



2021-22 TMS Phase Three: Executive Summary for
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2021-22 Phase Three: Executive Summary for Schools

Tichenor Middle School
Marvin Cooley
305 Bartlett Avenue
Erlanger, Kentucky, 41018
United States of America

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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 570 students at TMS. The TMS student body is comprised of approximately 70% white students and 30% 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 EL. The teaching staff is comprised of 38 certified employees with a range of years of experience. As with every other school in the country, we are dealing with learning GAPS crated by academic interruptions caused by Covid 19. In addition, many students and families experienced trauma and hardships during the last 18 months that at times are obstacles to student learning. We are continuing to address all student needs as much as possible to remove all barriers to learning.

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.

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 matches that is the best fit for our students and families. The faculty and staff is 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. 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

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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.

During the past few years the SBDM council, school administration and staff have committed to adding and supporting a STEM curriculum. Several Project Lead the Way classes have been added to the curriculum such as Engineering and Design, Medical Detectives, Flight and Space and App Creator. In addition the library has been converted into a makerspace/media center. Broadcasting and Digital Design have been added to our curriculum. Also, every student at TMS takes a Social/Emotional Learning class called Seminar. During Seminar, students participate in SEL lessons created by Second Step, work on academic and physical wellness, and learn and utilize mindfulness and self-regulation strategies. 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. Due to the learning gaps caused by the pandemic, our school is focusing on building and sustaining a culture of literacy. Teachers are being trained on methods and strategies to incorporate content literature into lessons. In addition, the entire staff is being trained on Kagan cooperative learning strategies.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

TMS is not a TSI or CSI school.

Additional Information

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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