2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Tates Creek Middle School
Eric Thornsbury
1105 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Last Modified: 02/14/2020
Status: Locked
Description of the School

Our middle schools is part of the Tates Creek complex, which serves southeast Fayette County. The school opened in 1963 as a junior high and became a middle school before the 1990-1991 school year. The fall of 2012 brought an end to a three-year renovation project that provided both environmentally friendly facilities and 21st century technology to our classrooms. Due to redistricting in our district we have seen a sharp decline in our student population and increase in our Low SES population. We are a diverse population that is focused on our International Baccalaureatte Program an gifted accelerated cluster. Our population information is attached.

School's Purpose

TCMS is an active and professional learning community that believes in empowering students to take charge of their futures. The mission of TCMS is to develop students who will become lifelong learners and contributing citizens in a global society. The will be independent thinkers, respect themselves and others, and have the knowledge, skills and desire to be life long learners. These goals are realized through community commitment to respect, integrity, responsibility and purposeful effort

Notable Achievements and Areas of Improvement

TCMS is the first middle school in Kentucky to be approved for the IB MYP. This school wide program provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. All student take PE and a foreign language rotating every other day and a performing arts class. Our goals are three-fold and remain consistent for us. 1) We will take a systematic approach to student achievement, which will result in scores within the 70th-80th percentile. We are no longer identified as TSI.

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.

N/A

Additional Information

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

We are an authorized International Baccalaureate Middle Years Programme school.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Tates Creek Middle School
Eric Thornbury
1105 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Last Modified: 09/18/2019
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.

Eric Thornsby 9/18/2019
**Understanding Continuous Improvement: The Needs Assessment**

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?

PLC’s (teams, departments, PBIS, MTSS) review data to determine priorities. Once the priorities are selected teachers, administration and counselors begin identifying students and the supports necessary for each student, class, etc. Teams meet twice weekly and review instructional practices and disciplinary data to improve upon. Department Chairs and Team Leads meet twice monthly to review study data, develop and plan, plan changes, and create the implementation guide. Common instructional planning time has been used to identify students who are in our identified gap groups and intentional planning has started. All information is stored in a google drive that will be updated with common assessments and additional MAP data.
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.

49.6% of all TCMS students are scoring P/D in reading on state assessments. 29.2% of all TCMS students are scoring N in reading on state assessments. 41.6% of all students are scoring P/D in mathematics on state assessments. 19.2% of all students are scoring N in mathematics on state assessments. 45.2% of 8th grade students are scoring P/D in SS on state assessments. 31.9% of students assessed are scoring P/D in WOD on state assessments. 32.1% of 7th-grade students scored P/D in Science on the state assessment. 27.2% of 7th-grade students scored an N in Science on the state assessment. 48.5% of our AA students scored N in reading on state assessments. 39.7% of our F/R lunch population scored N in reading on state assessments. 69.5% of student with disabilities scored N in reading on state assessments. 26.8% of of our F/R population scored N in mathematics on state assessments. 52.4% of our SPED population scored N in mathematics on state assessments. 30 students hit 3 areas of the items listed above. Non-AcademicSuspension data was reduced significantly during the 2018-2019 school year. WE are currently at 3.04 per 100 vs 5.16 per 100 2017-2018.ISS days per 100 students is below 2017-2018 numbers. WE are currently at 16 per 100 vs 19.4 per 100 2017-2018.ODR's are slightly up from last school year 9.01 per 100 to 9.3 per 100.

ATTACHMENTS

Attachment Name

TCMS School Profile
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.

F/R, AA and Disability.
24.2% of our African American students scored proficient/distinguished in reading.
15.9% of our African American students scored proficient/distinguished in math.
10.3% of our African American students scored proficient/distinguished in Science.
27% of our African American students scored proficient/distinguished in Social Studies.
20.5% of our African American students scored proficient/distinguished in Writing on Demand.
33.6% of our F/R students scored proficient/distinguished in reading.
24.9% of our F/R students scored proficient/distinguished in math.
13.3% of our F/R students scored proficient/distinguished in Science.
29.3% of our F/R students scored proficient/distinguished in Social Studies.
19.7% of our F/R students scored proficient/distinguished in Writing on Demand.
33.6% of our students with disabilities scored proficient/distinguished in reading.
6.7% of our students with disabilities scored proficient/distinguished in math.
0% of our students with disabilities scored proficient/distinguished in Science.
4.7% of our students with disabilities scored proficient/distinguished in Social Studies.
0% of our students with disabilities scored proficient/distinguished in Writing on Demand.

**ATTACHMENTS**

**Attachment Name**

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

Reading, Math and Separate Academic Indicators in areas of African American, F/R lunch and Disability. Disproportionate numbers of office discipline referrals for our minority students.
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

See attached.

ATTACHMENTS
Attachment Name

TCMS CSIP
**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%.

See attached.

**ATTACHMENTS**

**Attachment Name**

- Data Celebrations
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
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<tr>
<td>Data Celebrations</td>
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<tr>
<td>TCMS CSIP</td>
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<td>*</td>
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<tr>
<td>TCMS School Profile</td>
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Tates Creek Middle School
   Eric Thorsnbur
   1105 Centre Pkwy
   Lexington, Kentucky, 40517
   United States of America

Last Modified: 02/14/2020
   Status: Locked
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

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.

We are no longer identified as TST but continue to have GAPs in the following areas: African American, Free/Reduced lunch, and Disabilities. 44.1% of our African American students scored proficient/distinguished in reading and math compared to 69.6% of all students. 42.4% of our African American students scored proficient/distinguished in reading and math compared to 69.6% of all students. 49.5% of our Hispanic students scored proficient/distinguished in reading and math compared to 69.6% of all students. 42.4% of our Hispanic students scored proficient/distinguished in reading and math compared to 69.6% of all students. 43.2% of our Hispanic students scored proficient/distinguished in reading and math compared to 69.6% of all students. 49.5% of our Hispanic students scored proficient/distinguished in reading and math compared to 69.6% of all students. 42.4% of our Hispanic students scored proficient/distinguished in reading and math compared to 69.6% of all students. 49.5% of our Hispanic students scored proficient/distinguished in reading and math compared to 69.6% of all students. 42.4% of our Hispanic students scored proficient/distinguished in reading and math compared to 69.6% of all students.

ATTACHMENTS

Attachment Name

TCMS CSIP
II. Achievement Gap Analysis

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

At TCMS, the overall combined GAP population is approximately 60% of our overall student population. Our analysis has provided evidence that nearly 98% if the students in a gap group fall in the Free Reduced Lunch group. Due to this number, we have used Title 1 funds to help lower class numbers and we have focused on improving classroom instruction. Our staff is aware of the opportunities our students have and are involved in on-going High Yield Strategies professional learning. Research shows that the more engaged students are in their learning, the more likely they are to be successful.

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

African American: In Combined reading and math we have seen a slight increase in the % of students receiving P/D on KPREP for 15/16-16/17. We are very up and down. Free/Reduced: Our F/R data indicates that were in the 28%-29% range for P/D on combined reading and math. We are still not performing at the levels necessary. Disability: We continue to find challenges getting our students with IEP’s to perform on standardized tests. Our data from KPREP indicates that under 10% of these students are performing at the P/D levels.

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.

ELL and Hispanic both improved.

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.

We continue to have a high rate of novice in both Math and reading.

ATTACHMENTS

Attachment Name

1. PD Plan

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

This is extremely difficult to answer as we are utilizing our data to change instruction but the results are not coming as quickly as some expect.

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.
SBDM Members review the CSIP monthly, MAP data and KPREP data are reviewed at the time of release. Subject Area leads are actively involved in our planning process and implementing instructional practices. They have lead multiple professional learning experiences for our staff including the implementation of HYS. Greg Quenon - APKelly Sirginnis - AP/IB CoordinatorEric Thornsbury - PrincipalSubject Area Leads

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.)

See attached.
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).

See attached. Demographic GroupIdentified TSIPrivacy IndicatorSeparate Academic IndicatorGrowth IndicatorCUT SCORES

<table>
<thead>
<tr>
<th>Population</th>
<th>Identified TSI</th>
<th>Proficiency Indicator</th>
<th>Separate Academic Indicator</th>
<th>Growth Indicator</th>
<th>CUT SCORES</th>
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<tbody>
<tr>
<td>African American</td>
<td>Y</td>
<td>44.1</td>
<td>46.9</td>
<td>625</td>
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</tr>
<tr>
<td>White</td>
<td>84.6</td>
<td>70</td>
<td>58.8</td>
<td>60.5</td>
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<tr>
<td>Hispanic</td>
<td>53.2</td>
<td>49.5</td>
<td>8.8</td>
<td>67.1</td>
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</tr>
<tr>
<td>Asian American Indian or Alaska Native</td>
<td>58.4</td>
<td>56.1</td>
<td>6.7</td>
<td>67.1</td>
<td></td>
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<tr>
<td>Hawaiian or Other Pacific Islander</td>
<td>53.2</td>
<td>49.5</td>
<td>8.8</td>
<td>67.1</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>67.1</td>
<td>15.6</td>
<td>16.7</td>
<td>67.1</td>
<td></td>
</tr>
<tr>
<td>English Learners plus Monitored</td>
<td>Y</td>
<td>38.4</td>
<td>32.9</td>
<td>38.4</td>
<td></td>
</tr>
<tr>
<td>Free/Reduced-Price Meals</td>
<td>Y</td>
<td>50.5</td>
<td>48.3</td>
<td>50.5</td>
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<tr>
<td>Disability-with IEP (Total)</td>
<td>Y</td>
<td>23.1</td>
<td>24.6</td>
<td>23.1</td>
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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.

See attached.
## Attachment Summary

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<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
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<tr>
<td>Accountability Summary</td>
<td>Data</td>
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<td>PD Plan</td>
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<tr>
<td>TCMS CSIP</td>
<td>CSIP</td>
<td>• I</td>
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</table>
2019-20 Phase Two: School Assurances

Tates Creek Middle School
Eric Thornsbury
1105 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

Last Modified: 11/18/2019
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
All School Programs

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 Middle's Comprehensive School Improvement Plan (CSIP)

**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 at Tates Creek Middle School from 66.6 to 78.7 by 2022.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1 Increase the overall proficiency indicator from 66.6 to 70.6 by 2020.</td>
<td>KCWP1: Design and Deploy Standards Guiding Questions Addressed: What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</td>
<td>Regularly-scheduled curriculum meetings ensure teachers review the alignment between standards and learning targets, and assessment measures. Monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, and classroom data/running records.</td>
<td>Agendas and Minutes Unit Planners Assessment Planners PD Records</td>
<td>Weekly at Collegial Monthly at Power Day</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>Teachers plan for and implement active student engagement strategies.</td>
<td>Walkthrough data</td>
<td>Bimonthly: September 10, November 9, January 10, March 11, May 10</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>KCWP 3: Design and Deliver Assessment Literacy</td>
<td>Monitor student achievement progress and mastery by standard and assessment criterion.</td>
<td>Gradebooks Teacher and Student Data Notebooks</td>
<td>Gradebooks: biweekly at collegial Teacher Data Notebooks: Monthly Student Data Notebooks: Quarterly</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

What processes do teachers use to create clear and precise learning targets for students?

Teachers plan strategically in the selection of high yield instructional strategy usage within lessons. (Kagan Structures)

Researchers at Mid Continent Research for Education and Learning (McREL), under the guidance of Robert Marzano, analyzed instructional strategies that could be used by teachers across all grade levels. The study identified nine categories of strategies that have a strong effect on student achievement. Through our collegial planning process, teachers plan strategically the selection of high yield instructional strategies, the implementation of which is monitored through our TCMS walkthrough tool.

How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?

How does the teacher ensure cognitive engagement versus passive or active engagement?

Teachers plan for and implement active student engagement strategies.

Walkthrough data

Bimonthly: September 10, November 9, January 10, March 11, May 10

N/A

How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?

How do school/district leadership monitor and evaluate achievement as

Evaluate the quality of test items, test tasks, and scoring rubrics

Tuning protocol Unit Evaluations

Tuning protocol: Weekly at Collegial
Unit Evaluations: Subject Area Meetings bimonthly

N/A
related to the learning target and standards?

How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets?
Goal 2: Increase separate academic indicator rating in middle school from 57.5 to 76.2 by 2022.

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.

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<th>Objective</th>
<th>Strategy</th>
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<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1 Increase separate academic indicator from 57.5 to 63.8 by 2020.</td>
<td>KCWP1: Design and Deploy Standards Guiding Questions Addressed: What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff).</td>
<td>Regularly-scheduled curriculum meetings ensure teachers review the alignment between standards and learning targets, and assessment measures. Teacher Clarity. Monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, and classroom data/running records.</td>
<td>Agendas and Minutes Unit Planners Assessment Planners</td>
<td>Weekly at Collegial Monthly at Power Day</td>
<td>N/A</td>
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</tbody>
</table>
the intent of the standard is preserved)?

What processes do teachers use to create clear and precise learning targets for students?

<table>
<thead>
<tr>
<th>KCWP 2: Design and Deliver Instruction</th>
<th>Teachers plan for and implement active student engagement strategies. (Kagan Structures)</th>
<th>Walkthrough data</th>
<th>Bimonthly: September 10, November 9, January 10, March 11, May 10</th>
<th>N/A</th>
</tr>
</thead>
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<tr>
<td>How do the teacher ensure cognitive engagement versus passive or active engagement?</td>
<td>Teachers plan strategically in the selection of high yield instructional strategy usage within lessons. (Kagan Structures)</td>
<td>Walkthrough data</td>
<td>Bimonthly: September 10, November 9, January 10, March 11, May 10</td>
<td>N/A</td>
</tr>
<tr>
<td>How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</td>
<td>Researchers at Mid Continent Research for Education and Learning (McREL), under the guidance of Robert Marzano, analyzed instructional strategies that could be used by teachers across all grade levels. The study identified nine categories of strategies that have a strong effect on student achievement. Through our collegial planning process, teachers plan strategically the selection of high yield instructional strategies, the implementation of which is monitored through our TCMS walkthrough tool.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>KCWP 3: Design and Deliver Assessment Literacy</th>
<th>Ensure that assessments (Through Course Tasks in Science, In-house On-Demand Writing in Language and Literature and Unit Assessments in Individuals and Societies) are designed to best evaluate student learning</th>
<th>IB Unit Evaluation Tool Science: TCT Results Language and Literature: In-house ODW tasks</th>
<th>Unit Evaluations: Subject Area Meetings bimonthly TCT:</th>
<th>N/A</th>
</tr>
</thead>
</table>
What processes do teachers use to create clear and precise learning targets for students?

| Individuals and Societies: Unit Assessment Results | Evaluate the quality of test items, test tasks, and scoring rubrics in Science, Language and Literature and Individuals and Societies |
| Tuning protocol IB Unit Evaluation Tool | Tuning protocol: Weekly at Collegial Unit Evaluations: Subject Area Meetings bimonthly |

3: Gap

Goal 3: Eliminate the number of subpopulations GAPs for students with disabilities, African American and free and reduced lunch by 2022.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Decrease the number of subpopulations identified as being in the GAP by two by Fall 2020.</td>
<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>African-American, F/R Lunch, Disability: Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Teacher Clarity.</td>
<td>Grade Level Meeting Agendas and Minutes Team Meeting Agendas and Minutes</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</td>
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<td>What systems are in place to ensure that students are actively involved in knowing</td>
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<tr>
<td></td>
<td></td>
<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>African-American, F/R Lunch, Disability: Develop a system for student monitoring using data notebooks.</td>
<td>Subject Area Lead and Team Leader Agendas and Minutes Google Classroom</td>
<td>Quarterly</td>
</tr>
<tr>
<td>KCWP 5: Design, Align and Deliver Support</td>
<td><strong>African-American, F/R Lunch:</strong> Develop a clearly defined RtI school-wide process with applicable documentation tools, including such information as service plan, intervention programs/strategies, progress monitoring data.</td>
<td>TCMS MTSS Team Drive FAST Data</td>
<td>Monthly</td>
<td>N/A</td>
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</tbody>
</table>

**Disability:** Deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Teacher Clarity. | Co-Teaching Professional Development Agendas Co-Teaching Post Conference Feedback Co-Teaching Observation Notes Co-Teaching Class Data | Monthly | N/A |

| KCWP 2: Design and Deliver Instruction | **ELL:** Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments. | Instructional Plans developed from National Geographic Inside Series: Newcomer Formative Assessment Data | Monthly | N/A |

**African-American, F/R Lunch, Disability:** Teachers plan strategically in the selection of high yield instructional strategy usage within lessons. | Walkthrough data | Bimonthly: September 10, November 9, January 10, March 11, May 10 | N/A |

<p>| KCWP 6: Establishing Learning Culture and Environment | <strong>African-American, Hispanic, ELL, F/R Lunch:</strong> Establish a process to ensure culturally responsive behaviors are modeled among faculty, staff, and students. | Professional Development calendar and agendas Walkthrough data | Quarterly | N/A |</p>
<table>
<thead>
<tr>
<th>How do school/district leadership ensure that their classrooms are culturally responsive to student needs?</th>
<th><strong>F/R Lunch:</strong> Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc</th>
<th>Commodore Care Google Form FRYSC, counseling and social worker records</th>
<th>Quarterly</th>
<th>N/A</th>
</tr>
</thead>
</table>
### Goal 4: Increase growth rating at TCMS from 50.5 to 60.5 by 2022.

#### 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 the necessary funding to execute the activity or activities.

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<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Increase the growth rating at TCMS from 50.5 to 53.5 by 2020.</td>
<td>KCWP1: Design and Deploy Standards</td>
<td>Regularly-scheduled curriculum meetings ensure teachers review the alignment between standards, learning targets, and assessment measures. Teacher Activities</td>
<td>Agendas and Minutes Unit Planners Assessment Planners PD Records</td>
<td>Weekly at Collegial Monthly at Power Day</td>
<td>N/A</td>
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<tr>
<td>Guiding Questions Addressed:</td>
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<tr>
<td>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</td>
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<tr>
<td>Monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, and classroom data/running records. Teacher Clarity.</td>
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<tr>
<td>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff,</td>
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<tr>
<td>Walkthrough data PGES data Peer observation schedule / feedback Teacher and Student Data Notebooks</td>
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<tr>
<td>Bimonthly: September 10, November 9, January 10, March 11, May 10</td>
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<td>N/A</td>
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<tr>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>How does the teacher ensure cognitive engagement versus passive or active engagement?</td>
<td>How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</td>
<td>Teachers plan for and implement active student engagement strategies.</td>
<td>Walkthrough data</td>
<td>Bimonthly: September 10, November 9, January 10, March 11, May 10</td>
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</tr>
<tr>
<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>What data is monitored and evaluated to ensure high</td>
<td>Teachers plan strategically in the selection of high yield instructional strategy usage within lessons. Researchers at Mid Continent Research for Education and Learning (McREL), under the guidance of Robert Marzano, analyzed instructional strategies that could be used by teachers across all grade levels. The study identified nine categories of strategies that have a strong effect on student achievement. Through our collegial planning process, teachers plan strategically the selection of high yield instructional strategies, the implementation of which is monitored through our TCMS walkthrough tool.</td>
<td>Walkthrough data</td>
<td>Bimonthly: September 10, November 9, January 10, March 11, May 10</td>
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</tbody>
</table>

Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. | Collegial Planning Agendas and Minutes | Weekly | N/A |

Assess with formative and summative assessments that are aligned to the standards and learning targets. | Unit Assessment Planners | Monthly | N/A |
<table>
<thead>
<tr>
<th>levels of teacher effectiveness and student learning?</th>
<th>Develop a system for student monitoring using data notebooks.</th>
<th>Subject Area Lead and Team Leader Agendas and Minutes</th>
<th>Quarterly</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?</td>
<td></td>
<td>Google Classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5: Transition Readiness

Increase the percentage of students who are “transition ready” in reading from 54.5% to 64.5% and in math from 45.3% to 55.3% by the year 2022, as measured by reaching grade level norm on the MAP assessment.

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
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- KCWP4: Review, Analyze and Apply Data Classroom Activities
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<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Increase the percentage of students who are “transition ready” in reading from 54.5% to 57.9% and in math from 45.3% to 55.3% by 2020 as measured by MAP assessment.</td>
<td>KCWP1: Design and Deploy Standards Guiding Questions Addressed: What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, Regularly-scheduled curriculum meetings ensure teachers review the alignment between standards, learning targets, and assessment measures. Teacher Clarity. Monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, and classroom data/running records Teacher Clarity.</td>
<td>Agendas and Minutes Unit Planners Assessment Planners PD Records Walkthrough data PGES data Peer observation schedule / feedback Teacher and Student Data Notebooks</td>
<td>Weekly at Collegial Monthly at Power Day</td>
<td>N/A</td>
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<tr>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>Teachers plan for and implement active student engagement strategies.</td>
<td>Walkthrough data</td>
<td>Bimonthly: September 10, November 9, January 10, March 11, May 10</td>
<td>N/A</td>
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<td>--------------------------------------</td>
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<tr>
<td>How does the teacher ensure cognitive engagement versus passive or active engagement?</td>
<td>Teachers plan strategically in the selection of high yield instructional strategy usage within lessons. Researchers at Mid Continent Research for Education and Learning (McREL), under the guidance of Robert Marzano, analyzed instructional strategies that could be used by teachers across all grade levels. The study identified nine categories of strategies that have a strong effect on student achievement. Through our collegial planning process, teachers plan strategically the selection of high yield instructional strategies, the implementation of which is monitored through our TCMS walkthrough tool.</td>
<td>Walkthrough data</td>
<td>Bimonthly: September 10, November 9, January 10, March 11, May 10</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Assess with formative and summative assessments that are aligned to the standards and learning targets.</td>
<td>Collegial Planning Agendas and Minutes</td>
<td>Weekly</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>What systems or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td></td>
<td>Unit Assessment Planners</td>
<td>Monthly</td>
<td>N/A</td>
<td></td>
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<tr>
<td>What data is monitored and evaluated to ensure high</td>
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<tr>
<td>Levels of teacher effectiveness and student learning? What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?</td>
<td>Develop a system for student monitoring using data notebooks.</td>
<td>Subject Area Lead and Team Leader Agendas and Minutes Google Classroom</td>
<td>Quarterly</td>
<td>N/A</td>
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