff will monitor the use of needed systems, strategies, or programs.

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Literacy Initiatives	All grade level teams are using the LDC model for instruction to improve rigor. A team meets with SREB representatives monthly to integrate strategies and skills; the team shares the information with the staff. A LDC schedule is collaborated with all interdisciplinary departments in order to assure fidelity. A rubric has been developed by the students to provide feedback on their work; exemplary examples are shared and students discuss and assess other work. All grade level language arts classes have been aligned in collaboration with Advance Ky. AP Initiative. The Fastforward Program is being used for both enrichment and intervention purposes. LDC initiatives are all research-based Tier 1 activities involving all students.	Academic Support Program	08/15/2011	07/01/2015	\$0	Instructional Coach, Administrator s, FF Teacher, and all Teachers.
Response to Intervention	Grade level academic team meetings (ATM) will be held at least monthly to identify students needing intervention and intervention monitoring based upon MAP assessment, teacher common assessments, behavior data, counseling data, attendance data, and discuss strategies to enhance academic achievement. Plans will be developed for each student outlining the interventions as well as monitoring to demonstrate proficiency.	Academic Support Program	08/13/2014	07/01/2015	\$0	Tichenor Staff and Support Services
Student Growth Goals	District professional learning for all teachers on the student growth goal process.	Professional Learning	11/03/2014	05/29/2015	\$0	KDE staff, District Staff, and Administrator s
Gifted and Talented Program	The Gifted Talented Program is being delivered across the curriculum. Students do meet together for instruction, programs, and field trips. The SBDM has designated a staff member trained and certified in GT to monitor the program. Students gifted in art are scheduled for advance art.	Academic Support Program	08/15/2012	07/01/2015	\$0	Administration , Teachers, Gifted/Talented Teacher, Art Teacher, Arts Humanities and Practical Living Staff. Students are monitored by the Gifted/Talented Teacher and District Coordinator.
Student Success Skills	Professional School Counselors will utilize data from multiple sources to conduct small group counseling using the Student Success Skills program. Professional School Counselors will analyze data to determine the impact of this program on student achievement and revise groups as necessary. Teachers will be trained in the Student Success Skills program and will implement classroom materials into their advisory periods.	Academic Support Program	08/15/2012	07/01/2015	\$0	.Professional School Counseling staff, teachers, administrators ..

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Consumerism	Teachers at Tichenor Middle School will review current curriculum in social studies and language arts and embed consumerism concepts into those content areas. Opportunities for real world application of consumerism concepts will be addressed through school activities and partnership with community organizations.	Direct Instruction	01/07/2013	06/01/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, teachers,
Career Education	Teachers at Tichenor Middle School will address career education through the Advisory Program and weekly Advisory class. The Advisory curriculum will address the career standards and exploring various careers on a weekly basis. Service learning projects and Reality Store will provide students with real world experiences. Tichenor Middle School staff will also secure guest speakers to address career exploration standards. Initial activities to establish a business partner have already been conducted.	Career Preparation/Orientation	01/07/2013	06/08/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
On-demand writing	All classes in grades 6th, 7th and 8th will receive a prompt for on-demand writing. Students will utilize this time to practice timed writing during flex time. Teachers and staff will grade writing pieces using a rubric that was developed by teachers. Feedback will be given to every student for conferences to improve and strengthen writing.	Academic Support Program	01/05/2015	06/01/2016	\$0	All teachers, principals, instructional coach, district support staff, and administrators.
Classroom Integration of MAP Results	As a district we use the MAP Assessment as an interim assessment/summative assessment to evaluate student learning and curriculum alignment. MAP assessment has become a vital instrument for students and teachers to assess learning. At the beginning of each assessment period students review the MAP data with teachers in order to set goals; teachers provide feedback with all students. Teachers and students discuss the results then determine the "next steps" for students to be successful. Students also self-assess their progress and monitor progress toward their set goal. Teachers and students design the path for success; students understand their strengths and improvements as related to the MAPs data. The language arts, math, and science departments use goal worksheets to assist students in setting goals. Our instructional coach schedules MAP assessment to be completed with the content teachers; students are encouraged to model MAP goal setting in all classes. The data team utilizes the data to determine student and class needs; MAP data is also used to help schedule our students for enrichment and intervention.	Academic Support Program	08/15/2012	07/01/2015	\$0	Administration, counselors, teachers and staff, instructional coach, and district data team all monitor the results. The results are discussed by the Tichenor staff and district staff for fidelity.

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AH and PL/CS Advisory Committee	Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities Advisory Committee and Practical Living/Career Studies Advisory Committee. Monthly meetings will be held with this group to discuss areas in need of improvement and advise the Arts and Humanities and Practical Living/Career Studies Programs of each school.	Academic Support Program	09/04/2013	06/08/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers
AH and PL/CS PLC	Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities PLC and Practical Living/Career Studies PLC. Monthly meetings will be held with this group to discuss best practice, align curriculum across the district, and collaborate on district-wide and/or multi-school projects and events.	Professional Learning	09/04/2013	06/08/2015	\$0	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Health / Physical Education	. Implementation of the PECAT assessment for the Physical Education curriculum will be used to ensure the PE curriculum is alligned to the KCAS for practical living. Academic activities will embed Language Arts / Writing and Math content into both curriculums.	Direct Instruction	01/07/2013	06/08/2015	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
CIITS Training and Implementation	Training for staff in the various components of CIITS and implementation in accordance with the Erlanger-Elsmere Schools Scope of Work	Professional Learning	08/15/2012	06/30/2015	\$0	Bryant Gillis
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Scheduling Team	Completed	Teachers were divided in grade level teams and collaboratively met with each grade level to determine student placement for the 2014-2015 school year. Forms of data K-Prep, behavior reports, MAP, ELA/Sp. Ed.	June 06, 2014	Mr. Bryant E Gillis
Activity	Scheduling Team	In Progress	Master schedule has been developed and approved by SBDM. Teams are meeting to determine student placement.	March 10, 2014	Mr. Bryant E Gillis
Activity	Scheduling Team	In Progress	Beginning in January the Scheduling Team will meet routinely to analyze data and begin making scheduling decisions for the 2014-2015 school year.	October 03, 2013	Mr. Bryant E Gillis
Activity	On-demand writing	In Progress	Activity added from the data team committee. The activity will start in January 2015 and be completed quarterly.	November 24, 2014	Mr. Bryant E Gillis
Activity	Community Outreach and Parent Involvement	In Progress	Tichenor celebrated the beginning of school with our Block Party on 8/15/2014.	September 08, 2014	Zach Ashley
Activity	Community Outreach and Parent Involvement	In Progress	Staff completed home visits on 8/1/2014.	September 08, 2014	Zach Ashley
Activity	Community Outreach and Parent Involvement	In Progress	Home visits and Block party will continue.	June 06, 2014	Mr. Bryant E Gillis
Activity	Community Outreach and Parent Involvement	In Progress	PT3 is meeting to organize summer events.	March 10, 2014	Mr. Bryant E Gillis
Activity	Community Outreach and Parent Involvement	In Progress	The PT3 Committee was formed; they have already sponsored a community block party providing services including participation of 51 businesses. After listening to parents, we are using facebook, twitter, and email parent groups to improve community outreach and communication. The counselors have organized an advisory council to inform decisions, increase accountability, and generate ideas for improvement. The SBDM Council remains a positive influence in school decisions. Parents created a new "PTO" which they chose to name PASS, parents active in students success. Portals, located in Infinite Campus, are used to monitor missing assignments, check grading, and teachers use the portal to communicate assignments and information to parents. RTI meetings assure that parent involvement.	October 28, 2013	Mr. Bryant E Gillis
Activity	Community Outreach and Parent Involvement	Completed	Two parent academy nights were held.	October 03, 2013	Mr. Bryant E Gillis
Activity	Community Outreach and Parent Involvement	Completed	Home visits completed for all students.	October 03, 2013	Mr. Bryant E Gillis

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Activity	Community Outreach and Parent Involvement	Completed	Block party was held with much success. Over 51 local businesses attended providing information, the school provided information about activities and procedures for the new school year. Refreshments, drinks, and music was provided. An estimated crowd of 1,200 students, parents, and community attended.	October 03, 2013	Mr. Bryant E Gillis
Activity	Community Outreach and Parent Involvement	In Progress	Tichenor's PT3 committee has scheduled a community block party for August 16th to foster community/school relationships.	August 01, 2013	Mr. Chad Molley
Activity	Mentoring program	In Progress	The staff in collaboration with the YSC Program will be providing a mentoring program using Lloyd High School students, staff, and community stakeholders to provide support for students not meeting the benchmark for academic success.	November 24, 2014	Mr. Bryant E Gillis
Activity	Advanced Course Offerings	In Progress	Spanish will be added for students to take at Lloyd. Requirements will be set for eligible.	June 06, 2014	Mr. Bryant E Gillis
Activity	Professional School Counseling Program	In Progress	To improve parent outreach counselors have created an advisory council which includes parents, community leaders, staff, other stakeholders.	October 03, 2013	Mr. Bryant E Gillis
Activity	Professional School Counseling Program	In Progress	Counselors have worked to aligned the Tichenor Middle School Counseling Program with the ASCA National Model. The application has been submitted for approval for national recognized ASCA model program.	October 03, 2013	Mr. Bryant E Gillis
Activity	Professional School Counseling Program	In Progress	Fourth school counselor added to address the three domains of the ASCA program. The counselor will be working with the Tichenor SUCCESS program and improve transition with the elementary and Alternative program .	August 01, 2013	Mr. Chad Molley
Activity	Student Success Skills	Completed	Counselors received the RAMP designation.	March 10, 2014	Mr. Bryant E Gillis
Activity	Student Success Skills	In Progress	All students are participating in the SSS delivered through the designed advisory period. Counselors and teachers collaborate to improve instruction and delivery of the curriculum.	October 03, 2013	Mr. Bryant E Gillis
Activity	Exposure and Opportunity	In Progress	Students will be given an opportunity to attend a summer STEM camp; a STEM and STEAM class will be provided during the 2014-2015 school year.	June 06, 2014	Mr. Bryant E Gillis
Activity	Instructional Rounds	In Progress	Preparation is being made for instructional rounds on March 21st. Three new staff members received training.	March 10, 2014	Mr. Bryant E Gillis
Activity	Advisory Program	In Progress	College Readiness is planned to coincide with March Madness.	March 10, 2014	Mr. Bryant E Gillis
Activity	Staff Education	In Progress	Each department is refining standards to focus student learning. The standards will be matched to each content areas as well as help students and parents understanding.	June 06, 2014	Mr. Bryant E Gillis
Activity	Staff Education	In Progress	Teachers will continue to develop rubrics, deconstruct standards, align curriculum, design student-friendly learning targets, and develop curriculum guides to connect student learning with standards-based grading	October 03, 2013	Mr. Bryant E Gillis
Activity	Staff Education	Completed	Staff has been trained and book study completed; new staff members have received embedded professional learning on standards-based grading.	October 03, 2013	Mr. Bryant E Gillis

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Activity	Response to Intervention	In Progress	Meetings will be set to discuss student progress at each grade level. The Bartlett Center will be part of the RTI process and team meetings.	June 06, 2014	Mr. Bryant E Gillis
Activity	Response to Intervention	In Progress	New templates for RTI; school is aligning RTI protocol to district policy to create a uniform process of electronic documentation to follow students.	March 10, 2014	Mr. Bryant E Gillis
Activity	Departmental Meetings	In Progress	Learning Leaders are involved in a book study to improve PLCs and Professional Learning that will be assessed by student improvement.	June 06, 2014	Mr. Bryant E Gillis
Activity	Departmental Meetings	In Progress	Teams are regularly meeting each week. Developing student schedules for the 2014-2015 school year. Vertical team meetings will take place to divide teams for classroom schedules.	March 10, 2014	Mr. Bryant E Gillis
Activity	Observation and Modeling of Instructional Best Practices	In Progress	Teachers will continue to observe classes during provided time; each grade level will be observing other levels. Teachers will be provided opportunity to observe instructional rounds.	October 03, 2013	Mr. Bryant E Gillis
Activity	Functional PLC's	In Progress	Provide additional PD time specifically related to special education strategies and disabilities.	August 06, 2014	Mr. Bryant E Gillis
Activity	Functional PLC's	In Progress	Revisit strategies through professional learning for PLCs, continue embedded professional learning to increase consistency and sustainability in MDC, LDC, and productive struggle.	August 06, 2014	Mr. Bryant E Gillis
Activity	Functional PLC's	In Progress	Teams have set norms and continue to monitor student work. ILPs are progressing	March 10, 2014	Mr. Bryant E Gillis
Activity	Functional PLC's	Completed	Staff has completed the CHETL and CASL book study but continues to work on implementation of newly acquired strategies	October 03, 2013	Mr. Bryant E Gillis
Activity	Functional PLC's	In Progress	A focus group consisting of learning leaders is doing a book study on Visual Learning. Leaders go back to their respected groups to discuss and implement strategies.	October 03, 2013	Mr. Bryant E Gillis
Activity	Parent Education	Completed	Home visits were completed on August 2nd but will continue annually. All students were visited at least once.	October 03, 2013	Mr. Bryant E Gillis
Activity	Improve School Culture and Learning Environment	In Progress	All teachers have been trained and are delivering a research based curriculum (SSS) to improve social skills, self-managing, and relationships.	October 03, 2013	Mr. Bryant E Gillis
Activity	Tichenor/Bartlett Collaboration Program	Completed	The SUCCESS program will no longer be used during the 2014-2015. A collaborative program with the Bartlett Center will be implemented to help with students that were identified for the SUCCESS program.	June 06, 2014	Mr. Bryant E Gillis
Activity	Tichenor/Bartlett Collaboration Program	In Progress	Staff is meeting weekly to determine student needs; deciding to continue program for the 2014 school year. Program will be closed but monitored by the professional counseling program.	March 10, 2014	Mr. Bryant E Gillis
Activity	Parent and Volunteer Training	In Progress	The Tichenor staff in collaboration with YSC, Special Education, and District Staff is assessing the need for training with parents to become student advocates.	November 24, 2014	Mr. Bryant E Gillis
Activity	Professional Development for the Arts and Practical Living/Career Studies	In Progress	Two meetings have been scheduled (August 30th and January 17th) professional learning for Arts and Humanities and Practical Living and Career Studies.	August 01, 2013	Mr. Chad Molley
Activity	Consumerism	In Progress	The Consumer standards have been distributed to the appropriate content areas in order to embed the instruction.	August 01, 2013	Mr. Chad Molley
Activity	AH and PL/CS PLC	In Progress	Monthly Meetings have been scheduled for all Arts and Humanities teachers as a PLC.	August 01, 2013	Mr. Chad Molley

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Activity	AH and PL/CS Advisory Committee	In Progress	Monthly meetings have been scheduled for all Arts and Humanities teachers to meet as a PLC.	August 01, 2013	Mr. Chad Molley
Activity	Arts and Humanities	In Progress	For the school year 2013-2014 Arts and Humanities as well as drama classes have been created during the fourth period which includes 125 students.	August 01, 2013	Mr. Chad Molley
Activity	Writing Instruction	In Progress	Tichenor will continue to participate in the SREB, Making Middle Schools Work for the 2013-2014 school year. Teachers have met during the summer to improve instruction and plan the LDC curriculum.	August 01, 2013	Mr. Chad Molley
Activity	Career Education	In Progress	The Career Study curriculum has been formalized and will be implemented using the SSS curriculum. The pacing guide has been developed and the appropriate instructional materials have been distributed.	August 01, 2013	Mr. Chad Molley
Activity	Health / Physical Education	In Progress	P.E./Health Teacher has attended Professional Learning and is trained in the PECAT program and will be using it during the school year 2013-2014.	August 01, 2013	Mr. Chad Molley
Strategy	Specialized Professional Development		Tichenor learning leaders are continuing to meet and plan regarding faculty professional development using "Becoming a Learning School." Multiple PD days have been centered around data analysis, school culture, and student achievement. 8/8/14; 8/11/14; 8/29/14	September 08, 2014	Zach Ashley

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

According to the K-Prep data, Tichenor Middle School is ranked at the 33rd percentile in the state. Tichenor has improved the last two years meeting AMO both years. Without being flippant, we have a lot of questions to ask ourselves. We need to know our gap/target groups as well as data relevant to our designated focus group of special education students with reading disabilities. We need to know if issues are consistent across the content areas inclusively. The data provides the following information: a) in reading, 57.6% of all students are performing at either novice (28.8%) or apprentice (28.8%), b) our male population has 35.3% novice, c) African American students are 45.5% novice, d) Hispanic students are 36.4% novice, and e) our special needs students are 65.2% novice. The data does not tell us the current performance levels of students as related to grade level or Lexile, does not show the effects of variables that effect academic achievement, nor a predictor of success; the data did provide us with information that our students are not achieving at the rate of other middle schools in the state. We will use the data to design a school plan to immediately improve academic achievement.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

After reviewing and analyzing our data, science and social studies were areas of larger growth; students receiving novice (8.4%) a reduction of 50% from last year, students in science received 60.5% proficient and distinguished, an increase of 6.2%. Social studies' students receiving a score of novice was (11.2 %) a decrease of 6% from last year; 46.7% of students scored proficient/distinguished which was an increase of 7.6% from the previous year. Last year we made changes in reading/writing (LDC) across the two curriculum resulted in the academic improvement using rigor and student engagement. We continued working with the MDC model thus permitting us to differentiate the math and designing practical math intervention showing 9.2% gains in proficient/distinguished. We experienced growth in all content areas by raising our percentile ranking to the thirty-seventh percentile. We continued to cut the number of novice students and experienced growth in all gap areas. We affirm that the initiatives and strategies that teachers, parents, and staff have implemented are working according to the K-Prep assessment data. The culture of our school continues to improve and parent engagement has increased each year; our parent-teacher conferences have continued to grow in the number of parents participating.

Opportunities for Improvement

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

Our immediate need is to create a culture that is conducive to learning; our demographics have drastically changed in the last eight to ten years due to the new development along the Ohio River front. While our population has changed, instruction is not meeting the needs of our students; students have accepted the attitude that "failure is an option." Change is hard but to change memories is a much harder task; the continued hiring of new staff members actually fosters the needed mindset shift to improve academic achievement. The following is a list of initiatives that are currently being implemented to foster instruction: scheduling to include intervention and enrichment, adding forty-five minutes compared to twenty-five minutes, standards-based grading, curriculum re-alignment with Advance Ky., instructional rounds, embedded professional learning, professional school counseling program, RTI after intense small group skill-building advisory, Literacy Design Collaborative and Mathematics Design Collaborative, creating data teams and committees to analyze forms of data, student goal-setting and feedback, student-led parent/teacher conferences, home visits, advisory classes for all students, certified staff book studies, and collaboration with the Northern Kentucky Co-Op to improve instruction. In advisory, students are using Student Success Skills that is a researched-based curriculum. Both science and social studies have joined the ISLN to prepare for the common core implementation. ESS, Boys and Girls' Club, PEP Grant, and teachers have collaborated to provide help with homework and accountability for all students.

Conclusion

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

In conclusion, we will continue to improve instructional strategies through embedded professional learning, book studies, implementation of PGES, improved self-reflections, instructional rounds, Data Team Five Step Process, and peer observations. We will work on developing specific student-friendly learning targets, appropriate students feedback, and assessments for learning. Department and grade-level teams are working on strengthening common assessment, vertical alignment, rigorous questioning skills, and content/core vocabulary. We need to continue to support our new staff in order to assure efficacy in instructional strategies and practices. In the summer of 2014 all Tichenor students were visited before school started in order to improve student/parent involvement and relationships. We will continue to analyze and design a class schedule that meets the needs of our students. We want our students to continue to set goals, self-assess, and monitor their progress; thus becoming more engaged in their learning. We have created our PT3 committee to help address concerns of communication and parental support; we will conduct our second PT3 meeting in January 2015. We have increased the use of ad-hoc teams to analyze data, define strategies, and increase involvement between home and school. We will continue to have parents involved in all committees. We will be meeting with our special education teachers and district administrators to provide needed support for collaboration and remediation of student needs. Professional learning will be provided for all staff in writing as well as reading for students performing below grade level.

The Missing Piece

Introduction

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

Stakeholders

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

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

Chad Molley-District Instructional Coordinator; Jennifer Cottingham-Consultant, Zach Ashley-Asst. Principal, Bryant Gillis-Principal, Angie Bielecki and Amy Gillio-Counselors, Jen Clark, Jackie Butts, Scott Houpp, Steven Neace, Scott Fairchild, Diane Seiter, Scott Kimberlin, and Jennifer Downey-Learning Leader Teams; Tina McGuire-School Financial Secretary; Karen Hughes-Youth Service Coordinator; Catherine Haven, Billy Riley, Matthew Miles, Gwen Williams, and Sheryl Riley-Parents

Relationship Building

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

Overall Rating: 3.71

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

Communications

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

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

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

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

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

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

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

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

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

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

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

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

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

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

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

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

Overall Rating: 3.17

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

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

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

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

Reflection

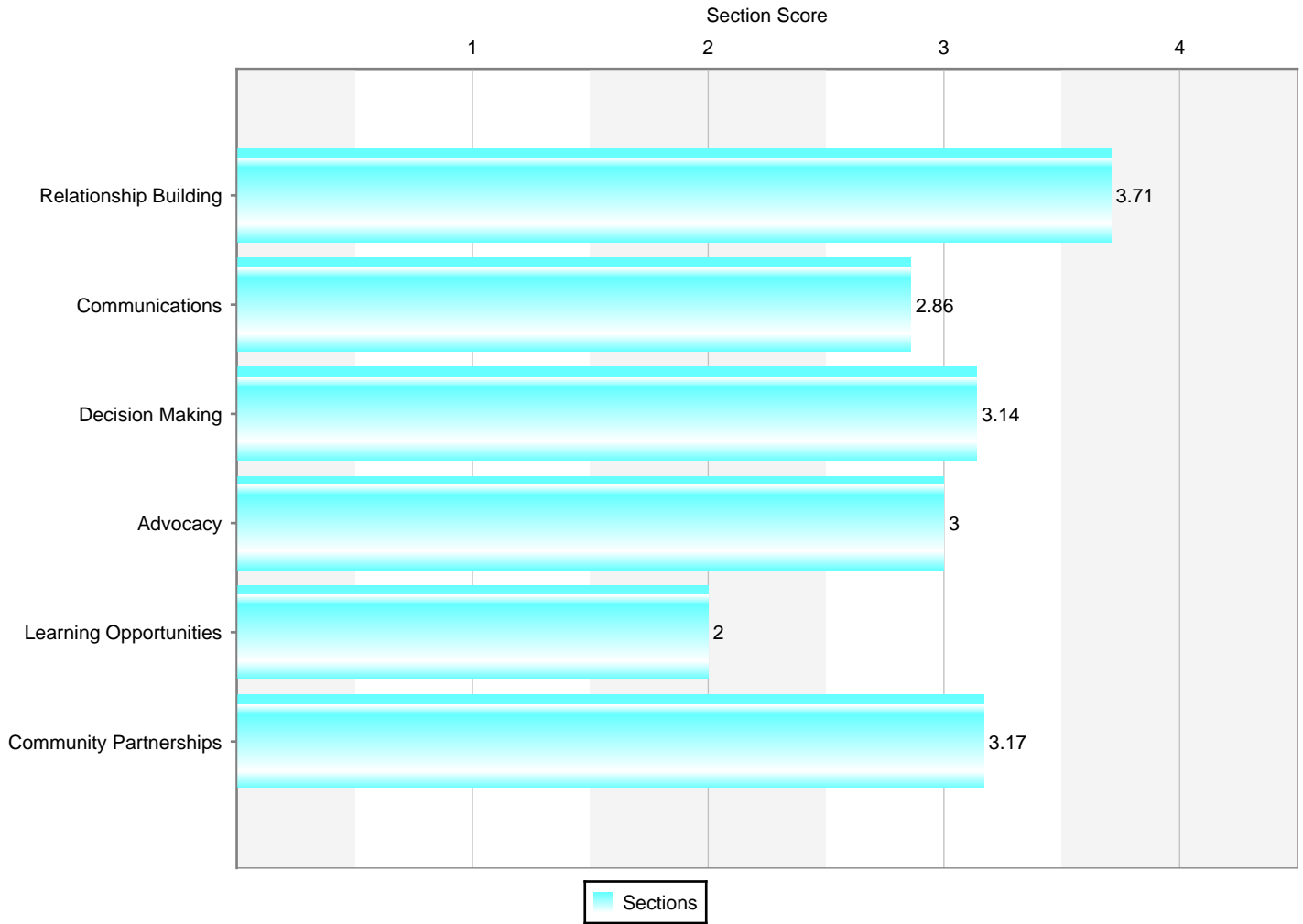
Reflect upon your responses to each of the Missing Piece objectives.

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

The committee noted the following areas of strength: Relationship building and decision making. Over the past three years the Tichenor staff has listened to our parents in order to build the trust and support needed to improve student achievement. We are fostering a culture of transparency, engagement, and learning for parents and students. Parents have authentic participation, helping to plan and implement school improvement activities. Parents and teachers have worked through the PT3 process and have planned another opportunity in January 2015. As a school and district we have targeted the barriers that hinder student learning; this school year set a standard for the number of surveys returned from parents requesting assistance. We have purposely targeted parents to participate on all ad hoc committees providing feedback and implementation of strategies and programs to improve student achievement. The numbers are not what we would like (less than 20% engagement on committees), but the fact that parents are excited about being asked as well as appreciating the opportunity to be a voice in change demonstrates growth. Parents are involved during parent academy nights to help make other parents aware and inform using the data. Areas of needed improvement are communications, decision making, and learning opportunities. After analyzing this document the committee will offer parent training in the following areas; parent leadership in special education, College Career Readiness, Advocacy, and offer parent leadership opportunities. The SBDM Council will investigate a classroom observation policy to ensure that families feel welcome to visit all classrooms. Constant review of current procedures for student improvement will continue monthly during the SBDM Council meeting and Tichenor's Leadership Team Meetings to assure that the progress being made will continue.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Tichenor Middle school has continuously improved over the last four years to ensure stakeholder participation and engagement in school decisions. All committees are formed as ad hoc committees according to SBDM By-laws and procedures. Each school year the school provides sign-up sheets for parents; we list committees and events. We also do home visits, parent academy nights, and teacher conferences at which time we ask parents to volunteer. We do explain our procedures to our incoming fifth graders during the scheduled elementary transition night. We take the list of parents that have signed up to volunteer when we create a needed committee. Parents can join the committee or decline; we do allow parents to participate if they call and request to serve on a specific committee. We have hosted the Northern Kentucky Chamber of Commerce; students led the event encouraging business leaders to help our school. We have the following committees that analyze data, develop instructional strategies, and suggest needed supports: learning leader team, staff data team, CSIP Parent Committee, Parent Data Team, Program Review Team, and ESS Committee. All the committees are data driven when making change in programs and instruction. The committees are also listed on the website; any committee meeting is open to anyone interested to attend. Once the committees have been created members are contacted by email or method they have chosen. We try very hard to hold stakeholder committee meeting after 6:00 p.m. in order to work with parent or stakeholder schedules.

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

The following groups were represented in the development of the our improvement plan: Learning Team-Principal, Asst. Principal, Instructional Coach, Department Learning Leaders, Special Education Teacher, and ELL teacher; Data Teams-Teachers, parents, and interested stakeholders, District staff, ESS Team-Teachers; SBDM -Teachers/Parents; CSIP Committee-Parents, Teachers; PBIS Representation and Resource Center. All committee members are responsible for reviewing and analyzing the data, making recommendations, providing needed supports, and suggesting needed changes to meet student needs. The draft CSIP is discussed publicly at two SBDM monthly meetings before the final draft is submitted. Parents focus on school culture and improving community engagement.

Standard 2 - Governance and Leadership

2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.

Statement

The school's leadership engages stakeholders effectively in support of the school's purpose and direction.

Description

School leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement SY 2014-2015

efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership. Survey results, Advisory Council minutes, committee minutes, department meeting minutes, Learning Leader meeting minutes, grade level meeting minutes, Monday meeting minutes, parent interviews, student interviews, staff interviews, leadership team interviews, and survey results provide an abundance of evidence of the school's leadership efforts to involve all stakeholders in the process of improvement, change, and building a sense of community. "He will find you where ever you are and ask you what you think about this or that," states multiple parents during our parent interviews. "We are always getting calls to serve on committees," responds a parent. "I have a group of students that are not always so well behaved. I like to get their perspective on how things are going," states principal. It was evident from our document reviews, observations and interviews that the school's leadership engages all stakeholders in support of the school's purpose and fosters lasting relationships that enhance the work of the school.

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

The approved CSIP was given to all staff members and stakeholders as well as committee members. The plan was published on the district and school websites. The plan was also placed on the school's Facebook page. The CSIP is reviewed monthly and discussed at each SBDM Council meeting. The administrative team and the learning leader team review the plan monthly for revisions. All revisions are posted at the school for all stakeholders to review. Revisions are posted on the school website and Facebook. Hard copies are available upon request for all stakeholders.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A Middle School	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Book studies: CASL and Seven Strategies for Assessment for Learning	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	All are qualified	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	Title I eligible, not participating	

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Title I eligible, not participating	

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Title I eligible, not participating	

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Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Students attend intervention, 80% of students receive targeted assistance through double math and reading.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Title I eligible, not participating	

KDE Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	Still working on up-dates for the December 20 deadline. Current plan edited and reviewed monthly. http://www.erlanger.kyschools.us/compimp.html	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Title I eligible, not participating	

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

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Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Para-educators are not assigned non-instructional duties.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Title I eligible, not participating	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Title I eligible, not participating	

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

Compliance and Accountability - Middle Schools

Introduction

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

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Proficiency in Next Generation Learners Overall Score

Measurable Objective 1:

collaborate to increase the percentage of 8th graders that are College Ready to 65% by 06/30/2015 as measured by the overall College Readiness Score and related data.

Strategy1:

Professional School Counseling Program - The ASCA national model domains are being used to drive the Advisory Program. These domains encompass academic, personal social and career areas. Through the advisory program students will build relationships, learn goal setting, and develop skills needed to make successful choices and become colleged and career ready.

Category:

Research Cited:

Activity - Advisory Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional School Counselors will collaborate with Teacher Advisors to develop a curriculum of daily advisory activities based on the ASCA National model that will encompass academic, personal/ social and career domains. These activities will help students develop necessary skills to make decisions for a successful educational future and build healthy relationships with peers and adults.	Academic Support Program			08/15/2012	07/01/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

Activity - Student Conferences and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Professional School Counseling staff will design, organize and collaborate individual student conferences to focus on goal setting. Counselors will utilize data from Explorer, MAP, standards based grading, ILP and ILP information to guide students to make informed decisions about their future.	Academic Support Program			08/15/2012	07/01/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, School Counseling staff, teacher advisors

Strategy2:

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Career Exploration and Planning - Students at Tichenor Middle School will become career ready through exploration activities and daily instruction. Collaboration with the Youth Service center and other outside organizations will provide students with opportunities for exposure to a variety of careers. ILP activities and instruction through the advisory classes will be instrumental.

Category:

Research Cited:

Activity - Exposure and Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a variety of activities to expose and build background knowledge in career development. These opportunities include field trips to colleges, guest speakers, and collaboration with YSC.	Career Preparation/Orientation			08/13/2014	07/01/2016	\$2000 - General Fund	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers, Youth Service Coordinator.

Activity - Advisory Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at Tichenor Middle School will be given the opportunity to participate in career development activities through the advisory period. Students will utilize the Career of the Week feature of the ILP to build background knowledge in gaining exposure to careers. Students in 6th, 7th and 8th grade will also have weekly time in computer labs to participate in guided ILP activities with their teacher advisors.	Career Preparation/Orientation			08/13/2014	08/12/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, Teacher Advisors, Youth Service Center Coordinator.

Activity - Individual Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given weekly opportunities to utilize the resources on the Individual Learning Plan (ILP) for career development. Advisors will guide their advisory groups in completing students' ILPs and using it as a valuable resource to research careers, colleges, set goals, and understand individual learning styles. Students will take the knowledge gained from ILPs and apply it towards making successful decisions for their futures.	Career Preparation/Orientation			08/13/2014	08/14/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, and Teacher Advisors.

Strategy3:

EXPLORE Preparation and Analysis - The use of the Explorer test is becoming instrumental in educating students at Tichenor MS. To use the Explorer data effectively Tichenor is increasing efforts to educate parents, prepare students and educate teachers in the integration of the quality core standards in instruction.

Category:

Research Cited:

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Activity - Integration of EXPLORE Standards Into Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to Explore / ACT resources, including release questions and standards, to incorporate into instructional planning and classroom activities. Teachers will use Explore data to guide instruction.	Academic Support Program			08/13/2014	10/01/2015	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher

Activity - Parent and Student Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional School Counseling Staff and other administrators from Middle School and High School will provide educational opportunities outside of the school day to parents and students. These opportunities will provide information regarding the Explore Test and how to use the results for future academic decisions. Professional school counselors will provide additional activities regarding the Explore to be used for both Advisory class and individual conferencing.	Career Preparation/Orientation			08/13/2014	08/14/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

Activity - Teacher Orientation to EXPLORE Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional School Counselors will develop activities to provide teachers with hands on experience to gain familiarity with the Explore Test and it's content. Activities will also encompass how to read Explore results and college and career readiness data so they can assist in guiding students.	Academic Support Program			08/13/2014	08/14/2015	\$1500 - General Fund	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Activity - Advisory Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional School Counselors will collaborate with the 8th grade Teacher Advisors to design and implement activities to prepare students for taking the Explorer test. Activities will also be designed to assist students and parents in analyzing Explorer data and prepare for future ACT testing.	Academic Support Program			08/13/2014	08/14/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

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

Goal 1:

Proficiency in Next Generation Learners Overall Score

Measurable Objective 1:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Achievement Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

Strategy1:

Scheduling - It is the belief that intentional and annual review of the master schedule is necessary to meet the academic needs of our students. After triangulating the data, students will be appropriately placed to receive enrichment or intervention according to their skill level.

Category:

Research Cited:

Activity - Scheduling Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in December the Scheduling Team will meet routinely to analyze data and begin making scheduling decisions for the 2014-2015 school year. Data from the ESS Team and the Data Team will be analyzed to make changes in the master schedule; the schedule will be discussed with each department for approval.	Policy and Process			12/01/2014	07/01/2015	\$0 - No Funding Required	Administrative Team, Scheduling Team, learning Leader Team, Data Team, ESS Team, and all teachers. The scheduling team will consist of parents; SBDM will be involved in the creation of the new schedule.

Strategy2:

Standards Based Grading - Students, parents, and staff will receive instruction on Standards-based curriculum and grading. Students will be able to know exactly where they are in the learning; where I am now, where I need to go, and how do I get there. Students will be engaged in the learning, self monitoring and self-evaluation.

Category:

Research Cited: The staff at Tichenor has been provided professional learning by Dr. Tom Guskey, University of Kentucky.

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Activity - Student Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide assemblies were held to emphasize the importance and philosophy of standards-based education for students. Teachers instructed their students on standards-based grading through communicating expectations and discussing report cards. Teachers developed a process of student-lead conferences to involve parents and students in their child's standards-based education.	Academic Support Program			07/01/2014	07/01/2015	\$0 - No Funding Required	Principal, Assistant Principal, Counselors, Instructional Coach, Teachers

Activity - Parent Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents were provided the opportunity to attend two parent academies. The academies provided information and education related to standards-based curriculum and grading. Tichenor staff visited each elementary school in the district to discuss standards-based grading and the transition from elementary to middle school.	Parent Involvement			04/01/2014	07/01/2016	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers

Activity - Staff Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in professional learning related to Standards-Based Grading. A book study was conducted using the Seven Strategies of assessment by J. Chappuis; new teachers will be required to read the Chappuis book. Teachers will develop rubrics, deconstruct standards, align curriculum, design student-friendly learning targets, and develop curriculum guides to connect student learning with standards-based grading. Teachers will also participate in the parent academy which is held twice a year.	Professional Learning			08/13/2013	07/01/2015	\$1500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers

Strategy3:

Professional School Counseling Program - ...

Category:

Research Cited:

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Activity - Student Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional School counselors will conduct and organize student conferences to analyze student test data including prior K-Prep scores, Explore, MAPs, etc. Professional School Counselors will use this data for both long-term goal-setting and planning, as well as short-term goal-setting and planning to improve academic success.	Academic Support Program			08/15/2012	07/01/2015	\$0 - No Funding Required	Professional School Counseling staff, teachers, administrators

Activity - Student Success Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional School Counselors will utilize data from multiple sources to conduct small group counseling using the Student Success Skills program. Professional School Counselors will analyze data to determine the impact of this program on student achievement and revise groups as necessary. Teachers will be trained in the Student Success Skills program and will implement classroom materials into their advisory periods.	Academic Support Program			08/15/2012	07/01/2015	\$0 - No Funding Required	Professional School Counseling staff, teachers, administrators..

Strategy4:

Instructional Improvement - Improving the instructional strategies and implementation of core content teachers will be able to increase student achievement. Using goal setting, student engagement, feedback, and formative assessment teachers will increase rigor and relevance of instruction.

Category: Continuous Improvement

Research Cited: According to research by Marazno, Stiggins, and DuFours teacher effectiveness represents 67% of student achievement.

Activity - Observation and Modeling of Instructional Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be observing exemplary classroom teaching in and out of our district; Science will be in collaboration with a KDE representative. Effective teachers within the building will be observed by other teachers to improve instruction. Teachers will continue to receive instructional rounds training when provided the opportunity through the district.	Professional Learning			07/01/2014	07/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, and district personnel.

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Activity - Functional PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Tichenor MS staff meets twice a week (Tuesday Meeting and Team Meetings) to discuss best practices for instruction and analyze student data. The Learning Leaders Team is currently involved in a book study, Improving Professional Learning. Teachers will collaborate to improve common assessments, goal setting, planning, feed back, reflection, differentiation of instruction and questioning strategies.	Professional Learning			07/01/2014	07/01/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, Instructional Assistants, and Learning Leaders

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive professional learning based on feedback from district instructional rounds. Teachers will then use the feedback for continuous instructional improvement. When provided the opportunity by the district teachers will be trained to do professional rounds.	Professional Learning			07/01/2014	07/01/2016	\$2500 - General Fund	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers

Activity - Departmental Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department team meetings take place a minimum of once a month to discuss vertical alignment, best practice and student achievement.	Professional Learning			07/01/2014	07/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, and Learning Leaders

Measurable Objective 2:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

Strategy1:

Improve Literacy and Numeracy Skills - By providing students with the LDC and MDC Learning Models, Accelerated Math, FastForward, and Mango Language, students will improve language arts and math achievement. Staff will collaborate with NKCES to improve instruction of curriculum. Students have been scheduled for a 45 minute intervention period; placement will be determined by the data. The LDC model will be used across the curriculum; professional learning will be provided by the language arts department.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Activity - Numeracy Initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math department is expanding research-based instruction to include MDC model and Accelerated Math Program as Tier 1 Initiatives for all students. A team of teachers are trained by the SREB staff as an on-going basis then the team trains the other staff members. (Train the Trainer Model)	Academic Support Program			08/15/2012	07/01/2015	\$0 - No Funding Required	Assistant Principal, Instructional Coach, Sp. Ed. Teacher, Support Staff, and Math Department

Activity - Collaboration with NKCES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tichenor is collaborating with the Northern Kentucky Cooperative for Educational Services for the 6th, 7th, and 8th grade teachers in Language Arts and Math. The NKCES is providing observation opportunities and feedback to teachers in order to improve instruction. A NKCES behavioral specialist is consulting with teachers to improve classroom management. The math department is meeting to analyze data and provide feedback on instructional practices with the ISLN.	Professional Learning			08/15/2012	07/01/2015	\$0 - No Funding Required	Language Arts Teachers, Math Teachers, Instructional Coach, Administrators, NKCES Consultants, and ISLN Math Staff, SREB

Activity - Literacy Initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teams are using the LDC model for instruction to improve rigor. A team meets with SREB representatives monthly to integrate strategies and skills; the team shares the information with the staff. A LDC schedule is collaborated with all interdisciplinary departments in order to assure fidelity. A rubric has been developed by the students to provide feedback on their work; exemplary examples are shared and students discuss and assess other work. All grade level language arts classes have been aligned in collaboration with Advance Ky. AP Initiative. The Fastforward Program is being used for both enrichment and intervention purposes. LDC initiatives are all research-based Tier 1 activities involving all students.	Academic Support Program			08/15/2011	07/01/2015	\$0 - No Funding Required	Instructional Coach, Administrators, FF Teacher, and all Teachers.

Strategy2:

Reduce Barriers to Learning - The at-risk population of Tichenor Middle School is 70%; this change has occurred over a ten year period. Students have accepted the philosophy that "failure is an option," in order to improve student achievement the attitude, climate and environment of the school needs improvement. By involving parents, teachers, staff, and external school community we will improve the image of the school. It is the hope that the change in student mind-set will provide a learning environment that is conducive to learning.

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Category: Continuous Improvement

Research Cited: Research by the following support student and parent engagement: Marzano, Stiggins, Strong, Kafele, and Chappuis.

Activity - Tichenor/Bartlett Collaboration Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The designated school counselor in collaboration with the Bartlett Center will work using the domains of the ASCA program to work with targeted students to improve skills that will improve academic achievement. Teachers and staff will be informed of the program as well as the support and collaboration needed for student success. Weekly monitoring and monthly meetings with Erlanger/Elsmere District, Bartlett, and Tichenor staff will be conducted to discuss interventions, needs, and celebrations.	Behavioral Support Program			07/01/2014	07/01/2015	\$0 - General Fund	Teachers and Counselors

Activity - Community Outreach and Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Tichenor Middle School has implemented strategies to improve school and community relations by involving parents and community stakeholders. Parent committees have been formed to provide input for the CSIP, scheduling, dress code, and data. A tour of the building was conducted by students and staff for the Northern Ky. Chamber of Commerce in order to provide opportunity to partner. Each year counselors will meet with parents to discuss ILPs and Explore data; "parent academies" will be held for all students to discuss K-Prep data, standards-based curriculum and reporting, and ILPs. Tichenor Middle School will collaborate with the elementary schools, high school, parents and community members to promote successful transitions into and out of middle school. Tichenor teachers are meeting with the high school and collaboration with Advance Ky. to align the language arts, math, and science curriculum. Tichenor will also be implementing a PT3 group in collaboration with Pritchard Committee again this year in January 2015. We held our "community block party" for the second year with over 1,500 community members in attendance; we will continue this form of out-reach.	Parent Involvement			08/15/2012	08/22/2015	\$1500 - School Council Funds	Administration, Teachers, Counselors, District Office, Elementary and High School Staff, Parents, Community Members, YSC, Boys and Girls Club and PT3 Committee..

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Activity - Professional School Counseling Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A comprehensive professional school counseling program will be developed for Tichenor Middle School. The program will be modeled using the American School Counselor Association domains: Academic, Personal/Social, and Career. Professional School Counselors will conduct an annual school-wide needs assessment and organize small group counseling, individual counseling, and advisory (whole-school) lessons to address the determined needs each school year on both proactive and reactive levels.	Academic Support Program			08/15/2012	05/23/2014	\$0 - No Funding Required	Professional School Counseling staff.

Activity - Improve School Culture and Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following are a list of programs and strategies that are used to improve school culture and create a positive learning environment for students, parents, external stakeholders, and staff: PBIS, Yearly Home Visits, Parent academy, SPRICK, Advisory Time for Fostering Relationships, Tichenor/Bartlett Program, Boys and Girls Club; Children, Inc., Other After-school Activities, Youth Service Center coordination of mentoring and assistance programs.	Academic Support Program			08/15/2012	07/01/2015	\$1000 - General Fund	Administrators, Counselors, Teachers, Support Staff, Instructional Coach, YSC Coordinator, Children, Inc., PEP Grant Activities, and Boys/Girls Club

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level academic team meetings (ATM) will be held at least monthly to identify students needing intervention and intervention monitoring based upon MAP assessment, teacher common assessments, behavior data, counseling data, attendance data, and discuss strategies to enhance academic achievement. Plans will be developed for each student outlining the interventions as well as monitoring to demonstrate proficiency.	Academic Support Program			08/13/2014	07/01/2015	\$0 - No Funding Required	Tichenor Staff and Support Services

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Tichenor Middle School

Activity - Special Education Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach/Administrative designee will meet with special education teachers weekly to discuss service delivery. IEPs will be reviewed consistently to assure appropriate modifications and research-proven specially designed instruction. Each students' schedule will be determined by student need for intervention or enhancement. Teachers will broaden the continuum of services received by students. Professional learning will be provided for reading and writing skills.	Academic Support Program			08/15/2012	07/01/2015	\$0 - No Funding Required	Principal, Instructional Coach, Content Teachers, support staff, Reading/writing consultant, and Sp. Ed. Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Proficiency in Next Generation Learners Overall Score

Measurable Objective 1:

collaborate to improve student proficiency in all measured academic areas by 06/30/2015 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

Strategy1:

Reduce Barriers to Learning - The at- risk population of Tichenor Middle School is 70%; this change has occurred over a ten year period. Students have accepted the philosophy that "failure is an option," in order to improve student achievement the attitude, climate and environment of the school needs improvement. By involving parents, teachers, staff, and external school community we will improve the image of the school. It is the hope that the change in student mind-set will provide a learning environment that is conducive to learning.

Category: Continuous Improvement

Research Cited: Research by the following support student and parent engagement: Marzano, Stiggins, Strong, Kafele,and Chappuis.

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Activity - Special Education Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach/Administrative designee will meet with special education teachers weekly to discuss service delivery. IEPs will be reviewed consistently to assure appropriate modifications and research-proven specially designed instruction. Each students' schedule will be determined by student need for intervention or enhancement. Teachers will broaden the continuum of services received by students. Professional learning will be provided for reading and writing skills.	Academic Support Program			08/15/2012	07/01/2015	\$0 - No Funding Required	Principal, Instructional Coach, Content Teachers, support staff, Reading/writing consultant, and Sp. Ed. Teachers

Activity - Community Outreach and Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Tichenor Middle School has implemented strategies to improve school and community relations by involving parents and community stakeholders. Parent committees have been formed to provide input for the CSIP, scheduling, dress code, and data. A tour of the building was conducted by students and staff for the Northern Ky. Chamber of Commerce in order to provide opportunity to partner. Each year counselors will meet with parents to discuss ILPs and Explore data; "parent academies" will be held for all students to discuss K-Prep data, standards-based curriculum and reporting, and ILPs. Tichenor Middle School will collaborate with the elementary schools, high school, parents and community members to promote successful transitions into and out of middle school. Tichenor teachers are meeting with the high school and collaboration with Advance Ky. to align the language arts, math, and science curriculum. Tichenor will also be implementing a PT3 group in collaboration with Pritchard Committee again this year in January 2015. We held our "community block party" for the second year with over 1,500 community members in attendance; we will continue this form of out-reach.	Parent Involvement			08/15/2012	08/22/2015	\$1500 - School Council Funds	Administration, Teachers, Counselors, District Office, Elementary and High School Staff, Parents, Community Members, YSC, Boys and Girls Club and PT3 Committee..

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Activity - Tichenor/Bartlett Collaboration Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The designated school counselor in collaboration with the Bartlett Center will work using the domains of the ASCA program to work with targeted students to improve skills that will improve academic achievement. Teachers and staff will be informed of the program as well as the support and collaboration needed for student success. Weekly monitoring and monthly meetings with Erlanger/Elsmere District, Bartlett, and Tichenor staff will be conducted to discuss interventions, needs, and celebrations.	Behavioral Support Program			07/01/2014	07/01/2015	\$0 - General Fund	Teachers and Counselors

Activity - Professional School Counseling Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A comprehensive professional school counseling program will be developed for Tichenor Middle School. The program will be modeled using the American School Counselor Association domains: Academic, Personal/Social, and Career. Professional School Counselors will conduct an annual school-wide needs assessment and organize small group counseling, individual counseling, and advisory (whole-school) lessons to address the determined needs each school year on both proactive and reactive levels.	Academic Support Program			08/15/2012	05/23/2014	\$0 - No Funding Required	Professional School Counseling staff.

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level academic team meetings (ATM) will be held at least monthly to identify students needing intervention and intervention monitoring based upon MAP assessment, teacher common assessments, behavior data, counseling data, attendance data, and discuss strategies to enhance academic achievement. Plans will be developed for each student outlining the interventions as well as monitoring to demonstrate proficiency.	Academic Support Program			08/13/2014	07/01/2015	\$0 - No Funding Required	Tichenor Staff and Support Services

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Tichenor Middle School

Activity - Improve School Culture and Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following are a list of programs and strategies that are used to improve school culture and create a positive learning environment for students, parents, external stakeholders, and staff: PBIS, Yearly Home Visits, Parent academy, SPRICK, Advisory Time for Fostering Relationships, Tichenor/Bartlett Program, Boys and Girls Club; Children, Inc., Other After-school Activities, Youth Service Center coordination of mentoring and assistance programs.	Academic Support Program			08/15/2012	07/01/2015	\$1000 - General Fund	Administrators, Counselors, Teachers, Support Staff, Instructional Coach, YSC Coordinator, Children, Inc., PEP Grant Activities, and Boys/Girls Club

Strategy2:

Improve Literacy and Numeracy Skills - By providing students with the LDC and MDC Learning Models, Accelerated Math, FastForward, and Mango Language, students will improve language arts and math achievement. Staff will collaborate with NKCES to improve instruction of curriculum. Students have been scheduled for a 45 minute intervention period; placement will be determined by the data. The LDC model will be used across the curriculum; professional learning will be provided by the language arts department.

Category: Continuous Improvement

Research Cited:

Activity - Literacy Initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teams are using the LDC model for instruction to improve rigor. A team meets with SREB representatives monthly to integrate strategies and skills; the team shares the information with the staff. A LDC schedule is collaborated with all interdisciplinary departments in order to assure fidelity. A rubric has been developed by the students to provide feedback on their work; exemplary examples are shared and students discuss and assess other work. All grade level language arts classes have been aligned in collaboration with Advance Ky. AP Initiative. The Fastforward Program is being used for both enrichment and intervention purposes. LDC initiatives are all research-based Tier 1 activities involving all students.	Academic Support Program			08/15/2011	07/01/2015	\$0 - No Funding Required	Instructional Coach, Administrators, FF Teacher, and all Teachers.

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Activity - Numeracy Initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math department is expanding research-based instruction to include MDC model and Accelerated Math Program as Tier 1 Initiatives for all students. A team of teachers are trained by the SREB staff as an on-going basis then the team trains the other staff members. (Train the Trainer Model)	Academic Support Program			08/15/2012	07/01/2015	\$0 - No Funding Required	Assistant Principal, Instructional Coach, Sp. Ed. Teacher, Support Staff, and Math Department

Activity - Collaboration with NKCES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tichenor is collaborating with the Northern Kentucky Cooperative for Educational Services for the 6th, 7th, and 8th grade teachers in Language Arts and Math. The NKCES is providing observation opportunities and feedback to teachers in order to improve instruction. A NKCES behavioral specialist is consulting with teachers to improve classroom management. The math department is meeting to analyze data and provide feedback on instructional practices with the ISLN.	Professional Learning			08/15/2012	07/01/2015	\$0 - No Funding Required	Language Arts Teachers, Math Teachers, Instructional Coach, Administrators, NKCES Consultants, and ISLN Math Staff, SREB

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

Goal 1:

Proficiency in Next Generation Instructional Programs and Support

Measurable Objective 1:

demonstrate a proficiency in the overall score on each component of the Next Generation Instructional Programs and Support by 06/30/2015 as measured by annual Program Reviews and the Unbridled Learning Accountability Model.

Strategy1:

Professional Development Specific to the Arts and Practical Living/Career Studies - Providing specific professional development for Arts and Humanities and Practical Living/Career Studies teachers will serve to strengthen their instruction and, in turn, strengthen the program as a whole.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Activity - Professional Development for the Arts and Practical Living/Career Studies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly professional development opportunities will be held during the school year. The professional development will be specific to the needs of the Arts and Humanities and Practical Living/Career Studies teachers across the district.	Professional Learning			08/13/2014	08/14/2015	\$0 - District Funding	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

Strategy2:

Practical Living / Career Studies - ...

Category:

Research Cited: ...

Activity - Consumerism	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Tichenor Middle School will review current curriculum in social studies and language arts and embed consumerism concepts into those content areas. Opportunities for real world application of consumerism concepts will be addressed through school activities and partnership with community organizations.	Direct Instruction			01/07/2013	06/01/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, teachers,

Activity - Health / Physical Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
. Implementation of the PECAT assessment for the Physical Education curriculum will be used to ensure the PE curriculum is aligned to the KCAS for practical living. Academic activities will embed Language Arts / Writing and Math content into both curriculums.	Direct Instruction			01/07/2013	06/08/2015	\$0 - Other	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Activity - Career Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Tichenor Middle School will address career education through the Advisory Program and daily Advisory class. The Advisory curriculum will address the career standards and exploring various careers on a weekly basis. Service learning projects and Reality Store will provide students with real world experiences. Tichenor Middle School staff will also secure guest speakers to address career exploration standards. Initial activities to establish a business partner have already been conducted.	Career Preparation/ Orientation			01/07/2013	06/08/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Strategy3:

Writing - Tichenor Middle School teachers will increase the number of opportunities for students to write as well as increase the quality of writing instruction.

Category:

Research Cited:

Activity - Opportunities for Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Tichenor Middle School will provide students with multiple opportunities for writing. A schedule for LDC modules will be established to span the school year and will cover all content areas. Students will have the opportunity for real world writing experiences, including publishing, through school activities and community involvement.	Direct Instruction			01/07/2013	06/01/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Activity - Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tichenor Middle School teachers will improve the writing instruction for students by using a common annotation system across content areas and grade levels, use a common peer editing process and establish PLC's to discuss writing prompts. Use of exemplar models, rubrics and goal setting will be implemented to improve the quality of student writing.	Direct Instruction			01/04/2013	07/01/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Strategy4:

Arts and Humanities - Tichenor Middle School teachers will improve the Arts and Humanities Program by focusing on Arts and Humanities standards in elective classes as well as embedding arts and humanities standards into core content areas.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Tichenor Middle School

Activity - Arts and Humanities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Tichenor Middle school will evaluate the current schedule and develop a system to ensure that each student at TMS will receive a H & H class a minimum of one time per year. The Arts and Humanities teachers at Tichenor Middle School will formalize the curriculum based on H & H standards. An increased emphasis on the disciplines of drama and dance will be incorporated into current classes or new classes will be developed. Other content areas will embed Arts and Humanities standards into their curriculum.	Academic Support Program			01/03/2013	06/01/2015	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Strategy5:

Advisory Committees/PLC's - Participation in district-wide advisory committees and professional learning communities for Arts and Humanities and Practical Living/Career Studies will assist the school in addressing areas in need of improvement, serve to strengthen proficient areas of the programs, and increase collaboration among the Arts and Humanities and Practical Living/Career Studies teachers across the district.

Category:

Research Cited:

Activity - AH and PL/CS PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities PLC and Practical Living/Career Studies PLC. Monthly meetings will be held with this group to discuss best practice, align curriculum across the district, and collaborate on district-wide and/or multi-school projects and events.	Professional Learning			09/04/2013	06/08/2015	\$0 - No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

Activity - AH and PL/CS Advisory Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Practical Living/Career Studies teachers will participate on the District-wide Arts and Humanities Advisory Committee and Practical Living/Career Studies Advisory Committee. Monthly meetings will be held with this group to discuss areas in need of improvement and advise the Arts and Humanities and Practical Living/Career Studies Programs of each school.	Academic Support Program			09/04/2013	06/08/2015	\$0 - No Funding Required	Instructional Coordinator, Principal, Instructional Coach, Arts and Humanities and Practical Living/Career Studies teachers

