

## 2018-2019 Phase Two: The Needs Assessment for Schools\_10222018\_10:08

### Phase Two: The Needs Assessment for Schools

**Tates Creek Middle School**

Eric Thornsbury  
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Lexington, Kentucky, 40517  
United States of America

Last Modified: 04/10/2019

Status: Open

## 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 TSI identified 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.

### **ATTACHMENTS**

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

## 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.

55.1% of all TCMS students are scoring P/D in reading on state assessments. 26.1% of all TCMS students are scoring N in reading on state assessments. 44.8% of all students are scoring P/D in mathematics on state assessments. 20.2% of all students are scoring N in mathematics on state assessments. 57.6% of 8th grade students are scoring P/D in SS on state assessments. 47.9% of students assessed are scoring P/D in WOD on states assessments. That is an increase from 33.7% in 16/17. 39.4% of 7th grade students scored a N in Science on the state assessment. 45.3% of our AA students scored N in reading on state assessments. 39% of Hispanic students scored N in reading on state assessments. 75% of our ELL students scored N in reading on state assessments. 38% of our F/R lunch population scored N in reading on state assessments. 69.7% of student with disabilities scored N in reading on state assessments. 34.1% of our AA students scored N in mathematics on state assessments. 27.3% of our Hispanic students scored N in mathematics on state assessments. 38.6% of our ELL students scored N in mathematics while 61.4 scored N on state assessments. 30.3% of of our F/R population scored N in mathematics on state assessments. 53.2% of our SPED population scored N in mathematics on states assessments. 40 students hit 3 areas of the items listed above. Non-Academic Suspension data was reduced significantly during the 2017-2018 school year. WE are currently at 5.62 per 100 vs 6.16 per 100 2017-2018. ISS days per 100 students is below 2017-2018 numbers. 6.13-3.45 ODR's are slightly down from last school year 9.51 per 100 to 9.01 per 100. We have had a medical emergency in an 8th grade ELA class that we cannot find a long-term solution too. We lost a SPED teacher and are working on a long-term solution for.

## ATTACHMENTS

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## Priorities/Concerns

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

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

We have been identified as a TSI school in the of following areas: African American, Hispanic, Free/Reduced lunch, Disabilities with IEP, and ELL. 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 separate academic indicators compared to 66% of all students. 53.2% 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 66% of all students. 38.4% of ELL students scored proficient/distinguished in reading and math compared to 69.6% of all students. 32.9% of ELL students scored proficient/distinguished in separate academic indicators compared to 66% of all students. 50.5% of F/R students scored proficient/distinguished in reading and math compared to 69.6% of all students. 48.3% of F/R students cored proficient/distinguished in separate academic indicators compared to 66% of all students. 23.1% of students with disabilities scored proficient/distinguished on reading and math compared to 69.6% of all students. 24% of students with disabilities scored proficient/distinguished on separate academic indicators compared to 66% of all students.

### **ATTACHMENTS**

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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?

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

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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](#)

See attached.

### **ATTACHMENTS**

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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%.

47.9% of all students scored P/D in On-demand writing compared to 33.7%. Overall Social Studies P/D was 59.5% 55.1% of all students scored P/D in reading compared to 51.9% in 17-18. 44.8% of all students scored P/D in math compared to 44.4%.

### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Current State Assessment Results	This contains all relative information to state test scores.	
 TCMS PBIS Universal Behavior Data	Current discipline data with comparison to last year.	
 Tates Creek Middle School CSIP 18-19	Plan of action.	



# 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 at Tates Creek Middle School from 69.6 to 78.7 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 overall proficiency indicator from 69.9 to 72.6 by 2019.	KCWP1: Design and Deploy Standards	Regularly-scheduled curriculum meetings ensure teachers review the alignment between standards, learning targets, and assessment measures.	Agendas and Minutes Unit Planners Assessment Planners PD Records	Weekly at Collegial Monthly at Power Day	N/A
		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.	Walkthrough data PGES data Peer observation schedule / feedback Teacher and Student Data Notebooks	Bimonthly: September 10, November 9, January 10, March 11, May 10	N/A
	KCWP 2: Design and Deliver Instruction	Teachers plan for and implement active student engagement strategies.	Walkthrough data	Bimonthly: September 10, November 9, January 10, March 11, May 10	N/A
		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
	KCWP 3: Design and Deliver Assessment Literacy	Monitor student achievement progress and mastery by standard and assessment criterion.	Gradebooks Teacher and Student Data Notebooks	Gradebooks: biweekly at collegial Teacher Data Notebooks: Monthly Student Data Notebooks: Quarterly	N/A
		Evaluate the quality of test items, test tasks, and scoring rubrics	Tuning protocol Unit Evaluations	Tuning protocol: Weekly at Collegial Unit Evaluations: Subject Area	N/A

## 2: Separate Academic Indicator

Goal 2: Increase separate academic indicator rating in middle school from 66 to 76.2 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](#)
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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 separate academic indicator from 66 to 69.4 by 2019.	KCWP1: Design and Deploy Standards	Regularly-scheduled curriculum meetings ensure teachers review the alignment between standards, learning targets, and assessment measures.	Agendas and Minutes Unit Planners Assessment Planners	Weekly at Collegial Monthly at Power Day	N/A
		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.	Walkthrough data PGES data Peer observation schedule / feedback Teacher and Student Data Notebooks	Bimonthly: September 10, November 9, January 10, March 11, May 10	N/A
	KCWP 2: Design and Deliver Instruction	Teachers plan for and implement active student engagement strategies.	Walkthrough data	Bimonthly: September 10, November 9, January 10, March 11, May 10	N/A
		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
	KCWP 3: Design and Deliver Assessment Literacy	Ensure that assessments are designed to best evaluate student learning	IB Unit Evaluation Tool TCT Results	Unit Evaluations: Subject Area Meetings bimonthly TCT:	N/A
		Evaluate the quality of test items, test tasks, and scoring rubrics	Tuning protocol IB Unit Evaluation	Tuning protocol: Weekly at Collegial Unit Evaluations: Subject Area	N/A

### 3: Gap

Goal 3: Eliminate the number of subpopulations identified as TSI (Targeted Support and Intervention) for students with disabilities, African American, ELL, Hispanic, and free and reduced lunch 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](#)
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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](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Decrease the number of subpopulations identified as TSI (Targeted Support and Intervention) by two by Fall 2019.	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Grade Level Meeting Agendas and Minutes Team Meeting Agendas and Minutes	Weekly	N/A
		Develop a system for student monitoring using data notebooks.	Subject Area Lead and Team Leader Agendas and Minutes Google Classroom	Quarterly	N/A
	KCWP 5: Design, Align and Deliver Support	Develop a clearly defined RtI school-wide process with applicable documentation tools, including such information as service plan, intervention programs/strategies, progress monitoring data.	TCMS MTSS Team Drive FAST Data	Monthly	N/A
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Grade Level Meeting Agendas and Minutes Subject Area Meeting Minutes Team Meeting Minutes Student schedules	GLM and Team Meetings: Weekly Subject Area Meetings: Biweekly	N/A
KCWP 6: Establishing	Establish a process to ensure	Professional	Quarterly	N/A	

	Learning Culture and Environment	culturally responsive behaviors are modeled among faculty, staff, and students.	Development calendar and agendas Walkthrough data		
		Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc	Commodore Care Google Form FRYSC, counseling and social worker records	Quarterly	N/A

## 4: Growth

Goal 4 : Increase growth rating at TCMS from 11.9 to 15 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 growth rating at TCMS from 11.9 to 12.9 by 2019.	KCWP1: Design and Deploy Standards	Regularly-scheduled curriculum meetings ensure teachers review the alignment between standards, learning targets, and assessment measures.	Agendas and Minutes Unit Planners Assessment Planners PD Records	Weekly at Collegial Monthly at Power Day	N/A
		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.	Walkthrough data PGES data Peer observation schedule / feedback Teacher and Student Data Notebooks	Bimonthly: September 10, November 9, January 10, March 11, May 10	N/A
	KCWP 2: Design and Deliver Instruction	Teachers plan for and implement active student engagement strategies.	Walkthrough data	Bimonthly: September 10, November 9, January 10, March 11, May 10	N/A
		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
KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction,	Collegial Planning Agendas and Minutes	Weekly	N/A	

		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.	Unit Assessment Planners	Monthly	N/A
		Develop a system for student monitoring using data notebooks.	Subject Area Lead and Team Leader Agendas and Minutes Google Classroom	Quarterly	N/A

## 2018-2019 Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

**Tates Creek Middle School**

Eric Thornsbury  
1105 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

Last Modified: 10/24/2018

Status: Locked



## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

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

#### Part I:

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

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

Parent Engagement: We need to provide more opportunities for parent engagement and communication before and after school. Systems based approach throughout our entire building to ensure high levels of engagement, differentiation and increase achievement. Our state assessment data indicates we are identified as TSI in five sub populations that include students with disabilities, Hispanic, ELL, free/reduced lunch and African American.

#### **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.

TCMS will have 5 community nights that are based around various subject areas that is more inclusive. We will offer a number of other activities that include Doughnuts with Dads, Muffins with Moms, etc. We incorporated a systems based approach to developing high level instruction through our collegial planning process.

#### **ATTACHMENTS**

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

## 2018-2019 Phase Two: School Assurances\_11132018\_11:23

### Phase Two: School Assurances

#### **Tates Creek Middle School**

Eric Thornsbury  
1105 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

Last Modified: 01/03/2019

Status: Locked

## School Assurances

### Preschool Transition

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

#### COMMENTS

#### ATTACHMENTS

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

### Professional Development

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

#### COMMENTS

Our PD's were focused on building a positive school environment and developing IDU's that were relevant and provided authentic engagement. Our school also participated in Trauma Informed Care training.

#### ATTACHMENTS

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

### Comprehensive Needs Assessment

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

#### COMMENTS

#### ATTACHMENTS

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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**

### **ATTACHMENTS**

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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**

### **ATTACHMENTS**

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## **Targeted Assistance Activities**

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

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## Parent and Family Engagement

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

- Yes
- No
- N/A

### COMMENTS

### ATTACHMENTS

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## Teacher Quality

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

- Yes
- No
- N/A

### COMMENTS

### ATTACHMENTS

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## Title I Application

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

- Yes
- No
- N/A

### COMMENTS

### ATTACHMENTS

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## Paraeducators

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

- Yes**
- No
- N/A

### **COMMENTS**

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

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

- Yes
- No
- N/A**

### **COMMENTS**

### **ATTACHMENTS**

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**2018-2019 Phase Three: Closing the Achievement Gap  
Diagnostic\_11072018\_09:38**

Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 12/03/2018  
Status: Locked

## 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.

We have been identified as a TSI school in the of following areas: African American, Hispanic, Free/Reduced lunch, Disabilities with IEP, and ELL. 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 separate academic indicators compared to 66% of all students. 53.2% 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 66% of all students. 38.4% of ELL students scored proficient/distinguished in reading and math compared to 69.6% of all students. 32.9% of ELL students scored proficient/distinguished in separate academic indicators compared to 66% of all students. 50.5% of F/R students scored proficient/distinguished in reading and math compared to 69.6% of all students. 48.3% of F/R students cored proficient/distinguished in separate academic indicators compared to 66% of all students. 23.1% of students with disabilities scored proficient/distinguished on reading and math compared to 69.6% of all students. 24% of students with disabilities scored proficient/distinguished on separate academic indicators compared to 66% of all students.

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## II. Achievement Gap Analysis

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

At TCMS , the over all 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. 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.

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 test. 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 gap data, identify the gap groups and content areas where the school has shown improvement.

At TCMS all TSI subgroups grew in % Proficient and Distinguished.

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

% Novice has increased in both math and reading.

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).*

See attached.

### **ATTACHMENTS**

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

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

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.

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.

SBDM Members review the CSIP monthly, MAP data and KPREP data are reviewed at the time of release. Department Chairs 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. Subject Area Leads: Alison Wathen- I&S; Bierenbaum, Kate - Lang and Lit - Ryan Briggs - Drama Lockhart, Holly - SPED Lockhart, Nathan - Science Sirginnis, Kelly - Associate Principal Schmidt, Missy - Math Greg Quenon - Associate Principal Eric Thornsbury - Principal We are a part of the district ES3 walk through team that received monthly feedback from the district - Lead by Scott Flowers

### 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).

Demographic Group Identified TSI Proficiency Indicator Separate Academic Indicator Growth Indicator CUT SCORES 62 55 9.5 African American Y 44.1 42.4 6.9 White 84.6 80.5 15.4 Hispanic Y 53.2 49.5 8.8 Asian American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races 67.1 56.1 6.7 English Learners plus Monitored Y 38.4 32.9 7.5 Free/Reduced-Price Meals Y 50.5 48.3 7.9 Disability-with IEP (Total) Y 23.1 24 6.8

#### **ATTACHMENTS**

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

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.




Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached #3 Gap Goal

#### **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)
 Accountability Summary	Accountability Summary	III, III
 PD Plan	Attached is the school PD plan.	III, III
 TCMS CSIP	See #3	III

Code	District N:	Sc Level	Demographic Group	Identified TSI	Proficiency Indicator	Separate Academic Indicator	Growth Indicator	
			<b>CUT SCORES</b>			62	55	9.5
165100	Fayette Cc T2	MS	African American	Y		44.1	42.4	6.9
165100	Fayette Cc T2	MS	White			84.6	80.5	15.4
165100	Fayette Cc T2	MS	Hispanic	Y		53.2	49.5	8.8
165100	Fayette Cc T2	MS	Asian					
165100	Fayette Cc T2	MS	American Indian or Alaska Native					
165100	Fayette Cc T2	MS	Native Hawaiian or Other Pacific Islander					
165100	Fayette Cc T2	MS	Two or More Races			67.1	56.1	6.7
165100	Fayette Cc T2	MS	English Learners plus Monitored	Y		38.4	32.9	7.5
165100	Fayette Cc T2	MS	Free/Reduced-Price Meals	Y		50.5	48.3	7.9
165100	Fayette Cc T2	MS	Disability-with IEP (Total)	Y		23.1	24	6.8

## 2018-2019 Phase Three: Executive Summary for Schools\_11072018\_09:38

### Phase Three: Executive Summary for Schools

#### **Tates Creek Middle School**

Eric Thornsbury  
1105 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

Last Modified: 01/03/2019

Status: Locked

## 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?

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 Baccalaureate Program an gifted accelerated cluster. Our population information is attached.

#### **ATTACHMENTS**

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

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

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. They 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.

#### **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.

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 students 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.

#### **ATTACHMENTS**

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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.

N/A

**ATTACHMENTS**

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