

## Phase One: Continuous Improvement Diagnostic 2018 2019

Phase One: Continuous Improvement Diagnostic

**Tates Creek High School**  
Marty Mills  
1111 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

Last Modified: 09/28/2018  
Status: Open

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## 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 climate and culture staff survey revealed that faculty and staff feel hectic, rushed, and never have enough time to complete job responsibilities. The implementation of the academy model has provided teachers with the opportunity to collaborate more with colleagues and we no longer complete tasks just because we've always completed them. Everything we do is centered around students and how the activity/task directly affects student achievement. Along with weekly smaller learning community (SLC) meetings, we also have content focused PLC meetings to allow teachers time to collaborate with one another during the school day.

#### **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.

Students, parents, faculty, and staff provide feedback and are an active part of the decision-making process for our school. Student school leaders, student council and student voice committee members represent students; PTSA and SBDM parents represent parents; department chairs and team leads represent teachers.

#### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: The Needs Assessment for Schools, 2018-2019

### Phase Two: The Needs Assessment for Schools

**Tates Creek High School**  
Marty Mills  
1111 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

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## 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?

Each Academy meets weekly to review student data for their particular academy; the student discipline and academic data is reviewed and interventions are discussed for particular students. Department PLCs meet weekly to review student data and for planning; in addition, PLC groups create assessments (formative and summative). Data updates are reported during monthly SBDM meetings. MTSS and PBIS groups meet monthly to review data and discuss interventions and new strategies for struggling students; all students receive Tier 1 supports, and Tier 2/Tier 3 supports are provided for identified students. Administration meets weekly to review student data for our African-American, ELL, and students with disabilities subgroups. Meeting minutes are maintained for each data review by each group.

### **ATTACHMENTS**

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## 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.

Proficiency indicator for African-American students is 31 and the benchmark is 40 Proficiency indicator for ELL students is 21.2 and the benchmark is 40 Proficiency indicator for students with disabilities is 8.8 and the benchmark is 40 Transition readiness indicator for African-American students is 31.7 and the benchmark is 41 Transition readiness indicator for ELL students is 25.9 and the benchmark is 41 Transition readiness indicator for students with disabilities is 21.4 and the benchmark is 41 Graduation indicator for African-American students is 75.6 and the benchmark is 85 Graduation indicator for ELL students is 75.5 and the benchmark is 85 Graduation indicator for students with disabilities is 64.5 and the benchmark is 85 21% decrease in tardies for 9th grade students at the end of the 2017-2018 school year 12% decrease in absences for 9th grade students at the end of the 2017-2018 school year 26% decrease in out of school suspensions for 9th grade students at the end of the 2017-2018 school year 54% decrease in in-school suspension for 9th grade students at the end of the 2017-2018 school year 36% decrease in discipline referrals for 9th grade students at the end of the 2017-2018 school year; KPREP novice scores decreased 30% for 2017-2018; KPREP apprentice scores increased 18% for 2017-2018; KPREP proficient scores decreased 10% for 2017-2018; KPREP distinguished scored increased 33% for 2017-2018

## **ATTACHMENTS**

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## 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.

55.8% of all students scored below proficiency on KPREP testing; 58.1% of African-American students scored novice on ACT Reading as opposed to 20.6% non-gap learners; 80.8% of ELL students scored novice on ACT Reading as opposed to 20.6% non-gap learners; 90.0% of students with disabilities scored novice on ACT Reading as opposed to 20.6% non-gap learners; 82.6 four-year graduation rate compared to 87.2 five-year rate; 85 African-American students (72.6%) graduated on time compared to 247 white students (87.3%) ; 19 ELL students (73.1%) graduated on time compared to 247 white students (87.3%) 28 students with disabilities (62.2%) graduated on time compared to 247 white students (87.3%)

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## Trends

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

Academically, students with disabilities, African-American students, and ELL students continue to not to perform as well as non-gap group students. Behaviorally, students with disabilities and African-American students are in need of more supports to meet their needs to reduce out of school suspensions and in-school suspensions. Our PBIS Team (school culture committee) meets monthly to review trends and brainstorm effective ways to positively impact the culture of our building. Beginning with the 2018-2019 school year, the PBIS Team is comprised of teachers, an Administrator, students, and a parent.

### **ATTACHMENTS**

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## 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](#)

KCWP 1: Language Arts and Math curriculum's were purchased by the district office to ensure that all students across the district are receiving a quality education and the same instruction regardless of where they attend school. There are learning checks throughout the semester, based on the standards, to see where students are academically and where improvement/re-teaching is needed. Our teachers have weekly PLCs to discuss curriculum and assessments based on our students' needs. The Curriculum, Instruction, and Assessment Department monitors the learning check data and walk-thrus from school level administrator and district office personnel ensures Language Arts and math teachers are teaching the curriculum daily. All teachers, regardless of content, are required to post a daily agenda with learning objectives, that are standards based, and activities that align to the desired learning outcomes. All teachers provide students with success criteria for that particular day's lesson. Transition readiness data is monitored for our CTE pathway courses and we adapt as needed based on our students' performance and we are refining our scheduling process to ensure our students are enrolled in KDE approved pathways. KCWP 2:

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## 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%.

KPREP On-demand writing distinguished scores increased from 31 to 64 from 2017 to 2018  
KPREP On-demand writing novice scores decreased from 94 to 64 from 2017 to 2018  
21% decrease in tardies for 9th grade students at the end of the 2017-2018 school year  
12% decrease in absences for 9th grade students at the end of the 2017-2018 school year  
26% decrease in out of school suspensions for 9th grade students at the end of the 2017-2018 school year  
54% decrease in in-school suspension for 9th grade students at the end of the 2017-2018 school year  
36% decrease in discipline referrals for 9th grade students at the end of the 2017-2018 school year

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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## Phase Two: School Assurances, 2018-2019

### Phase Two: School Assurances

**Tates Creek High School**  
Marty Mills  
1111 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

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

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

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

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

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

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- Yes
  - No

- N/A

## **COMMENTS**

## **ATTACHMENTS**

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

### **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A**

## **COMMENTS**

## **ATTACHMENTS**

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### **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Three: Comprehensive Improvement Plan for Schools\_18-19

Phase Three: Comprehensive Improvement Plan for Schools

**Tates Creek High School**  
Marty Mills  
1111 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

Last Modified: 12/16/2018  
Status: Open

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School 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, schools 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 six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

The attached file is a living document that provides specific goals, objectives, and strategies to improve students' performance at Tates Creek High School for the 2018-2019 school year. The plan also includes measures of success and progress monitoring dates/notes.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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