2025-2026 TMS Phase One: Continuous Improvement Diagnostic for Schools_04222026_13:01

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Tichenor Middle School
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United States of America

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

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

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

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

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• Progress Monitoring

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

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

Please enter your name and date below to certify.

Aubrey Ryan

TMS 2025-2026 Phase One: Executive Summary for Schools_08292025_10:31

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

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

Tichenor Middle school is the only middle school in the Erlanger-Elsmere school district. Tichenor serves middle school students from the two neighboring cities of Erlanger and Elsmere. There are approximately 475 students at TMS. The TMS student body is composed of approximately 60% white students and 40% minority students. Approximately 70% of our students receive free and or reduced lunch. In addition, 12% of our students are designated as FIT, Family in Transition, and we have over 100 students designated with IEPs, 504s, and PSPs. The teaching staff is comprised of 38 certified employees with a range of years of experience. Many families from our communities experience challenges based on socio-economics and substance abuse. As a result, many of the students that attend TMS have multiple adverse childhood experiences that can be barriers to learning. Our school and district prides itself on catering to the individual needs of every student regardless of the obstacles. We believe every student can learn at a high level, and we work tirelessly to support our students on their educational and life journey regardless of what barriers they may encounter during their years at Tichenor.

School Stakeholders

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

There are multiple stakeholder groups at Tichenor Middle School including, but not limited to, faculty and staff, students, administrators, parents/guardians and community members. All stakeholders are involved in the improvement planning process. Faculty, administrators and parents are represented by individuals on the TMS Site Based Decision Making Council. The school SBDM is made up by the principal, three parents and four teachers. The school SBDM is involved in the school improvement process by reviewing KSA data, making suggestions in creating the school improvement plan, and progress on the plan is reviewed monthly at SBDM meetings.

School's Purpose

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

Students are our top priority and it is our mission to embrace and attend to their individual needs, regardless of the obstacles. All school based decisions are based upon what is best for students. The administration works extremely hard to recruit and hire the most qualified professionals with the correct disposition that is the best fit for our students and families. The faculty and staff are expected to have a growth mindset, and be ready and willing to go the extra mile to support our students' academic, social and emotional needs. Our school mantra is Be here, Be Engaged and Be Accountable. The priorities in our school improvement plan track back to our mantra and school identity. Outside of high academic expectations throughout the school day we offer academic tutoring four days a week from 3 to 4:30 at no costs to students and families. Every student is enrolled in a daily seminar class where throughout the week their academic and physical wellness are addressed as well as their social and emotional needs via the research based Second Step program. Our teachers and admin team work closely with the Family Youth Service Center coordinator to ensure all students' basic needs are met. In addition, we offer a food pantry to all of our district families 2 days a month. Students can receive dental service at school and have access to a school nurse. We have formed great partnerships with local mental health professionals. Northkey and Children's Home of Northern KY have offices at TMS and work with many individual and student groups. Our staff continues to learn and implement Trauma Sensitive instructional strategies to support our students in and out of the classroom.

Notable Achievements

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

Since the interruption of learning due to the Pandemic, the district has invested in updating the technological resources available to staff and students. Every classroom in the district, including Tichenor Middle School, has been equipped with a new AV projector, speakers, teacher portable microphone, projector screen, Chromebox and monitors. In addition, each student has access to a Chromebook to facilitate a 1 to 1 digital learning initiative. In addition, digital resources to support instruction and augment curricula are available to support teaching and learning.

Faculty and Staff have committed to creating the school expectation of Be Here, Be Engaged and Be Accountable. An attendance team has been created to focus on school wide attendance issues including chronic truancy. In addition, this team has created multiple incentives and rewards to encourage students to be at school. The TMS Portrait of a Student continues to be a focus. TMS strives to create students that are active learners, critical thinkers, productive collaborators and effective communicators. Lastly, faculty and student accountability is a school wide focus.

Areas of Improvement

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

In addition to these improvements we will continue to promote literacy and use district and regional resources such as the coop to assist our teachers with learning skills and strategies for teaching reading across all content classes. We are continuing to implement new curriculum to increase rigor in the classroom.

Additional Information

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 TMS Phase Two: The Needs Assessment for Schools_09222025_13:35

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

Admin PLC Meetings that include the following personnel are conducted weekly: Assistant Principals, Counselors, Instructional Coach, Attendance Committee. Teachers and administrators meet monthly to discuss Tier 1 instruction best practices. The TMS Admin team meets monthly to review and discuss potential Tier II candidates based on students behavior, attendance and grades. The TMS SBDM meets monthly and part of the monthly agenda is to review student achievement, steps taken towards the school improvement plan and Professional Development. The district calendar contains four required professional development days (PD) and an additional five professional learning community days (PLC) for the purpose of reviewing, analyzing, and applying data results. Agendas for these days are

submitted to the Superintendent, Assistant Superintendent and the Director of District-Wide Programs for review and feedback/direction to the Principals. Site Based Decision Making (SBDM) councils operate in accordance with KRS and KAR. The monthly Principal PLC meeting is a chief vehicle for spurring any and all school and district improvement protocols.

Review of Previous Plan

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

Last year the CSIP goals were as follows:

1. Increase the percentage of students scoring proficient and distinguished in reading 36% and mat
2. Increase the percentage of students scoring proficient and distinguished in science 17%, social s
3. Improve the student index response percentages as measured by the Quality of School Climate

OtherSchool Wide Goals:

- Increase ADA Attendance
- Decrease the percentage of disruptive referrals

After reviewing KSA data we did not achieve our KSA academic goals. From the 22-23 school to the 23-24 school year, Reading (P/D) increased by 5% and math (P/D) increased 4%. However, the 2 year trend shows a 7% gain in reading (P/D) and a 4% gain in math (P/D). From the 22-23 school year to the 23-24 school year the number of students scoring novice in reading decreased by 2% and in math by 3%. In science, TMS has continued to increase the percentage of students who are proficient/distinguished. In 21-22 we had 11% and now TMS has 17% P/D in Science. Social Studies has continued to stay consistent at 24% of TMS students scoring P/D.

The Quality of School Climate and Safety Survey have continuously increased over the past three years. In 2021-2022 TMS scored at an index score of 66.2, the state average was 69.2. In 2022-2023 TMS scored at an index score of 68.7, the state average was 68.8. In 2023-224 TMS scored at an index score of 70.1, the state average was 69.5.

Last year we focused on keeping students more engaged in class through some deliberate "Care and Accountability" training offered by the Northern KY Educational Coop. In doing so, we focused on decreasing Inactive Learner office referrals. Teachers made an effort to hold students accountable through consistently enforcing a hierarchy of accountability. In doing so, Inactive Learner office referrals decreased by 60%.

Lastly, we focused on schoolwide attendance and increasing our ADA to 94%. A monthly attendance committee met to monitor student unexcused absences with an emphasis on implementing interventions for truancy and chronically absent

students. As a result, we were able to maintain an ADA of 94% for the 2023-2024 school year. As a result, we will continue to focus on increasing proficiency in reading and math by 10%. In addition, we are working to decrease disruptive behavior by 20% and maintain 94% ADA.

Trends

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

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Example of Trends• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

A trend that has continued to challenge our district for the last several years has been staff turnover. Whether due to retirements, personnel leaving the industry altogether, and/or lack of applicants into the industry, our school (like many in our region/state) has struggled to fully staff all of the positions we have allocated to various schools and departments. During the 22/23 school year we had multiple teaching positions that were not filled with certified personnel, 7th grade math, 7th grade science, 7th grade ELA and whole school EL. The district approved a new salary schedule for 23/24 which has had a huge positive impact--the folks we were hiring this past summer have experience under their belts, which has already made for a much smoother start to school as the talent added simply knows how to do their job, and requires less 'mentorship' and attention. For 23/24, we hired 8 certified teachers to fill all of our vacancies. A majority of these teachers had over 8 years of teaching experience. For the 25/26 school year, we hired 7 certified teachers to fill all of our vacancies.

As a school, reading and mathematics are still down significantly in all grades. Socially/emotionally, our schools have been impacted by a sharp uptick in significant emotional crises, significant behavior events, and general apathy toward the learning process, but the beginning of the 23/24 year has seen us make some strides in these areas, with fewer overall behavior referrals, and fewer emotional crises. Our staff are having to work much harder to engage, motivate, and instruct our learners with ACEs (Adverse Childhood Experiences). Though challenging, we do believe that our school and staff can right this ship--with a commitment to supporting and improving Tier I Instruction at all grade levels and providing instructional resources and support toward this Tier I instruction. Additionally, we are holding our students more ‘accountable’ for their educational and social/ emotional growth–for some of our students most dramatically impacted by learning

during the height of the pandemic, this has proven to be a very real obstacle that is taking us years to attempt to overcome.

All students are asked to complete the Panorama Social-Emotional Learning (SEL) Survey three times each school year—fall, winter, and spring. This survey helps us better understand students' strengths and needs in areas such as self-management, social awareness, emotional regulation, and sense of belonging. The information gathered allows our staff to provide more targeted support and create a positive learning environment where every student feels valued and connected. Student responses are confidential and used only to help us improve our school community and support student well-being.

We continue to be designated as a TSI school for the achievement gap that exists for special education students. Last year we were also designated a TSI school for our EL population. Due to their outstanding performance on the KSA we are no longer a TSI school in that category.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

• Kentucky Summative Assessments
• Benchmark assessments
• Formative assessments
• Graduation rate
• Progress in achieving English language proficiency
• Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

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

Academic Data:

Middle School KSA % Proficient/Distinguished

- Reading: Tichenor 36%-- State 45%
- Math: Tichenor 26%-- State 39%

- Science: Tichenor 17%-- State 22%
- Social Studies: Tichenor 26%-- State 26%
- On-Demand Writing: Tichenor 32%-- State 49%

Fall 2025 MAP Data

- 33.9% Reading Proficient/Distinguished
- 27.5% Math Proficient/Distinguished
- 10% Science Proficient/Distinguished
- 66.1% Reading Novice/Apprentice
- 72.5% Math Novice/Apprentice
- 89.5% Science Novice/Apprentice

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

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

According to the 2023-2024 Impact Survey Data

- 77% of our staff feel like they belong at our school
- 73% believe they are effective at their job. This increased by 24 points from the 21-22 survey
- School climate increased overall by 17 points
- 98% of the staff believe they are trusted to teach in the way they think is best.

- 89% of the staff say that their colleagues are supportive when presented with new initiatives
- 95% of the staff say that the school is a safe environment
- 86% of the staff say that the school leaders are effective at developing rules for students that fac

- Attendance Data
  - 2022-2023– 93.08%
  - 2023-2024– 93.67%
  - 2024-2025– 94.13%
  - 2025-2026 as of 10/27/25– 96.05%
- Behavior Data
  - 2022-2023– 2,479
  - 2023-2024– 1,351
  - 2024-2025– 1,069
  - 2025-2026 as of 10/27/25– 97

Strengths

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

Example:

• We have active partnerships with twelve community organizations and businesses.

• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

We experienced growth in our KSA scores in reading +5%. math +4%, science +3%, social studies +6%, and On-Demand Writing +12%. Total student discipline referrals are down 56% from the previous year with a 44% decrease in Inactive learner referrals. The TMS staff is working hard with an external partner from the Northern Ky Educational Coop to teach with Care and Accountability. Increased efforts in Tier I instruction and classroom environment are trending in a positive direction. Our EL population did extremely well on KSA testing and Access testing resulting in one of the highest improvement scores in the state of KY and a 96.7 English Learners progress on the KSA accountability index.

Leverages/Assets

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

Examples:

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

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

Examples:

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

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

TMS and the Erlanger/Elsmere school district have partnered with NKCES to offer iSprout support for the 25-26 school year. NKCES is simply about collecting data for you—to help identify strengths, celebrate what's working, and uncover opportunities that can support your school's next level of success. This isn't an evaluation; it's a collaborative learning process designed to give the team an opportunity to develop clear, actionable insights.

We will also utilize our district support to help us better coordinate our data collection to ensure that we are providing appropriate support to all of our students.

Evaluate the Teaching and Learning Environment

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

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

8a. KCWP 1: Design and Deploy Standards

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

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

- ● **No**
- ○ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

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

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

- ○ No
- ● **Yes**

COMMENTS

Focuses on Tier 1 instruction in all content areas

8c. KCWP 3: Design and Deliver Assessment Literacy

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

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

- ● **No**
- ○ Yes

COMMENTS

N/A

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

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

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

○ No

● **Yes**

COMMENTS

Looking at all data - MAP, KSA, formative & summative assessments - to determine the effectiveness of Tier 1 instruction

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

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

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

● **No**

○ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

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

● **No**

○ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
Key Elements Template TMS 25-26	Key Elements Template TMS 25-26	•

2025-2026 TMS Phase Two: School Assurances_09222025_13:36

2025-2026 Phase Two: School Assurances

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2025-2026 Phase Two: School Assurances

Introduction

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

Federal Programs

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Title I Programs

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

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

A. timely information about programs under Title I;

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

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Title I Schoolwide Programs

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Title I Targeted Assistance School Programs

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 TMS Phase Three: Comprehensive School Improvement Plan_11062025_14:13

2025-2026 Phase Three: Comprehensive School Improvement Plan

Tichenor Middle School
Aubrey Ryan
305 Bartlett Avenue
Erlanger, Kentucky, 41018
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan 3

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Accountability Indicators

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

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

The accountability indicators for high schools include the following:

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

The Comprehensive School Improvement Plan Goal Building Template

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

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

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

ATTACHMENTS

Attachment Name

2025-2026 TMS CSIP

Attachment Summary

Attachment Name	Description	Associated Item(s)
2025-2026 TMS CSIP	2025-2026 TMS CSIP	• 1
2025-2026 TMS TSI Addendum		•

2025-2026 TMS Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_01302026_13:54

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

Tichenor Middle School
Aubrey Ryan
305 Bartlett Avenue
Erlanger, Kentucky, 41018
United States of America

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2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026... 3

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. 704 KAR 3:035 establishes the annual professional development plan.

Per Section 2, “Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.”

Section 3 further provides, “Each school and local district professional development plan shall contain the following five (5) elements:

(1) A clear statement of the school or district mission;

(2) Evidence of representation of all persons affected by the professional development plan;

(3) A needs assessment analysis;

(4) Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and

(5) A process for evaluating impact on student learning and improving professional learning, using evaluation results.”

1. **Professional Development Plan**

What is the school’s mission?

To provide the knowledge, skills, and opportunities our students need to realize their full potential and achieve lifelong success the Erlanger-Elsmere Schools are committed to creating a community of Empowerment, Growth, and Respect.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process

through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development?**

1. Implementation of effectively collaborative models

2. Using Opportunities to Respond to identify students who may need Tier 2 supports in the Tier 1 classroom

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Increasing student proficiency in reading and math

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Short-term - expose gen ed and collab teachers to different types of models for co-teaching

Long-term - utilize the different models based on instructional outcomes for each lesson to increase student achievement

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Increase student proficiency in reading and math

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

i. Classroom observation and teacher feedback

ii. Teachers, coaches, administrators, etc.

iii. After Fall, Winter and Spring MAP testing

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing

classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

The indicators of success will be an increase in Proficiency on KSA reading and math scores for students with IEPs and PSPs. Progress monitoring will also be occurring through the administration of fall, winter and spring MAP assessments.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

TMS Certified and Classified faculty

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

i. No funding should be required for this.

ii. PD will take place during our staff development days in August

iii. Staff resources from TMS, the district, and NKCES

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

On going supports will be provided by the TMS Instructional Coach, the TMS admin team, department chairs, district and teacher leaders through PLCs and prescheduled PLC and PD days.

4. For the **second identified area requiring professional development**, what required school goal(s) from the comprehensive improvement plan will be supported through this professional development (state assessment results in reading and math,

state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Increase student proficiency in reading and math

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Short-term - Provide teachers with different models for Opportunities to Respond

Long-Term - Use multiple Opportunities to Respond to identify students that may need Tier 2 supports

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Increase student proficiency in reading and math

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

i. Classroom observation, student work samples

ii. Teachers, coaches, admin

iii. After Fall, Winter, and Spring MAP testing

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

The indicators of success will be an increase in Proficiency on KSA reading and math scores for all students. Progress monitoring will also be occurring through the administration of fall, winter and spring MAP assessments.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

TMS certified faculty

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?
i. What funding source(s) will be utilized to support this professional development?
ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.
iii. What supplies and resources will be needed to implement this professional development?

i. No funding should be required for this.

ii. PD will take place during our staff development days in August

iii. Staff resources from TMS, the district, and NKCES

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

On going supports will be provided by the TMS Instructional Coach, the TMS admin team, department chairs, district and teacher leaders through PLCs and prescheduled PLC and PD days.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below**.

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)