

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

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.

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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

Last Modified: 11/01/2018
Status: Open

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.

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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

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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.

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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

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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

Last Modified: 10/12/2018

Status: Open

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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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 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.

1: Proficiency Goal

Goal 1: Increase the proficiency rating from 57.5 to 70.3 by 2021.

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 proficiency from 57.5 to 61.8 by 2019.	KCWP 4: Using needs analysis data to determine small groups for test-taking strategies.	Identify struggling students in math and ELA classes through SLC meetings and establish protocols for addressing their needs with assistance from the MTSS team.	-Class formative and summative assessment data -MAP (9 th grade)	-Bi-weekly monitoring by Academy Principal -Monthly monitoring by MTSS team	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 -MAP (grade 9) -PLC minutes and agendas reflect the district instructional model	-Principal reviews all PLC minutes weekly	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
	KCWP 1: Review and revise systematic approach to delivering and monitoring the effectiveness of instruction in reading and math in order to improve Tier 1 and tier 2 instructional delivery methods as well as success criteria.	All teachers are expected to follow the PDSA instructional model that will be monitored through daily walk-thrus by Administration, resulting in immediate feedback to teachers.	-Formative and summative data -Data from district common assessments	-Daily walk-thrus by Administration -Post-observation conferences	NA

2: Separate Academic Indicator

Goal 2 : Decrease the number of students performing at the novice level on the ACT Reading test from 31.9% to 21.9% by 2021.

<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the following subgroups performance levels on the ACT Reading Test by 2019: African American students from 19% to 24%; ELL students from 3.8% to 8.8%; students with disabilities from 0% to 5%.	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 Common Assessments -MAP (grade 9) -PLC minutes and agendas reflect PDSA	-Principal reviews all PLC minutes weekly -Six week data checks by Academy Principals and Principal	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
	KCWP 2: School-wide intentional focus on reading in all subject areas.	All teachers will commit to a minimum of 20 minutes of reading per day, as appropriate for each subject area, to increase students' reading fluency and comprehension skills	-District ELA Common Assessments -MAP (grade 9) -Increased performance on summative assessments.	-Six week data checks by Academy Principals and Principal	NA
		ELL students will receive additional supports for ACCESS testing such as after school tutoring, one on one instruction for mastery learning, and peer tutors in content classes	ELL students will be able to demonstrate good understanding of grade-appropriate materials on familiar social and academic topics.	-Weekly monitoring by ELL teachers -Weekly data checks by Academy Principals in Smaller Learning Community Academy meeting	NA

3: Gap

Goal 3 : Decrease the achievement gap for African American students, ELL students, and students with disabilities to no longer have TSI status by 2021 with these subgroups.		
<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease the Novice Reading scoring percentages for African-American students from 58.1% to 53.1%, ELL students from 80.8% to 75.8%, and students with disabilities from 90% to 85% by 2019.	KCWP 4: Co-teaching	Coaching and feedback, high yield strategies, and CCI	Increase in academic achievement.	Two per month, one at the school level and one at the district level.	NA
	KCWP 2: Refine systems of collaboration that address the Tier 1 educational needs of all students	Continue high yield and culturally responsive instructional teaching strategies through professional learning opportunities for faculty/staff	Increase in academic achievement.	Daily walk-thrus and bi-monthly walk-thrus from district support staff	NA
		Develop strategies to increase enrollment for underserved populations in rigorous courses such AP and IB	Increased enrollment in rigorous courses and increased academic achievement.	Spring: During scheduling process when students are selecting courses for the next school year Fall: Prior to the start of school	NA
	KCWP 6: Establishing learning culture and environment	PBIS activities: CREEK Cash, bi-monthly rewards events; school-wide re-teaching expectations throughout school year	Improved behavioral and academic data	-Weekly Admin Team data review -Monthly data review with district support staff.	NA
		Academy events involving ALL students	Improved behavioral and academic data	-Weekly Admin Team data review -Monthly data review with district support staff.	NA

KCWP 2: Refine systems of collaboration that address the Tier 2 educational needs of ELL students	Continue high yield and culturally responsive instructional teaching strategies through professional learning opportunities for faculty/staff	ELL students will be able to demonstrate good understanding of grade-appropriate materials on familiar social and academic topics.	-Weekly Admin Team data review -Monthly data review with district support staff.	NA
	Specially designed ELA developmental courses for ELL students.	Increased academic performance on formative and summative assessments; increased performance on ACCESS	-Weekly Admin Team data review -Monthly data review with district support staff.	NA

4: Graduation rate

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

<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the 4-5 cohort graduation rate from 84.9% to 86.1% by 2019	KCWP 5: Check and connect	Review progress monitoring data for students with disabilities who receive PASS and ACES services.	Increased graduation rate for this students with disabilities.	Daily data and behavior tracker will be compiled monthly for monitoring purposes.	NA
	KCWP 6: Implement and monitor processes that reduces barriers to learning, ensures classrooms are culturally responsive, to students' needs, and assists students in decision making in regards to behavioral needs/goals.	SLC data monitoring to provide supports for students not making adequate academic progress in collaboration with support from school MTSS team and district support	Increased graduation rates for African-American students, ELL students, and students with disabilities.	-Weekly SLC data monitoring -Bi-weekly Admin Team monitoring -Monthly MTSS data review	NA
		Continue using PBIS to positively change the culture of school and add parents and students to PBIS team to broaden supports	Increased graduation rates for African-American students, ELL students, and students with disabilities	Monthly behavioral data review	NA
	KCWP 5: Enhance instructional strategies for all faculty to ensure all students have access to quality instruction and viable curriculums.	Provide back to school professional learning for faculty/staff that focuses on meeting students' needs based on the end of the school year data review.	Increased graduation rates for African-American students, ELL students, and students with disabilities	-Daily Admin walk-thrus -Weekly SLC data monitoring -Bi-weekly Admin Team monitoring -Monthly MTSS data review -Formative and summative data	NA

<p>KCWP 5: Credit Recovery used to assist students in recovering failing credits to meet graduation requirements.</p>	<p>-Students have the ability to recover failing credits required for graduation via Plato and Odysseyware, computer-based programs. -Students can also recover failing credit via Extended School Services Teacher-led Summer School for English 1, English II, Algebra I, Algebra II, Health, and PE</p>	<p>Increased graduation rates for African-American students, ELL students, and students with disabilities</p>	<p>-Daily Admin walk-thrus -Weekly data monitoring by credit recovery teacher -Monthly MTSS data review -Course completion data review at the end of each semester and the end of the summer</p>	<p>District funds and school ESS funds</p>
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5: Growth

<p>Goal 5 : NA for high school</p>		
<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>

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

6: Transition Readiness

Goal 6 : <i>Increase the percent of students who are transition ready from 57.7 to 70.4 by 2021.</i>		
<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: <i>Increase the percent of students who are transition ready from 57.7 to 61.9 by 2019.</i>	KWCP 4: Increase participation in dual credit, IB & AP courses for diverse populations	Using PSAT, MAP, and ACT data to increase enrollment in dual credit, IB, and AP courses.	Increase dual credit, IB, and AP offerings for students.	Winter/Spring 2018/2019	NA
		Host informational sessions for students and parents to provide information specifically geared towards disadvantaged populations	Increased enrollment for dual credit, IB, and AP courses.	Winter/ Spring 2018/2019	NA
	KCWP 5: Revise monitoring system that ensures appropriate academic and behavioral interventions are in place.	Intentional monitoring for students in CTE classes in each Academy	-Increased pathway completion for students -Successful completion of the EOP	-Weekly SLC meetings -Admin review every six weeks	NA
		Identify students, specifically African-American, ELL, and students with disabilities not meeting benchmarks to identify needs.	-Increased academic performances and a decrease in behavioral referrals. -ACCESS data will improve	-Weekly SLC meetings -Admin review every six weeks -ELL case managers' monthly monitoring	NA
	KCWP 5: All 9 th Grade students enrolled in Freshman Academy and all 10 th -12 th grade students enrolled in Career Academy Model	Intentional academic, behavioral, and attendance progress monitoring for 10 th -12 th grade students in CTE classes in each Academy	-Increased pathway completion for students -Successful completion of the EOP.	-Weekly SLC meetings -Admin review every six weeks	NA
		9 th Grade Academy establishes the foundation for career academies.	-Increased academic performance and a decrease in behavioral referrals and truancy.	-Weekly SLC meetings for all academies --Admin review every six weeks	NA

Phase Three: Closing the Achievement Gap Diagnostic_2018-2019

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: 01/21/2019
Status: Open

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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.

Please see the attached document.

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.

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, ELL, and students with disabilities) are recognized for positive behavior and rewarded monthly.

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.

Free/reduced lunch students are no longer part of the gap group population. Our yearly goal for 5% novice reduction for African-American students, ELL students, and students with disabilities continues. Our new academy model allows for more extensive interventions with students; student data is discussed during content level PLCs and weekly Academy SLC meetings.

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

African-American students and ELL students have shown growth in reading and math, however, there is still work to do.

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 with disabilities lack progress in reading, math, and graduation rates; African-American students and ELL students have digressed in graduation rates. All gap groups lack progress in transition readiness.

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).

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 purposes as well as after school tutoring. Reading Plus was purchased and is used with our 9th grade students as a means to provide extra assistance to 9th grade students a tier 2 intervention; students are identified based on MAP progress data.

ATTACHMENTS

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F. 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 is unknown, however, we continue to refine and reflect our practices to meet the needs of the 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 holistically.

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.

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 African-American boys, African-American girls, and Hispanic females. A local university, Transylvania University, provides monthly transportation for a select group of African-American students to attend campus one day per month to familiarize them with the college experience. All 9th grade students participate in a Career Expo as well as college visit as part of our Academy model and this is facilitated by our Academy Coach and 9th Grade Principal. The Community Action Council as well as our community's Youth Services Dept works with our school on needs to remove barriers for students and the Principal works closely with our neighborhood community center to plan events for the school community targeted specifically for our students.

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 for African-American students from 31 to 40. Increase Proficiency for ELL students from 21.2 to 40. Increase Proficiency for students with disabilities from 8.8 to 40. Increase Transition Readiness for African-American students from 31.7 to 41. Increase Transition Readiness for ELL students from 25.9 to 41. Increase Transition Readiness for Students with Disabilities students from 21.4 to 41. Increase Graduation rate for Students with Disabilities from 64.5 to 85. Increase Graduation rate for African-American students from 75.6 to 85.6. Increase Graduation rate for ELL students from 75.5 to 85.5.

ATTACHMENTS

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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.

See attached document

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 TCHS - Measurable Gap Goals	Identified goals and activities to eliminate the achievement gap for African-American students, ELL students, and students with disabilities.	III, III
 TCHS Achievement Gap Group Identification	The total number of students in each gap group and the percentage of the gap group for our school.	III

Gap Group/Total number of students	Percentage of Total School Population
African American: 557	31%
EL: 195	11%
Students with Disabilities: 181	10%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Proficiency		1 Using PLC data to guide instructional practices	PLC Chair; Dept Chair	District common assessments; Formative & Summative data	NA
Proficiency		2 Co-teaching: Coaching, feedback, and CCI	SPED Case Manager & Head Principal	Implementation checks for fidelity and growth	NA
Proficiency		4 Plan, Do, Study, Act instructional model to increase student achievement and refine instructional strategies	Leadership Team	District common assessments; Formative & Summative data	NA
Transition Readiness		4 Using PSAT, MAP, and ACT data to increase enrollment in dual credit, IB, and AP courses.	College & Career Readiness Coach; Building Assessment Coordinator	Increased enrollment in IB, AP, & Dual Credit courses	NA
Transition Readiness		5 Intentional monitoring for students enrolled in CTE courses, specifically African-American students, ELL students, and students with disabilities.	Weekly SLC meetings that include guidance counselor and Administrator	Increased pathway completion; successful EOP completion; ACCESS data will improve	NA
Transition Readiness		5 All 9th grade students enrolled in Freshman Academy Academy; students in grades 10-12 enrolled in Career Academy	Weekly SLC meetings that include guidance counselor and Administrator	Increased academic performance and decrease in behavioral referrals	NA
Graduation Rate		5 Check and connect to review progress monitoring for students with disabilities receiving PASS and ACES services	SPED Case Manager & Head Principal	Increased graduation rates for African-American students, ELL students, and students with disabilities.	NA
Graduation Rate		5 Professional learning for all staff at back to school professional development; professional learning focuses on meeting students and specific interventions and instructional strategies for Af-Am students, ELL students, and Students with disabilities.	Head Principal & leadership team	Increased graduation rates for African-American students, ELL students, and students with disabilities.	NA
Graduation Rate		6 processes that reduces barriers to learning, ensures classrooms are culturally responsive, to students' needs, and assists students in decision making in regards to behavioral needs/goals.	Intervention team and Academy Principals	Increased graduation rates for African-American students, ELL students, and students with disabilities.	NA

Phase Three: Executive Summary for Schools_2018-2019

Phase Three: Executive Summary for Schools

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

Last Modified: 01/14/2019
Status: Open

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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 High School is a comprehensive high school located in Lexington, Kentucky, with an enrollment of 1,804 students. In the fall of 2016, the TCHS SBDM approved for TCHS to implement the Freshman Academy and SBDM approved for the career academy model to be implemented school-wide in the fall of 2017. In addition to Freshman Academy, TCHS offers Medical and Emergency Services, Design and Engineering, International Baccalaureate (IB) and Informational Technology, and Business, Entrepreneurship, and Education; TCHS is the only high school in Fayette County, and of five in Kentucky, to offer the IB 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.

ATTACHMENTS

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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.

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.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

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, students with disabilities, and English Learners.

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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 mascot to the "Commodores" in order for all our students to be Commodores in an effort to promote a family-like atmosphere that promotes the school community and unity.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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