Phase Three: Title I Annual Review 2018-2019

Phase Three: Title I Annual Review

Tates Creek Elementary School
Carrie Paul
1113 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Target Completion Date: 12/05/2018
Last Modified: 02/20/2019
Status: Open

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

In order to conduct the school needs assessment, the following data sources were used: KPREP, MAP, BAS and FAST. The needs identify that literacy and math are areas of growth for our students, specifically in fluency of basic literacy and numeracy skills. Kindergarten is a grade level of immediate focus as our students are coming in with deficit areas from the very start of their school career. Achievement gaps were identified among students who are African American. Title 1 funds were used to cover the cost of a Social Worker to coordinate mental health services, truancy, parent/school link and to provide MTSS Behavioral Support. Two full time and 0.3 of Reading Recovery interventionists were hired to provide Tier 2 and 3 services. Four part time retired interventionists were hired and were able to serve grades K-4 with differentiated Tier 1 guided reading instruction. The MAP Quadrant Data reflects growth of students being served by our Title 1 program. Behavioral Data indicates a continued need for mental health supports, however Tier 1 Behavior is effective for most students.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

eProve diagnostics

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The school wide plan was implemented as written. Goals from the CSIP that address the Schoolwide Reform Strategies are goals for gap closure, student achievement, student and family engagement, kindergarten readiness and recruiting and hiring and effective staff. Title 1 funding is being directed toward these goals through the purchasing of enough primary classrooms host manageable numbers of students. A social worker has been purchased to continue to assist in meeting the needs of our diverse learners and to assist in engaging with families. Data supported the strategies, activities and funding decisions, however work continues to be needed in these areas. Intervention is being provided to support students who are not making adequate progress toward proficiency.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

eProve diagnostics

Parent and Family Engagement (ESSA Section 1116)

Rationale:

• Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

• Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)

• As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).

• Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).

• To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

5 excellent family engagement nights were held and widely attended. Very minimal amounts of Title 1 funding were utilized to host family engagement activities, yet that should not reflect the amount spent. FRC, PTA and Community partners support our evening event to allow for Title 1 funds to be spent on staffing and curriculum needs. High attendance and parent engagement was the outcome of our 5 events which included Orientation, Parent and Teacher Conferences, Math and Literacy Nights, Music Nights, Science Night, Social Studies Night and a Dance Night.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Through professional development and professional readings we have learned that family engagement nights are not the only and/or most effective way to connect with families. In order to connect and begin making progress together for students, it is important that we focus on activities that promote relationship building. In order to do so, a more strategic plan for making family visits place for the following year will be put into place.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

KPREP, MAP, BAS and FAST were all used to evaluate the effectiveness of the program. Additionally truancy data, behavioral data and parent conference data was also reviewed and considered.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

All of the components of our schoolwide program were effective and we plan to continue. However we do plan to be more intentional with the things we are doing to connect with families and more intentionally track the activities that our Title 1 funded staff are managing.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

If funding remains the same, hiring enough part time interventionists to ensure that every classroom has two teachers during differentiated Tier 1 Guided Reading will be purchased sooner in the school year. Purchasing a Kindergarten interventionist is also a possibility. STEM was removed to offer a Wellness class, however bringing STEM back has been a request of students, staff and parents.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Phase One: Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

Tates Creek Elementary School
Carrie Paul
1113 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Target Completion Date: 10/01/2018
Last Modified: 11/28/2018
Status: Locked

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

The four big initiatives of TCE are guided reading, implementing a new math program, implementing a fully functioning bRtI system that is responsive to student needs based on data and the quality of student IB PYP portfolio pieces. Great growth has been indicated on MAP, KPREP, FAST and other benchmark assessments. We will continue to intentionally focus and target the specific big four areas listed with a focus on novice reduction. In regard to surveys and stakeholder input, it has been noted that very little survey responses occur electronically. Paper pencil or in person on a school computer are options that would increase our numbers, however it has been realized that the survey responses that we do receive are glowingly positive and encouraging. We are missing a significant number of parents providing input and it is likely that a survey is not the way. Individual parent and principal conferences/home visits will occur to focus discussions and questions in order to reach those who are currently unreachable or unwilling to comment via survey.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The main focus for teachers this year will occur in weekly data review meetings. Teachers will engage in intentional and focused discussions, centered around data. Decision making for next steps will occur among the team and monitored specifically by administration. The main focus for engaging parents is reaching the unreachable, specifically through personal invitation to meet with the principal and home visits for those who do not respond.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Phase Two: The Needs Assessment for Schools 18-19

Phase Two: The Needs Assessment for Schools

Tates Creek Elementary School
Carrie Paul
1113 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Last Modified: 11/28/2018
Status: Locked

Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

MAP, FAST and BAS level data was reviewed and triangulated in May of 2018 by all grade level teams. A data spreadsheet was created and has been referenced in the 2018-2019 school year. This spreadsheet includes the rate of speed, accuracy and progress over time. KPREP data was reviewed by individual teachers, grade levels and as an SBDM Council. Minutes from all meetings can be located on the staff Google drive. Meetings to review data are held each Thursday during the day, weekly according to grade level for Guided Reading and after school on Tuesdays. Additionally, Release Days occur to provide extended time for data review and instructional decision making. The basis of these meetings is to focus on formative feedback and make instructional decisions that will impact students immediately and positively.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

eProve diagnostics

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

-32% of gap students scored proficient on KPREP Reading.

-We saw a 10% increase among gap students in Reading from 2017 to 2018.

-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

58.7% of non duplicated gap students scored proficient on KPREP Reading. 55.6% of non duplicated gap students scored proficient on KPREP Math. Both Reading and Math results exceeded the growth expectation for all sub populations. 99% of students are having behavioral success. Last year the TCE suspension rate almost met the national norm of 4%.

<u>ATTACHMENTS</u>

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

58.7% of non duplicated gap students scored proficient on KPREP Reading. 55.6% of non duplicated gap students scored proficient on KPREP Math. The number of suspensions for the school almost meets the national average of 4%.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

eProve diagnostics

Trends

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

Tier 1 Literacy and Math instruction continue to be an unstable process. The school has lacked a Tier 1 program implemented with fidelity for at least 9 years. A Tier 1 Literacy program was implemented with fidelity in 2017-2018, however it did not address the gaps in learning that at least 50% of our students have. Differentiated Tier 1 instruction is in place, however it is inconsistent among classrooms and grade levels. Opportunities for students to write in conjunction with reading are disconnected or lacking. Students with mental health issues continue to remain a significant area for improvement. Implementing a Tier 1 Math program with fidelity is not occurring.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

eProve diagnostics

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to 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](#)
[KCWP 5: Design, Align and Deliver Support](#)
[KCWP 6: Establishing Learning Culture and Environment](#)

Design and Deliver Instruction; Design, Align and Deliver Support

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Potential Source of Problem

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The biggest strength and leverage that we have is that all student sub groups are exceeding growth expectations.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School Assurances 2018-2019

School Assurances

Tates Creek Elementary School
Carrie Paul
1113 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Last Modified: 10/31/2018
Status: Locked

AdvancED

School Assurances

A. Institution Assurances

1. AdvancED Policies and Procedures

   a. The institution has read, understands, and complies with the [AdvancED Policies and Procedures](#).

   - **Yes**
   - ○ No

   1a. Comments

   COMMENTS
   Please enter your comments below.

   ATTACHMENTS
   Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Substantive Changes

   a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the [AdvancED Standards and Policies](#). Such changes include, but are not limited to:
   * Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction
   * Mission and purpose of the institution
   * Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
   * Grade levels served by the institution
   * Staffing, including administrative and other non-teaching professional personnel
   * Available facilities, including upkeep and maintenance
   * Level of funding
   * School day or school year
   * Establishment of an additional location geographically apart from the main campus
   * Student population that causes program or staffing modification(s)
   * Available programs, including fine arts, practical arts and student activities

   - **Yes**
   - ○ No

   2a. Comments

   COMMENTS
   Please enter your comments below.

   ATTACHMENTS
   Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Security and Crisis Management Plan

   a. The institution implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for stakeholders. Attach the Security and Crisis Management Plan. (optional)

   - **Yes**
   - ○ No

3a. Comments

<u>COMMENTS</u>
Please enter your comments below.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Financial Transactions

a. The institution monitors all financial transactions through a recognized, regularly audited accounting system.

- **Yes**
- No

4a. Comments

<u>COMMENTS</u>
Please enter your comments below.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Improvement Plan

a. The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's eProve system.

- **Yes**
- No

5a. Comments

<u>COMMENTS</u>
Please enter your comments below.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

AdvancED

Novice Reduction for Gap Closure

Standards & Curriculum Support

Instruction

Continuous Improvement & Assessment

Environment & Support

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

Continuous Improvement Planning Cycle

Combined Workbook for:

Phase 3 - *Plotting the Course*

- **Establishing Goals, Objectives, Strategies and Activities**

AND

Phase 4 – *Making District/School Improvement Continuous*

- **Progress Monitoring and Evaluation**

Comprehensive Improvement Plan for Districts

Rationale
District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

Goal 1 (*State your proficiency goal):* Increase proficiency in Combined Reading and Math from 57.2 to 85.7 by 2023 as measured by state required academic assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- 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 - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency in Combined Reading and Math from 57.2 to 62.9 by 2018-2019 as measured by state required academic assessments.	Develop a systematic approach for the design and deployment of standards at appropriate levels of rigor and fidelity.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	PLC Minutes, TPGES observations, ELEOT data, fidelity check documentation, grade level common assessment results, MAP proficiency results and BAS levels		
Objective 2					

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

Fully Implemented	Partially Implemented	Not Implemented

Horizon Goal:
-

180 Day Goal:
-

In the first 30 days, we will know we are successful when:
- ➢

The measures/evidence we will use are:
-

First 30 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			
•			
•			
•			

If we are not successful, we will:
-

In 60 days, we will know we are successful when:
- ➢

The measures/evidence we will use are:

•			

60 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			

In 90 days, we will know we are successful when:
  ➢

The measures/evidence we will use are:
  •

90 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			

In 120 days, we will know we are successful when:

➤	

The measures/evidence we will use are:
•

120days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:
•

In 150 days, we will know we are successful when:
➤

The measures/evidence we will use are:
•

150 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

•			

If we are not successful, we will:

•

In 180 days, we will know we are successful when:
➢

The measures/evidence we will use are:

•

180 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:

•

Projected Next Steps:

•

Goal 2 (*State your separate academic indicator goal):* Increase proficiency in Separate Academic Indicators from 49.2 to 74.2 by 2023 as measured by state required academic assessments, specifically focusing on Science.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

PLC

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency in Separate Academic Indicators from 49.2 to 54.2 by 2018-2019 as measured by state required academic assessments, specifically focusing on Science.	Design and deploy standards.	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students, by way of determining if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	PLC minutes, grade level common assessments, through course tasks, program of inquiry and units of study.	MAP Quadrant Report; BAS results, FAST progress monitoring; grade level measures	

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

Fully Implemented	Partially Implemented	Not Implemented

Horizon Goal:
-

180 Day Goal:
-

In the first 30 days, we will know we are successful when:
- ➢

The measures/evidence we will use are:
-

First 30 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			
•			
•			
•			

If we are not successful, we will:

•	

In 60 days, we will know we are successful when:
➢

The measures/evidence we will use are:
•

60 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			

If we are not successful, we will:
•

In 90 days, we will know we are successful when:
➢

The measures/evidence we will use are:
•

90 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

•			
•			

If we are not successful, we will:			
•			

In 120 days, we will know we are successful when:			
➢			

The measures/evidence we will use are:			
•			

120days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			
•			
•			

If we are not successful, we will:			
•			

In 150 days, we will know we are successful when:			
➢			

The measures/evidence we will use are:			
•			

150 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:
•

In 180 days, we will know we are successful when:
➤

The measures/evidence we will use are:
•

180 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:

•

Projected Next Steps:
•

3: Gap

Goal 3 (*State your Gap goal):* Increase proficiency of African American students in Reading from 28.7 to 59.2 by 2023 as measured by state required academic assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency of African American students in Reading from 28.7 to 35.8 by 2018-2019 as measured by state required academic assessments.	Design and deploy standards.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	PLC Minutes, TPGES observations, ELEOT data, fidelity check documentation, grade level common assessment results, MAP quadrant report, running		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			record data and FAST progress monitoring.		
Objective 2					

Fully Implemented	Partially Implemented	Not Implemented

Horizon Goal:
-

180 Day Goal:
-

In the first 30 days, we will know we are successful when:
➢

The measures/evidence we will use are:
-

First 30 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			

In 60 days, we will know we are successful when:
  ➢

The measures/evidence we will use are:
  •

60 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			

In 90 days, we will know we are successful when: ⮞			
The measures/evidence we will use are:			
•			
90 days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			
In 120 days, we will know we are successful when: ⮞			
The measures/evidence we will use are:			
•			
120days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

•			
•			

If we are not successful, we will:

- •

In 150 days, we will know we are successful when:
  ➢

The measures/evidence we will use are:

- •

150 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:

- •

In 180 days, we will know we are successful when:
  ➢

The measures/evidence we will use are:

- •

180 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:

•

Projected Next Steps:

•

Goal 4 (*State your Graduation Rate goal):*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities	

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

Goal 4 (*State your Graduation Rate goal*):

• [KCWP 4: Review, Analyze and Apply Data](#) • [KCWP 5: Design, Align and Deliver Support](#) • [KCWP 6: Establishing Learning Culture and Environment](#)	• [KCWP4: Review, Analyze and Apply Data Classroom Activities](#) • [KCWP5: Design, Align and Deliver Support Classroom Activities](#) • [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

Fully Implemented	Partially Implemented	Not Implemented

Horizon Goal:
-

180 Day Goal:
-

In the first 30 days, we will know we are successful when:
- ➢

The measures/evidence we will use are:
-

First 30 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			
•			
•			
•			

If we are not successful, we will:
-

In 60 days, we will know we are successful when:
- ➢

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

The measures/evidence we will use are:			
•			
60 days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			

In 90 days, we will know we are successful when:
➢

The measures/evidence we will use are:			
•			
90 days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

In 120 days, we will know we are successful when: ➢			
The measures/evidence we will use are:			
•			
120days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			
In 150 days, we will know we are successful when: ➢			
The measures/evidence we will use are:			
•			
150 days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

•			
•			

If we are not successful, we will:

- •

In 180 days, we will know we are successful when:
  ➢

The measures/evidence we will use are:

- •

180 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:

- •

Projected Next Steps:

- •

Goal 5 (*State your Growth goal):* Decrease the number of African American students labeled *less than catch up* from 68% to 33% by 2023 as measured by state required academic assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease the number of African American students labeled *less than catch up* from 68% to 61% by 2018-2019 as measured by state required academic assessments.	Design and deploy standards.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	PLC Minutes, TPGES observations, ELEOT data, fidelity check documentation, grade level common assessment results, MAP quadrant report, running record data and FAST progress monitoring.		
Objective 2					

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

Fully Implemented	Partially Implemented	Not Implemented

Horizon Goal:
-

180 Day Goal:
-

In the first 30 days, we will know we are successful when:
- ➤

The measures/evidence we will use are:
-

First 30 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			
•			
•			
•			

If we are not successful, we will:
-

In 60 days, we will know we are successful when:
- ➤

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

The measures/evidence we will use are:			
•			

60 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			

In 90 days, we will know we are successful when:
➢

The measures/evidence we will use are:			
•			

90 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

In 120 days, we will know we are successful when: ➤			
The measures/evidence we will use are:			
•			
120days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			
•			
•			
If we are not successful, we will:			
•			
In 150 days, we will know we are successful when: ➤			
The measures/evidence we will use are:			
•			
150 days action strategies:	**Who is responsible (team leader(s)?**	**Deadline?**	**What is the plan for communication?**
•			
•			
•			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

•			
•			

If we are not successful, we will:

-

In 180 days, we will know we are successful when:
  ➢

The measures/evidence we will use are:

-

180 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:

-

Projected Next Steps:

-

Goal 6 (*State your Transition Readiness goal):* Increase the percentage of 5th grade students who are "transition ready" in reading from 46.9% to 66.9% AND in math from 42.7% to 71.2%, as measured by MAP Projected Proficiency report in comparison to the ACT by 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of 5th grade students who are "transition ready" in reading from 46.9% to 51.1% AND in math from 42.7% to 48.4%, as measured by MAP Projected Proficiency report in comparison to the ACT by 2019.	Design and deploy standards.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	PLC Minutes, TPGES observations, ELEOT data, fidelity check documentation, grade level common assessment results, MAP quadrant report, running record data, formative data, anecdotal records, and FAST progress monitoring.		
Objective 2					

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

Fully Implemented	Partially Implemented	Not Implemented

Horizon Goal:
-

180 Day Goal:
-

In the first 30 days, we will know we are successful when:
- ➢

The measures/evidence we will use are:
-

First 30 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			
•			
•			
•			

If we are not successful, we will:
-

In 60 days, we will know we are successful when:
- ➢

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

The measures/evidence we will use are:			
•			

60 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			

If we are not successful, we will:			
•			

In 90 days, we will know we are successful when:			
➢			

The measures/evidence we will use are:			
•			

90 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

In 120 days, we will know we are successful when: ➢			
The measures/evidence we will use are:			
•			

120days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:			
•			

In 150 days, we will know we are successful when: ➢			
The measures/evidence we will use are:			
•			

150 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			

2018-2019 District and School Workbook for CSIP/CDIP Phases 3 and 4
Adapted by Kelli Prater, Continuous Improvement Coach

•			
•			

If we are not successful, we will:

- •

In 180 days, we will know we are successful when:
  - ➢

The measures/evidence we will use are:

- •

180 days action strategies:	Who is responsible (team leader(s)?	Deadline?	What is the plan for communication?
•			
•			
•			
•			
•			
•			

If we are not successful, we will:

- •

Projected Next Steps:

- •

Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Tates Creek Elementary School
Carrie Paul
1113 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Target Completion Date: 12/05/2018
Last Modified: 11/28/2018
Status: Open

Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Achievement gaps for Tates Creek Elementary occur with between African-American and White students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Tates Creek Elementary believes that all students can learn at high levels, however it is critical to reduce barriers to learning and ensure that students are being actively engaged in content regardless of their identity. Meeting students individual needs through data analysis and intensive differentiation are valued and critical.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Of the achievement gaps currently present at Tates Creek Elementary, none have been successfully closed, as we persistently see a gap between African-American and White students.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Our data reflects that ALL gap identified groups are making significant growth.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Students who are African American continue to show very low numbers of proficient students, as compared to White, on KPREP in the content areas of ELA and Math.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

This year Tates Creek Elementary is pursuing professional development with the new math programs Investigations and Envision, along with Jan Richardson Guided Reading. Students have been invited to ESS that reflect significant growth on MAP. These students receive an additional guided reading group and participate in engaging math workshop activities from our math programs.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Transiency among our student population is an ever present condition that creates gaps in student success. Additionally we struggle to develop partnerships with a large number of our families due to families managing a number of priorities and/or still working to develop relationships with one another. Not ye receiving culturally responsive teaching and learning training is another condition that exists.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

TCE Leadership Team SBDM Council

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase proficiency of African American students in Reading from 28.7 to 35.8 by 2018-2019 as measured by state required academic assessments.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Design and deploy standards by way of ensuring that monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Gap Group/Total number of students	Percentage of Total School Population
White/211	38
African-American/279	50
Hispanic/69	12
English Language Learner/102	16
Free or Reduced Lunch/509	80
Students with IEP's/118	18

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Objective 1: Increase proficiency of African American students in Reading from 28.7 to 35.8 by 2018-2019 as measured by state required academic assessments. .	Design and deploy standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Carrie Paul, principal Holly McCauley, PGES Lisa Johnson, Curriculum TCE Teachers	PLC Minutes, TPGES observations, ELEOT data, fidelity check documentation, grade level common assessment results, MAP quadrant report, running record data and FAST progress monitoring.	Title 1 to cover the cost of substitute teachers for release days, stipends for after school work and any necessary supplies requried along the way. Additionally funds will be used to purchase additional interventionists.

Phase Three: Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

Tates Creek Elementary School
Carrie Paul
1113 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Target Completion Date: 12/05/2018
Last Modified: 11/28/2018
Status: Open

Phase Three: Executive Summary for Schools

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?

Tates Creek Elementary in a K-5 Elementary School located at 1113 Centre Parkway in an urban area of Lexington, Kentucky. In 2015 a school wide renovation was completed. The renovation increased the square footage of the original structure by 10,000 square feet. This is the second major renovation to the building since 1988, with the school originally being built in 1963. The school's current total enrollment is 559 students which includes 28 Gifted and Talented students and 12% of students who qualify for Special Education Services. Additionally, 12% of students are identified as English Language Learners. The Early Start Cluster Program was moved from Tates Creek Elementary to neighboring Millcreek Elementary in 2012 due to space, but happily welcomed it back in 2014. Most students live in the direct vicinity of the school in rental property which includes apartments, duplexes and some houses. Large populations of the families receive government assistance for housing. 80% of the students in the school are identified as Free or Reduced Lunch recipients. Many students are from single parent home environments and Many students are from single parent home environments and we have several students being raised by family members or foster parents. Approximately 38% of the students are Caucasian, 50% are African American, 9% and 12% are Hispanic. We require two conferences with the parent/guardian throughout the year in regards to academic and behavioral progress. Evening events that included student performances and hands on activities are widely attended. The school has been adopted and receives mentoring support, a food backpack program and teacher encouragement by Southland Christian Church, which is located in Lexington, Kentucky. There are 105 certified and classified staff working within the building. The staff is not reflective of a diverse population with only 20% of the members being of a race other than Caucasian. This is something the administration continues to focus on changing through hiring. In July of 2018, Carrie Paul was officially named the principal of Tates Creek Elementary after serving one year as the school's interim principal and for the 9 years prior to that, the administrative dean.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Tates Creek is a connected, driven family that goes hard with purpose. We are Connected, Responsible, Exceptional, Engaged and Kind. We are CREEK!

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

Tates Creek Elementary school was Authorized as an International Baccaluareate Primary Years Programme School in December of 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.