2019-20 TCHS Executive Summary

2019-20 Phase Three: Executive Summary for Schools

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

Last Modified: 01/01/2020
Status: Open
Description of the School

Tates Creek High School is an A1 comprehensive high school located in Lexington, Kentucky, with an enrollment of 1,730 students. In the fall of 2016, the TCHS SBDM approved for TCHS to implement the Freshman Academy for the 2017-2018 academic year; SBDM approved for the full career academy model to be implemented school-wide in the fall of 2017 for the 2018-2019 academic year. In addition to Freshman Academy, all students are enrolled in one of the following academies: Medical and Emergency Services, Design and Engineering, International Baccalaureate (IB) and Informational Technology, and Business, Entrepreneurship, and Education. In addition to be in one particular academy, every student is taking specific courses aligned to a CTE pathway. TCHS is the only high school in Fayette County, and of five in Kentucky, to offer the International Baccalaureate Diploma Programme. The IB Programme was implemented in 2006 and has increased the rigor for students at TCHS exponentially. The racial breakdown for TCHS's student body is: 51% White; 31% African-American; 10% Hispanic; 2% Asian. 53% of students receive free/reduced services, 10% of students receive special education services, and and 8% of students are English Learners. Non-academic factors that take place in our community directly impacts our students and their performance. Many students are dealing with very sensitive, dangerous situations that no child should be involved in. Violence within the Lexington community has increased significantly over the years and in an effort to connect and bridge the gap between school and home, our school school has worked with metro police to host picnics in a way for school personnel to meet students' families.

School's Purpose

The mission of Tates Creek High School is to prepare all Commodores for college and career success and for service as informed and active citizens with intercultural understanding and respect. As part of our Positive Behavior Intervention Systems (PBIS), all students, faculty, and staff are expected to exhibit what it means to be CREEK on a daily basis: Connected, Engaged, Exceptional, Kind. Being CREEK is our main core value.

Notable Achievements and Areas of Improvement

TCHS is the only high school in Fayette County that offers the International Baccalaureate (IB) Programme and is the only IB Campus in the state of Kentucky. Tates Creek Elementary offers the Primary Years Programme (PYP) and Tates Creek Middle offers the Middle Years Programme (MYP). TCHS's areas for improvement continue to be focus on novice reduction for African-American students and students with disabilities. ELL students' performance was high enough that this particular student group is no longer an achievement gap group, but that doesn't mean we have discontinued the services for these students. We saw significant gains for students of color and SPED students in reading, math, transition readiness and especially graduation rate. Our
intentional efforts are making a difference as we graduated more students in 2019 than we have in approximately 10 years.

Additional Information

CSI/TSI Schools 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.

The school improvement plan has been created with assistance from diverse school members (classroom teachers and Leadership Team members) in order to have a plan in place that reflects our school's needs; collaboration is very important and we continue to struggle to identify the very small number of students who have no desire to work. Our PLC and SLC processes continue to improve and we can and PBIS makes a significant difference as well. The culture and climate of our building is the best it's been in years. The academy model reduces inequities for students because our activities are inclusive; all 9th grade students visit a college campus and participate in a career expo. Each academy creates academy events and our community partners have been phenomenal with welcoming our students to their workplaces.

Additional Information

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

Tates Creek Elementary and Tates Creek Middle Schools have changed their mascots to the "Commodores" in order for all our schools' students to be Commodores. Our goal is to create a unified community that promotes a family-like atmosphere and spotlights our school community and unity.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

Last Modified: 11/01/2019
Status: Locked
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. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- 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.

Please enter your name and date below to certify.

Anthony Jamar Mills, September 9, 2019
2019-20 Phase Two: The Needs Assessment for Schools

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

Last Modified: 11/01/2019
Status: Open
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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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?

Our school is comprised of five Academies: Freshman Academy; Design & Engineering; Business, Entrepreneurship & Education; Medical & Emergency Services; International Baccalaureate (IB) & Information Technology (IT). Each week, teachers, the academy principal, and academy counselor meet to discuss students need in the academy. Interventions are reviewed to provide supports for struggling students (Tier 1) and students who are still not being successful are recommended for more intentional supports by our MTSS team (Tier 2 & Tier 3). Every six weeks, each academy receives specific data (attendance, grades, behavior) for each student and the team completes a "deep dive" into reviewing the data. At Monthly SBDM meetings, the principal provides an update on achievement gap plans and data for informational purposes that relates to intervention plans and enrichment for those students meeting/exceeding expectations. Minutes are kept for all weekly academy meetings, monthly SBDM, and monthly PLCs. Our leadership team meets weekly to review and discuss student performance and conduct a needs analysis in order to provide supports for students and teachers.
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:
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

13.4 of students in the SPED achievement gap scored proficient on ACT Proficiency 29.5 of students in the Afr-American achievement gap scored proficient on ACT Proficiency 59.9 of all students scored proficient on ACT Proficiency - a decrease in 2.6 from 2017-201887.9% of all students graduated in 2019 - a 3% increase from 201883.4% of students in the Afr-American achievement gap graduated in 2019 - a 7.8 increase from 201869.2% of students in the SPED achievement gap graduated in 2019 - a 4.7% increase from 201857.6 of all students scored proficient on Transition Readiness - a decrease of 0.10 from 201837.6 of students in the Afr-American achievement gap group met Transition proficiency - an increase of 5.9 from 20180 of students in the SPED achievement gap met Transition proficiency - a decrease of 21.4 from 201895.9% of students (1716/1789) have 0-1 referrals in Aug - Sept 2019 - an increase from 93.9% in 2018Reduction of 30 students who have been suspended compared to Aug-Sept 2018 (52 in 2018; 22 in 2019)Reduction of 65 students serving time in in-school suspension and out of school suspension (152 in 2018; 87 in 2019)Reduction of 331.76 days for in-school and out of school suspension (462.19 in August 2018; 130.43 in Aug 2019)AdvancEd Culture & Climate results indicate that 94% of staff feels like students are learning AdvancEd Culture & Climate results indicate that 49% of staff feels like there is never enough time when trying to complete their responsibilities while at work. AdvancEd Culture & Climate results indicate that 82% of staff feels like colleagues care about one another. AdvancEd Culture & Climate results indicate that 85% of staff feels like they have supportive interactions with colleagues.

ATTACHMENTS

Attachment Name

PDF TCHS Culture & Climates Results 2019 2020
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages. 

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

78 (52%) of students in the Afr-Am achievement gap scored novice on ACT Reading as opposed to just 29% of non-gap learners28 (19%) of students in the SPED achievement gap scored novice on ACT Reading compared to 29% of non-gap learners 2.6% decrease in Proficiency for state accountability - 57.5 (2018) compared to 54.9 (2019) 72 (48%) of students in the Afr-Am achievement gap scored novice on ACT Math as opposed to just 29% of non-gap learners28 (21%) of students in the SPED achievement gap scored novice on ACT Math as compared to just 29% of non-gap learners3% increase in graduation rate - 84.9 (2018) compared to 87.9 (2019)78.04% of students in the Afr-Am achievement gap graduated compared to 90.55% of non-gap learners 68.05% of students in the SPED achievement gap graduated compared to 90.55% of non-gap learners 57.6% transition readiness - 0% change from 2018 to 2019 37.6% of students in Afr-Am achievement gap achieved transition readiness compared to 71 for non-gap learners 0% of students in SPED achievement gap achieved transition readiness compared to 71 for non-gap learners; 21.6% decrease from 2018
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 and African-Americans comprise our achievement gap groups and are not performing at the same level as non-gap learners. African-American students and students with disabilities are improving in regards to proficiency and graduation rate; there is growth in transition readiness but it remains an area of focus. In regards to non-academic factors, the implementation of the academy model has helped transform our school and add supports for all students. We’ve seen a dramatic decrease in discipline referrals, in school suspension rates, and out of school suspension rates. Our PBIS team, comprised of classroom teachers, support staff, and an administrator, meets monthly to review behavioral data and develop ways to engage students in our school community. Our core values CREEK are reviewed daily in some manner: Connected, Responsible, Exceptional, Engaged, Kind. With the buy-in of Creek Cash, an incentive for students to act in accordance with our core value, students' behaviors have improved significantly. Non-academic trends such as disruptive behavior, skipping, and fighting remain focus areas for our schools. Fighting has decreased significantly and there’s more work to do; teachers participated in a mindfulness and self-care professional learning session before school started and many teachers have implemented mindfulness in their classroom settings. Non-academic trends affect academic trends and as we continue to hone our focus on continuous improvement, we are seeing positive results. In order to close the achievement gaps with our students with disabilities and African-American students, each Academy identifies students who need additional supports during weekly SLC meetings.
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 & KCWP 2: Language Arts and Math curriculums 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 PLCs to discuss curriculum and assessments based on our students’ needs and to analyze student performance data. The Curriculum, Instruction, and Assessment Department monitors the learning check data; our school's leadership team conducts walk-thrus daily to gauge student performance and provide teachers with immediate feedback. 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; our scheduling process has been refined to ensure all students are enrolled in KDE approved pathways through the implementation of the academy model. KCWP 5: Each week, every academy participates in an SLC in order to review student academic and behavioral data. Students who need Tier 2 and Tier 3 interventions are identified by their core team of teachers and the interventions are individualized. Behavioral data is monitored in an effort to provide supports for students who are struggling to meet expectations. Any time a student is suspended out of school, a re-entry plan is developed and reviewed with the student upon his/her return. Every six weeks, the SLC completes a deep dive in to the data to identify students who have been suspended out of school, assigned in-school suspension, tardies/skips, and unexcused absences. Students who are failing one or more classes are identified as well and a plan is established to assist the student with tutoring or counseling. KCWP 6: Our school has developed our core values by which all students and staff strive to exhibit daily in regards to behavior; non-academic factors such as behavior affects the school culture and environment and impacts academics as well. Our core values are CREEK: Committed, Responsible, Exceptional, Engaged, Kind and at the first week of school, and any time we return from an extended break, teachers review CREEK Week expectations. There are specific focus points for each of the four blocks for each day. Each focus connects to the school rule and a real-world example is provided as well in order for the students to find the content relatable. The Creek Week lessons also provide names of staff whom can provide them support when in need, i.e., academy principal, academy counselor, school social worker, youth service center coordinator, school psychologist, executive principal, classroom teachers, etc. Student organizations such as Beta Club and national Honor Society have been revitalized by staff sponsors; eligible students are notified and recognized for joining during a ceremony. Our IB programme requires volunteerism so it correlates well for those students who are in IB and a member of Beta Club Club and NHS. This year, we have 8 students who are attending KYA - the number has doubled from last year. With an
elementary and middle school on the same campus as our high school, we are establishing more partnerships with one another that cultivate a sense of community. All three schools share the same mascot and we work together on campus wide events to attract families in an effort to cultivate success. The staff at the high school participated in a professional learning activity to discuss cultural and implicit bias and ways to overcome barriers for our students. We're a very diverse school and want to maintain a climate that is welcoming to all; each year, our World Languages Dept host a multicultural event to showcase our school's diversity.
Strengths/Leverages

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

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

Graduation rate has increased from 84% to 87% from 2018 to 2019. 7.8% increased graduation rate for African-American students from 2018 to 2019. 6.8% increased graduation rate for ELL students from 2018 to 2019. 5.2% increased graduation rate for economically disadvantaged students from 2018 to 2019. 4.7% increased graduation rate for students with disabilities from 2018 to 2019. 5.9% increase for African-American students for transition readiness. 3.4% increase for ELL students for transition readiness. 5.3% increase for Hispanic students for transition readiness. 8.4% increase for students two or more races for proficiency. 4.6% increase for students with disabilities for proficiency. 2.1% increase for economically disadvantaged students for proficiency. 37% reduction in discipline referrals for students from 2018 to 2019. 1.7% increase in attendance increased from 90.2% in 2018 to 91.9% in 2019.
## Attachment Summary

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<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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<td>Survey results</td>
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 01/01/2020
Status: Open
The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Please see the attached document.

ATTACHMENTS

Attachment Name

- 2019 2020 TCHS Gap Groups
II. Achievement Gap Analysis

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

Efforts to improve the culture and climate of our building are seeing positive results. Our PBIS team works hard to devise Creek Cash rewards programs for our students who are meeting and exceeding expectations. African-American and SPED students' out of suspensions and in-school suspensions have decreased significantly, without compromising school safety. There is student work to do and we are committed to improving the culture of building daily to ensure everyone feels safe and welcome. Our school's culture and climate committee is committed to making all students feel welcomed and value, regardless of race, gender, or socioeconomic status. With the implementation of our CREEK Cash initiative, a more diverse group of our gap group students (African-American and students with disabilities) are recognized for positive behavior and rewarded monthly.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

ELL students are no longer part of our TSI achievement gap status and our yearly goal for novice reduction for African-American students and students with disabilities continues and we're attempting a 10% reduction instead of a 5% reduction as we've done in the past. We're in the second year of our new academy model implementation and it truly allows for more extensive interventions with students; student data is discussed during content level PLCs and weekly Academy SLC meetings. Every six weeks, all academies participate in a deep data dive about each respective academy. Monthly data reports are reviewed at SBDM to keep everyone informed.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

Proficiency: 4.6% increase for students with disabilities Reading: 3% increase in proficient for students with disabilities Reading: 4% increase in distinguish for Afr-Am students Reading: 10% increase in distinguished for ALL students Math: 11% reduction in novice for white students Math: 1% increase in proficiency for SPED students Math: 2% increase in proficiency for Afr-Am students Graduation: 7.8% increase for Afr-Am students Graduation: 6.8% increase for ELL students Graduation: 4.7% increase for SPED students Graduation: 3% increase for all students Transition: 5.9% increase for Afr-Am students Transition: 3.4% increase for ELL students Transition Academic: 10% increase for ALL students Transition Academic: 1% increase for Afr-Am students Transition Career: 18% increase for ALL students Transition Career: 11% increase for Afr-Am students Transition Career: 2% increase for ELL students

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.


E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.
The barriers keeping our school from closing existing gaps are unknown, however, we continue to refine and reflect our practices to meet the needs of all students. Academy Principals, as well as the Head Principal, reviews student data weekly to identify trends and areas for growth. Gap group students have been identified and we continue to work to individualize structures for these students to meet their needs. Non-academic issues within the school community are the focus for this school year and our culture and climate committee meets on a regular basis (monthly and sometimes bi-weekly) to discuss ideas and review data. Data is shared with the faculty as a whole during monthly faculty meetings to ensure everyone is aware of gap group students’ current status. Teachers review progress data every six weeks to complete a data dive for students in each respective academy.

F. 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.

Teachers participate in weekly SLC meetings in their individual Academies to review student data and support one another; a teacher may have a strategy that works well with a student and shares the information with his/her Academy colleagues. Administrators participate in the Academy SLC meetings, too, and review the data prior to the meeting as well as an Academy "scorecard" every six weeks to look at their Academy results holistically and specifically in terms of grades, attendance (tardies and unexcused absences), and behavior (Out of school suspension and in-school suspension). We have relationships with outside agencies who provide mental health counseling to students in need and have created small group support sessions, facilitated by our FRYSC and school social worker, to create a small learning community for our varying students groups of colors. We recently hire a refugee advocate that helps provide services for our ELL population; our College and Career Readiness Coach works closely with our Youth Service Center Coordinator to provide ACT prep for our gap group students. Our district has recently hired a Mental Health Specialist that will address students’ mental health issues; the non-academic barriers have a significant impact on student success.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Our back to school professional learning focused on sessions to improve learning for students. All faculty participated in sessions that pertained to instructional strategies that focused on Plan, Do, Study, Act; specific sessions related to students with disabilities and ELL students; lastly, intervention methods related to instruction and behavior. Throughout the school year, our Reading Specialist provides a weekly instructional strategy to the faculty to assist in providing evidence-based strategies and Academy SLCs focus on specific data related to our gap group students, as well as other students, to identify areas they are not meeting benchmark standards. ESS funds are used for remediation and credit recovery as well as after school tutoring. All teachers participated in SIOP training this fall to learn new instructional strategies because good teaching, is good teaching.
III. Planning the Work

Closing the Achievement 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 for African-American students from 29.5 to 39.5. Increase Proficiency for students with disabilities from 13.4 to 23.4. Increase Transition Readiness for African-American students from 37.6 to 47.6. Increase Transition Readiness for Students with Disabilities students from 0 to 21.4. Increase Graduation rate for Students with Disabilities from 69.2 to 79.2. Increase Graduation rate for African-American students from 83.4 to 93.4.

Closing the Achievement 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.

Please see the attached document.

ATTACHMENTS

Attachment Name

[2019 20 TCHS Measurable Gap Summary]
## Attachment Summary

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<td>2019 2020 TCHS Gap Groups</td>
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2019-20 Phase Two: School Assurances

Tates Creek High School
Marty Mills
1111 Centre Pkwy
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United States of America

Last Modified: 10/10/2019
Status: Locked
Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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
Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A

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

- Yes
- No
- N/A

11. If the school is implementing 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

12. If the school is implementing 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

13. If the school is implementing 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

14. If the school is implementing 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.
15. If the school is implementing 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

16. If the school is implementing a targeted assistance school program, the school serves 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
Schools Identified for Targeted Support and Improvement

17. If identified for 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
18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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
Tates Creek High’s Comprehensive School Improvement Plan (CSIP)

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</td>
<td>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).</td>
<td>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</td>
<td>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</td>
<td>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</td>
<td>List the funding source(s) used to support (or needed to support) the improvement initiative.</td>
</tr>
</tbody>
</table>
## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): *Increase the proficiency rating from 57.5 to 70.3 by 2021.*

<table>
<thead>
<tr>
<th>Objective</th>
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</tr>
</thead>
</table>
| Increase the proficiency from 54.9 to 61.75 by 2020.                       | KCWP 4: Using needs analysis data to determine small groups for test-taking strategies. | Identify struggling students in SLC meetings and establish protocol for addressing their needs within the SLC and further assistance as needed from the MTSS team. | Increased academic performance for all students, specifically Afr-Am and students with disabilities | -SLC data dive every 6 weeks.  
- Academy Principal weekly SLC monitoring  
- MTSS monthly meetings | NA |
| KCWP 4: Using PLC data to guide instructional strategies                    |                                                                          | Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers’ instruction. | - District ELA & Math Common Assessments  
- PLC minutes and agendas reflect the district instructional model | - Leadership Team reviews PLC minutes  
- An administrator attends PLC meetings  
- Daily walk-thrus | NA |
| KCWP 2: Co-teaching                                                        |                                                                          | Coaching and feedback, high yield strategies, and CCI                      | Implementation checks for fidelity and growth | Two per month, one at the school level and one at the district level. | NA |
| Increase instructional time for students by 10% who struggle behaviorally   | KCWP 6: Reduce out of school suspensions and in-school suspensions by 10% each month without compromising school safety | - Focusing on PBIS initiatives: Creek Cash; Creek Cash rewards  
- Creek Week expectations review the first week of school and after any break  
- Re-entry conferences | Increased instructional time for students resulting in increased academic performance | Weekly and Monthly data review | NA |
|                                                                          |                                                                          | Consult with PBIS & PASS Specialist for suggestions and recommendations | Students self-monitoring and assisting in de-escalating verbal and physical conflicts | Weekly and Monthly data review | NA |
## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): *Increase the separate academic indicator rating from 62.6 to 73.82 by 2021.*

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Funding</th>
</tr>
</thead>
</table>
| Increase the separate academic indicator from 62.6 to 66.34 by 2020. | KCWP 2: 100% of teachers uses a high-yield strategy every class, every day | -SIOP Training for all teachers in the fall during an SLC.  
-Identification of SPED/African-Am students who are not meeting benchmarks | -Increased academic performance | SLC data dive every 6 weeks.  
-Academy Principal weekly SLC monitoring  
-Daily walk-thrus | NA |
| | KCWP 2: Co-teaching | Coaching and feedback, high yield strategies, and CCI | Implementation checks for fidelity and growth | Two per month, one at the school level and one at the district level. | |
| Increase instructional time for students by 10% who struggle behaviorally | KCWP 6: Reduce out of school suspensions and in-school suspensions by 10% each month without compromising school safety | -Focusing on PBIS initiatives: Creek Cash; Creek Cash rewards  
-Creek Week expectations review the first week of school and after any break  
-Re-entry conferences | Increased instructional time for students resulting in increased academic performance | Weekly and Monthly data review | NA |
| | | Consult with PBIS & PASS Specialist for suggestions and recommendations | Students self-monitoring and assisting in de-escalating verbal and physical conflicts | Weekly and Monthly data review | NA |
3: Achievement Gap

Goal 3: Decrease the achievement gap by 10% for African American students and students with disabilities to no longer have TSI status by 2021 with these subgroups.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Proficient/Distinguish performance for Afr-Am/SPEd</td>
<td>KCWP 2: 100% of teachers uses a high-yield strategy every class, every day</td>
<td>SIOP Training for all teachers in the fall during an SLC. -Identification of SPED/African-Am students who are not meeting benchmarks -Individualized plan for senior students not meeting benchmarks</td>
<td>Proficiency Afr/Am: 39.5 SPED: 23.4 Transition readiness Afr/Am: 77.6 SPED: 10 Graduation Afr/Am: 85.6 SPED: 79.2</td>
<td>-Daily walk-thrus -Formative and summative observations</td>
<td>NA</td>
</tr>
<tr>
<td>KCWP 4: Using PLC data to guide instructional strategies</td>
<td>Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers’ instruction.</td>
<td>District ELA &amp; Math Common Assessments -PLC minutes and agendas reflect the district instructional model</td>
<td>-Leadership Team reviews PLC minutes -An administrator attends PLC meetings -Daily walk-thrus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KCWP 2: Co-teaching</td>
<td>Coaching and feedback, high yield strategies, and CCI</td>
<td>Implementation checks for fidelity and growth</td>
<td>Two per month, one at the school level and one at the district level.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Decrease novice performance levels for Afr-Am and SPEd students</td>
<td>KCWP 2: 100% of teachers uses a high-yield strategy every class, every day</td>
<td>-SIOP Training for all teachers in the fall during an SLC. -Identification of SPED/African-Am students who are not meeting benchmarks</td>
<td>-Increased academic performance</td>
<td>SLC data dive every 6 weeks. -Academy Principal weekly SLC monitoring -Daily walk-thrus</td>
<td>NA</td>
</tr>
</tbody>
</table>
4: Growth

Goal 4 (State your growth goal): NA for high school

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td></td>
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</tbody>
</table>
### 5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the percent of students who are transition ready from 57.6 to 70.4 by 2021.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percent of students who are transition ready from 57.6 to 61.8 by 2020.</td>
<td>KCWP 2: 100% of teachers uses a high-yield strategy every class, every day</td>
<td>SIOP Training for all teachers in the fall during an SLC. Identification of SPED/African-Am students who are not meeting benchmarks Individualized plan for senior students not meeting benchmarks</td>
<td>Increased academic performance</td>
<td>- Daily walk-thrus - Formative and summative observations</td>
<td>NA</td>
</tr>
<tr>
<td>KCWP 4: Using PLC data to guide instructional strategies</td>
<td>Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers’ instruction.</td>
<td>District ELA &amp; Math Common Assessments PLC minutes and agendas reflect the district instructional model</td>
<td>- Leadership Team reviews PLC minutes - An administrator attends PLC meetings - Daily walk-thrus</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>KCWP 2: Co-teaching</td>
<td>Coaching and feedback, high yield strategies, and CCI</td>
<td>Implementation checks for fidelity and growth</td>
<td>Two per month, one at the school level and one at the district level.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Increase the number of students who pass an EOP/Industry Cert exam by 10% by 2020</td>
<td>KCWP 2: 100% of teachers uses a high-yield strategy every class, every day</td>
<td>SIOP Training for all teachers in the fall during an SLC. Identification of SPED/African-Am students who are not meeting benchmarks Individualized plan for senior students not meeting benchmarks</td>
<td>Increased academic performance</td>
<td>- Daily walk-thrus - Formative and summative observations</td>
<td>NA</td>
</tr>
<tr>
<td>KCWP 4: Using PLC data to guide instructional strategies</td>
<td>Expand processes for data collection through PLCs to ensure data from school-level and district-level assessments (formative and summative) drive teachers’ instruction.</td>
<td>District ELA &amp; Math Common Assessments PLC minutes and agendas reflect the district instructional model</td>
<td>- Leadership Team reviews PLC minutes - An administrator attends PLC meetings - Daily walk-thrus</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>KCWP 2: Co-teaching</td>
<td>Coaching and feedback, high yield strategies, and CCI</td>
<td>Implementation checks for fidelity and growth</td>
<td>Two per month, one at the school level and one at the district level.</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
# 6: Graduation Rate

Goal 4: *Increase the 4-5 cohort graduation rate from 84.9 to 89.4 by 2021.*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase graduation rate for all students from 87.9 to 89.4 by 2020</td>
<td>KCWP 5: Check and connect</td>
<td>KCWP 5: PASS and ACES</td>
<td>Increased graduation rate for students with disabilities.</td>
<td>Daily data and behavior tracker will be compiled monthly for monitoring purposes.</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>KCWP 5: Check and connect</td>
<td>Credit recovery, mentoring, and individualized plans for Afr-Am/SPED students</td>
<td>Increased graduation rate for AFR-Am/students with disabilities.</td>
<td>SLC deep data diver every six weeks.</td>
<td>NA</td>
</tr>
<tr>
<td>Increase 9th grade retention rates by 10% by 2020</td>
<td>KCWP 2: 100% of teachers uses a high-yield strategy every class, every day</td>
<td>-SIOP Training for all teachers in the fall during an SLC. -Identification of SPED/African-Am students who are not meeting benchmarks</td>
<td>Increased academic performance</td>
<td>SLC data dive every 6 weeks. -Academy Principal weekly SLC monitoring -Daily walk-thrus</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>KCWP 6: Freshman Academy rewards initiatives to increase motivation</td>
<td>-SIOP Training for all teachers in the fall during an SLC. -Identification of SPED/African-Am students who are not meeting benchmarks</td>
<td>Increased academic performance</td>
<td>SLC data dive every 6 weeks. -Academy Principal weekly SLC monitoring -Daily walk-thrus</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Freshman Seminars teachers reviews all students’ grades monthly -An additional counselor added to increase services for freshman students</td>
<td>Increased academic performance</td>
<td>-SLC data dive every 6 weeks. -Academy Principal weekly SLC monitoring -Daily walk-thrus</td>
<td>NA</td>
</tr>
</tbody>
</table>
Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<table>
<thead>
<tr>
<th>Components Of Turnaround Leadership Development And Support:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consider:</strong> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</td>
<td></td>
</tr>
<tr>
<td><strong>Response:</strong> The Leadership Team meets weekly to review data and communicates with Academy Team Leads regularly. SPED/Afr-Am gap group students are identified within each academy and intentional conversations and interventions are comprised within each SLC. All Academies participated in SIOP Training during a Fall SLC to learn innovative instructional strategies and the expectation is that all teachers teach literacy.</td>
<td></td>
</tr>
<tr>
<td>Reduce out of school and in-school suspensions by 10% each month without compromising school safety to increase students’ instructional time in class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identification Of Critical Resources Inequities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consider:</strong> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</td>
<td></td>
</tr>
<tr>
<td><strong>Response:</strong> There is a school-wide focus on PBIS and Creek Cash to motivate and reward all students. Behavioral expectations are reviewed after breaks to ensure that students are re-taught behavioral expectations. When a student is suspended, he/she participates in a re-entry conference with School Psychologist and School Social Worker to ensure all students are receiving the same type of support that is individualized to meet the student’s needs.</td>
<td></td>
</tr>
</tbody>
</table>
**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

**Response:**

<table>
<thead>
<tr>
<th>Evidence-based Activity</th>
<th>Evidence Citation</th>
<th>Uploaded in eProve</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIOP (Sheltered Instruction Observation protocol) training for all certified staff</td>
<td>Multiple evidence-based article and activities provided by the district</td>
<td>☐</td>
</tr>
<tr>
<td>TNTP Opportunity Myth</td>
<td>Multiple evidence-based article and activities provided by the district</td>
<td>☐</td>
</tr>
<tr>
<td>Check &amp; Connect</td>
<td>Multiple evidence-based article and activities provided by the district</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

**Response:**

All students who are part of one of our achievement gap groups is identified and the Academy Principal maintains a list and each academy monitors the students’ progress. When progress is not being made, specific interventions are created, based on the student’s needs, and implemented. The student is involved in the process for ownership and the student’s parent/guardian is included as well.
Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “Documenting Evidence under ESSA” resource available on KDE’s Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

<table>
<thead>
<tr>
<th>Evidence-based Activity</th>
<th>Evidence Citation</th>
<th>Uploaded in eProve</th>
</tr>
</thead>
</table>