



Comprehensive School Improvement Plan

Tichenor Middle School

Erlanger-Elsmere Independent School District

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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 2014. 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 approximately 515 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-busing district except for our special needs students. Our at-risk population is estimated at 69%. 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 28.6% 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-lead parent teacher conferences, goal-setting, self-monitoring, and standards-based curriculum and grading. We have designed our daily schedule to meet the needs of our students permitting time for enrichment and intervention. We received a federal grant for the next three years which will permit our students to be involved with the Professional School Counseling Program. Students will receive help with the ILPs and career reviews as well as behavioral skills in the planned advisory teams. 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 stakeholders in the Tichenor Middle School 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 life-long 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 year we have noticed a shift in school culture that welcomes students and provides activities and strategies that foster academic success. In the 2012-2013 school year we hired eighteen new staff members, realigned our schedule utilizing grade-level teams, vertically aligned the curriculum in math, English, and science, instituted a new counseling program and advisory teams. Teachers are meeting every Monday afternoon and Tuesday during team planning to improve instruction, plan rigor and student engagement. Our attendance at this point in the year is 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. Last year our girls' volleyball team was undefeated in the regular season but lost the final to a team they had beaten twice during the regular season. Our football team has won the Northern Kentucky Middle School Championship two of the last three years going undefeated this year. Our 2011-2012 eighth grade boys' basketball team won the regular season and were runners-up in the middle school tournament. We have students participating in track and cross-country at the varsity level. We had the largest number of students participating in the Governor's Cup Program last year to advance to the regionals and state. We received a federal grant to provide Tichenor Middle School the ability to design a Professional School Counseling Program for the next three years. (Only two schools chosen in the state.) During the 2012-2013 school year we were the recipient of the Teacher Initiated Program for the Arts, placing a teaching artist alongside Mr. Fairchild, Art Teacher, for four weeks integrating a fiber arts component to the art curriculum. Students and staff both participated in the classes offered by the visiting artist. 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.

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 be formed to provide input for the CSIP. 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 will also be implementing a PT3 group in collaboration with Pritchard Committee.

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 five percentile in the state. 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, 68.9% of all students are performing at either novice (47.3%) or apprentice (21.6%), our male population has 14.2% more novice than females, African American students are 62.5% novice, Hispanic students are 75% novice, and our special needs students are 81% novice. The data does not tell us the current performance levels of students as related to grade level or lexiles, doesn't 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/analyzing our data, science was an area of growth. Even though our students were still at or about the state average for students receiving novice (17.7%), students in science received 42.6% proficient and distinguished. Sixth grade students received 17.6% less novice than the average of the seventh and eighth grade students. Last year we made changes in the science staff which resulted in the academic improvement using rigor and student engagement; this year we are working with a completely new science staff. We strengthened our math department with three new math teachers for the seventh and eighth grade; this permitted us to differentiate the math and designing practical math intervention.

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; hiring seventeen new staff members started the mindset shift needed 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, standards-based grading, curriculum re-alignment, instructional rounds, embedded professional learning, professional school counseling program, RTI after intense small group skill's building advisory, LDC and MDC literacy and math initiatives, creating data teams and committees to analyze forms of data, student goal-setting and feedback, student-lead parent/teacher conferences, home visits, advisory classes for all students, certified staff book studies (CASL and Seven Strategies for Assessment), and collaboration with the Northern Kentucky Co-Op to improve instruction.

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, instructional rounds, and peer observations. We will work on developing specific student-friendly learning targets and assessment for learning. Departments and grade-level teams are working on strengthening common assessment and content vocabulary. We need to continue to support our eight KTIP teachers and new staff in order to assure efficacy in instructional strategies and practices. In the summer of 2013 all Tichenor students will be visited before school starts in order to improve student/parent involvement. 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 the learning.

TMS CSIP 2012-2013

Overview

Plan Name

TMS CSIP 2012-2013

Plan Description

Tichenor Middle School's Comprehensive School Improvement Plan 2012-2013

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	Measurable Objective	Total Funding
1	Continuous Instructional Improvement through Professional Development	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to ensure continuous instructional improvement by 05/15/2013 as measured by completion of required professional development hours.	\$0
2	Proficiency in Next Generation Learners Overall Score	Objectives: 4 Strategies: 12 Activities: 36	Organizational	Collaborate to improve student proficiency in all measured academic areas by 09/01/2013 as measured by Achievement Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science., Collaborate to achieve typical to high growth by 09/01/2013 as measured by the overall Growth Score, Reading and Math Typical Growth scores, and individual student growth scores., Collaborate to increase the percentage of 8th graders that are College Ready to 65% by 05/30/2015 as measured by the overall College Readiness Score and related data., Collaborate to improve student proficiency in all measured academic areas by 09/01/2013 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.	\$9000

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3	Proficiency in Next Generation Instructional Programs and Support	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Demonstrate a proficiency in the overall score on each component of the Next Generation Instructional Programs and Support by 06/01/2014 as measured by annual Program Reviews and the Unbridled Learning Accountability Model.	\$0
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Goal 1: Continuous Instructional Improvement through Professional Development

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

Measurable Objective 1:

Collaborate to ensure continuous instructional improvement by 05/15/2013 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

Research Cited: Charlotte Danielson's Framework for Teaching

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	05/15/2013	\$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

Goal 2: 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 09/01/2013 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 improve student achievement. Using goal setting, student engagement, feedback, and formative assessment teachers will increase rigor and relevance of instruction.

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
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The Tichenor MS staff meets twice a week to discuss best practices for instruction. The staff is currently engaged in the study of the CHETL document and the CASL book. Teachers will collaborate to improve common assessments, goal setting, planning, feed back, reflection, differentiation of instruction and questioning strategies.	Professional Learning	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, Instructional Assistants
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Activity - Observation and Modeling of Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In cooperation with NKCES, teachers will be observing High School Language Arts and Math classes. Effective teachers within the building will be observed by other teachers to improve instruction.	Professional Learning	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers

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.	Professional Learning	08/15/2012	05/31/2013	\$2500	General Fund	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers

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	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers

Strategy 2:

Professional School Counseling Program - ...

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	05/31/2013	\$0	No Funding Required	Professional School Counseling staff, teachers, administrators
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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	05/31/2013	\$0	No Funding Required	Professional School Counseling staff, teachers, administrators

Strategy 3:

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.

Activity - Scheduling Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in January the Scheduling Team will meet routinely to analyze data and begin making scheduling decisions for the 2013-2014 school year.	Policy and Process	01/01/2013	07/31/2013	\$0	No Funding Required	Administrative team and Scheduling Team.

Strategy 4:

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.

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

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	08/15/2011	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Counselors, Instructional Coach, Teachers

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Activity - Parent Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents were provided the opportunity to attend four 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	08/15/2012	05/31/2013	\$1500	School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers

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 provided by Dr. Thomas Guskey and a book study was conducted using the Seven Strategies of assessment by J. Chappuis. 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.	Professional Learning	06/28/2011	05/31/2013	\$1500	School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers

Measurable Objective 2:

Collaborate to achieve typical to high growth by 09/01/2013 as measured by the overall Growth Score, Reading and Math Typical Growth scores, and individual student growth scores.

Strategy 1:

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

Activity - Classroom Integration of MAP Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 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.	Academic Support Program	08/15/2012	05/31/2013	\$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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<p>The staff has been trained in goal setting using the CASL book and reviewing the CHETL document. 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.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration , teachers and staff, counselors, instructional coach</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.

Research Cited: American School Counseling Association.

Activity - Data Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 provideTichenor Middle School stakeholders vital informational data that will drive instruction and academic achievement.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrator s, teachers, parents, counselors, instructional coach, and district staff. All stakeholders will analyze and monitor data to assure academic achievement.</p>

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>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.</p>	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, Teachers, Instructional Assistants, Special Education Staff
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Activity - Professional School Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Professional School Counseling Staff, Dr. Zyromski (NKU), Instructional Coach, Teachers, Instructional Assistants, Special Education Staff, Parents

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Tichenor Middle School RTI has been entitled "ATM." Each grade level team holds monthly 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.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>05/31/2013</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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Strategy 3:

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.

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

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>05/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration , Counselors, and Teachers. Students will be monitored throught the use of formative and summative assessment and continued evaluation of the Program Reviews.</p>

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Activity - Gifted and Talented Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	05/31/2013	\$0	No Funding Required	Administration, Teachers, Gifted/Talented Teacher, Art Teacher, Arts Humanities and Practical Living Staff. Students are monitored by the Gifted/Talented Teacher and District Coordinator.

Activity - Advanced Course Offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with the high school, students will be permitted to schedule classes in Algebra, 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	05/31/2013	\$0	No Funding Required	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.

Measurable Objective 3:

Collaborate to increase the percentage of 8th graders that are College Ready to 65% by 05/30/2015 as measured by the overall College Readiness Score and related data.

Strategy 1:

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.

Activity - Parent and Student Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors
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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	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

Activity - Teacher Orientation to EXPLORE Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional School Counselors will develop activities to provide teachers with hands on experience to gain familiarity with the Explore Test and its content. Activities will also encompass how to read Explore results and college and career readiness data so they can assist in guiding students. Starting this year the seventh grade class will take the Explore Assessment in January.	Academic Support Program	08/15/2012	05/31/2013	\$1500	General Fund	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

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	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher

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Strategy 2:

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.

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	05/31/2013	\$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	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

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.

Activity - Exposure and Opportunity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/15/2012	05/31/2013	\$2000	General Fund	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers, Youth Service Coordinator.
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Activity - Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/15/2012	05/31/2013	\$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	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	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, and Teacher Advisors.

Measurable Objective 4:

Collaborate to improve student proficiency in all measured academic areas by 09/01/2013 as measured by Non-Duplicated Gap Score and NAPD calculations in reading, writing, language mechanics, math, social studies and science.

Strategy 1:

Improve Literacy and Numeracy Skills - By providing students with the LDC and MDC Learning Models, Accelerated Math, FastForward, and Springboard, students will improve language arts and math achievement. Staff will collaborate with NKCES to improve instruction of curriculum.

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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 grade teachers in Language Arts; the services will expand to 7th and 8th grade. 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	05/31/2013	\$0	No Funding Required	Language Arts Teachers, Math Teachers, Instructional Coach, Administrator s, NKCES Consultants, and ISLN Math Staff, SREB
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 Language Arts classes use Springboard as a text; teachers were all trained in the use of Springboard. The Fastforward Program is being used for both enrichment and interventiion purposes. LDC and Springboard initiatives are all research-based Tier 1 activities involving all students.	Academic Support Program	08/15/2011	05/31/2013	\$0	No Funding Required	Instructional Coach, Administrator s, FF Teacher, and all Teachers.
Activity - Numeracy Inititives	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	05/31/2013	\$0	No Funding Required	Assistant Principal, Instructional Coach, Sp. Ed. Teacher, Support Staff, and Math Department

Strategy 2:

Reduce Barriers to Learning - The at-risk population of Tichenor Middle School is 69%; this change has occurred over an eight year period. Students have accepted the philoshy that "failure is an option," in order to improve student achievement the 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.

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

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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	05/31/2013	\$0	No Funding Required	Professional School Counseling staff.
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, SPRICK, Advisory Time for Fostering Relationships, Boys and Girls Club; Other After-school Activities, Youth Service Center coordination of mentoring and assistance programs.	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Administrators, Counselors, Teachers, Support Staff, Instructional Coach, YSC Coordinator, and Boys/Girls Club
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 will implement strategies to improve school and community relations by involving parents and community stakeholders. A parent committee will be formed to provide input for the CSIP. 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 will also be implementing a PT3 group in collaboration with Pritchard Committee.	Parent Involvement	08/15/2012	05/31/2013	\$0	No Funding Required	Administration, Teachers, Counselors, District Office, Elementary and High School Staff, Parents, Community Members, YSC, Boys and Girls Club.
Activity - Special Education Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional Coach 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.	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	Principal, Instructional Coach, Content Teachers, support staff, and Sp. Ed. Teachers
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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level academic team meetings will be held monthly to identify students needing intervention based upon a universal screener (MAP) and discuss strategies to enhance academic achievement.	Academic Support Program	08/15/2012	08/31/2013	\$0	No Funding Required	Tichenor Staff and Support Services

Goal 3: 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 06/01/2014 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.

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	06/01/2014	\$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.

Research Cited:

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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	06/07/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

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	06/18/2013	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

Strategy 3:

Practical Living / Career Studies - ...

Research Cited: ...

Activity - Health / Physical Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tichenor Middle School staff has applied for the Phillip Morris Foundation Grant. This grant will provide a comprehensive, sequential Health curriculum for grades 6-8 that alligns with the NHES standards. 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	06/14/2013	\$0	Other	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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<p>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.</p>	<p>Career Preparation/Orientation</p>	<p>01/07/2013</p>	<p>06/14/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers</p>
<p>Activity - Consumerism</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Teachers at Tichenor Middle School will review current curriculum in social studies and math 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.</p>	<p>Direct Instruction</p>	<p>01/07/2013</p>	<p>06/14/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principal, Assistant Principal, Instructional Coach, Professional School Counselors, teachers,</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Education	Parents were provided the opportunity to attend four 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	08/15/2012	05/31/2013	\$1500	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers
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	05/15/2013	\$0	Bryant Gillis
Staff Education	Staff will participate in professional learning related to Standards-Based Grading provided by Dr. Thomas Guskey and a book study was conducted using the Seven Strategies of assessment by J. Chappuis. 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.	Professional Learning	06/28/2011	05/31/2013	\$1500	Principal, Assistant Principal, Instructional Coach, Counselors, and teachers
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	05/31/2013	\$0	Administrator s, teachers, parents, counselors, instructional coach, and district staff. All stakeholders will analyze and monitor data to assure academic achievement.
Community Outreach and Parent Involvement	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 be formed to provide input for the CSIP. 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 will also be implementing a PT3 group in collaboration with Pritchard Committee.	Parent Involvement	08/15/2012	05/31/2013	\$0	Administration , Teachers, Counselors, District Office, Elementary and High School Staff, Parents, Community Members, YSC, Boys and Girls Club.
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	06/07/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, 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	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors

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Scheduling Team	Beginning in January the Scheduling Team will meet routinely to analyze data and begin making scheduling decisions for the 2013-2014 school year.	Policy and Process	01/01/2013	07/31/2013	\$0	Administrative team and Scheduling Team.
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	06/18/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
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	05/31/2013	\$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	05/31/2013	\$0	Professional School Counseling staff.
Career Education	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	06/14/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
Observation and Modeling of Instructional Best Practices	In cooperation with NKCES, teachers will be observing High School Language Arts and Math classes. Effective teachers within the building will be observed by other teachers to improve instruction.	Professional Learning	08/15/2012	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers

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Integration of EXPLORE Standards Into Classroom Instruction	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	08/15/2012	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher
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	06/01/2014	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
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	05/31/2013	\$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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<p>Goal Setting Instruction for Students</p>	<p>The staff has been trained in goal setting using the CASL book and reviewing the CHETL document. 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.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Administration , teachers and staff, counselors, instructional coach</p>
<p>Individual Learning Plan</p>	<p>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.</p>	<p>Career Preparation/Orientation</p>	<p>08/15/2012</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, and Teacher Advisors.</p>
<p>Scheduling of AH/PLCS Courses</p>	<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>05/31/2013</p>	<p>\$0</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>

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Advanced Course Offerings	In collaboration with the high school, students will be permitted to schedule classes in Algebra, 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	05/31/2013	\$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.
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	05/31/2013	\$0	Principal, Assistant Principal, Professional School Counseling Staff, Dr. Zyromski (NKU), Instructional Coach, Teachers, Instructional Assistants, Special Education Staff, Parents
Consumerism	Teachers at Tichenor Middle School will review current curriculum in social studies and math 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	06/14/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, teachers,

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<p>Improve School Culture and Learning Environment</p>	<p>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, SPRICK, Advisory Time for Fostering Relationships, Boys and Girls Club; Other After-school Activities, Youth Service Center coordination of mentoring and assistance programs.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Administrator s, Counselors, Teachers, Support Staff, Instructional Coach, YSC Coordinator, and Boys/Girls Club</p>
<p>Response to Intervention</p>	<p>The Tichenor Middle School RTI has been entitled "ATM." Each grade level team holds monthly 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.</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>05/31/2013</p>	<p>\$0</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>
<p>Numeracy Initiatives</p>	<p>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)</p>	<p>Academic Support Program</p>	<p>08/15/2012</p>	<p>05/31/2013</p>	<p>\$0</p>	<p>Assistant Principal, Instructional Coach, Sp. Ed. Teacher, Support Staff, and Math Department</p>

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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	08/15/2012	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors
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	08/15/2012	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teacher Advisors
Collaboration with NKCES	Tichenor is collaborating with the Northern Kentucky Cooperative for Educational Services for the 6th grade teachers in Language Arts; the services will expand to 7th and 8th grade. 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	05/31/2013	\$0	Language Arts Teachers, Math Teachers, Instructional Coach, Administrators, NKCES Consultants, and ISLN Math Staff, SREB
Response to Intervention	Grade level academic team meetings will be held monthly to identify students needing intervention based upon a universal screener (MAP) and discuss strategies to enhance academic achievement.	Academic Support Program	08/15/2012	08/31/2013	\$0	Tichenor Staff and Support Services
Special Education Services	Instructional Coach 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.	Academic Support Program	08/15/2012	05/31/2013	\$0	Principal, Instructional Coach, Content Teachers, support staff, and Sp. Ed. Teachers

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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	08/15/2011	05/31/2013	\$0	Principal, Assistant Principal, Counselors, Instructional Coach, Teachers
Departmental Meetings	Department team meetings take place a minimum of once a month to discuss vertical alignment, best practice and student achievement.	Professional Learning	08/15/2012	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers
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	05/31/2013	\$0	Professional School Counseling staff, teachers, administrators ..
Progress Monitoring	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	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, Teachers, Instructional Assistants, Special Education Staff
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	08/15/2012	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counseling staff, Teacher Advisors, Youth Service Center Coordinator.

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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 Language Arts classes use Springboard as a text; teachers were all trained in the use of Springboard. The Fastforward Program is being used for both enrichment and interventiion purposes. LDC and Springboard initiatives are all research-based Tier 1 activities involving all students.	Academic Support Program	08/15/2011	05/31/2013	\$0	Instructional Coach, Administrator s, FF Teacher, and all Teachers.
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	05/31/2013	\$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.
Functional PLC's	The Tichenor MS staff meets twice a week to discuss best practices for instruction. The staff is currently engaged in the study of the CHETL document and the CASL book. Teachers will collaborate to improve common assessments, goal setting, planning, feed back, reflection, differentiation of instruction and questioning strategies.	Professional Learning	08/15/2012	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers, Instructional Assistants
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	05/31/2013	\$0	Principal, Assistant Principal, Instructional Coach, School Counseling staff, teacher advisors
Total					\$0	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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. Starting this year the seventh grade class will take the Explore Assessment in January.	Academic Support Program	08/15/2012	05/31/2013	\$1500	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers
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	08/15/2012	05/31/2013	\$2000	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers, Youth Service Coordinator.
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.	Professional Learning	08/15/2012	05/31/2013	\$2500	Principal, Assistant Principal, Instructional Coach, Counselors, Teachers
Total					\$6000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
Health / Physical Education	Tichenor Middle School staff has applied for the Phillip Morris Foundation Grant. This grant will provide a comprehensive, sequential Health curriculum for grades 6-8 that alligns with the NHES standards. 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	06/14/2013	\$0	Principal, Assistant Principal, Instructional Coach, Professional School Counselors, Teachers

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Total

\$0

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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