

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Carrie Clifford Paul

September 27, 2022



2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Schools

Tates Creek Elementary School

Carrie Paul

1113 Centre Pkwy

Lexington, Kentucky, 40517

United States of America

2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Tates Creek Elementary is a K-5 Elementary School located at 1113 Centre Parkway in an urban area of Lexington, Kentucky. The school's current total enrollment is 613 students which includes two homerooms that house our Gifted and Talented Accelerated Cluster program. Most students live in the direct vicinity of the school in rental property which includes apartments, duplexes and some houses. Large populations of the families receive government assistance for housing. 80% of the students in the school are identified as Free or Reduced Lunch recipients. Many students are from single parent home environments and we have several students being raised by family members or foster parents. Approximately 38.9% of the students are African American, 34.4% are white, 13.4% are Hispanic, and 13.3% are two or more races. We require two conferences with the parent/guardian throughout the year in regards to academic and behavioral progress. Evening events that included student performances and hands on activities are widely attended. Tates Creek Elementary is a schoolwide eligible Title 1 school with 78.4% of students eligible for free and reduced lunch. TCE is a CEP, Community Eligible Program, will all student receiving free breakfast and lunch. The school has been adopted and receives mentoring support, a food backpack program and teacher encouragement by Southland Christian Church, which is located in Lexington, Kentucky. There are 105 certified and classified staff working within the building.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Tates Creek Elementary is we are a connected driven family that goes hard with purpose. Tates Creek embodies this mission in all work that is completed to support students, families, and staff. We acknowledge our mission every day with morning announcements. Teachers and students reference our mission when difficult items are tasked to them in regards to academics, SEL, and meeting expectations. We cite the mission often in conferences with parents to ensure all stakeholder know they have a part in the growth and achievement of Tates Creek.

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.

Tates Creek Elementary is achieving high rates of growth as measured through MAP annual progress. Reaching mastery and achievement as measured through the Kentucky Summative Assessment is still a goal that Tates Creek is working toward with of our growth of students.

Additional Information

CSI/TSI (including ATSI) 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.

Not applicable as not a CSI/TSI school.

Additional Information

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

Tates Creek has no additional information at the time.



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Schools

Tates Creek Elementary School
Carrie Paul
1113 Centre Pkwy
Lexington, Kentucky, 40517
United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

MAP, KSA, along with grade level common assessment data is reviewed by individual teachers, grade levels and as an SBDM Council. Minutes from all meetings can be located on the staff shared Google Drive. Meetings to review data are held each Thursday during the day and after school.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

MAP, Galileo, along with grade level common assessment data is reviewed by individual teachers, grade levels and as an SBDM Council. Minutes from all meetings

can be located on the staff shared Google Drive. Meetings to review data are held each Thursday during the day and after school.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

According to MAP Math, 37% of 2 or more races, 4% of black, 17% of Hispanic and 46% of white students are on track for reaching proficiency and beyond on the state assessment (comparison to KPREP). According to MAP Reading, 34% of 2 or more races, 11% of black, 23% of Hispanic and 55% of white students are on track for reaching proficiency and beyond on the state assessment (comparison to KSA.)

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to MAP Math, 37% of 2 or more races, 4% of black, 17% of Hispanic and 46% of white students are on track for reaching proficiency and beyond on the state assessment (comparison to KPREP). According to MAP Reading, 34% of 2 or more races, 11% of black, 23% of Hispanic and 55% of white students are on track for reaching proficiency and beyond on the state assessment (comparison to KPREP).

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

According to MAP Math, 61% of our black students are currently working at a Novice level. According to MAP Reading, 65% of our black students are currently working at a Novice level. Decreasing the percentage of Novice scores amongst our black students is our priority.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

We are rebuilding after a pandemic. We are leveraging fidelity of instruction being provided to make up for learning loss.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Too attach

Tates Creek Elementary's Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, **Tates Creek Elementary** will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 37%.

State Assessment Results in Math

- By 2025, **Tates Creek Elementary** will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 33%.

State Assessment Results in Science

- By 2025, **Tates Creek Elementary** will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 15%.

State Assessment Results in Social Studies

- By 2025, **Tates Creek Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 34%.

State Assessment Results in Combined Writing

- By 2025, **Tates Creek Elementary** will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 32%.

Achievement Gap

- By 2025, **Tates Creek Elementary** will decrease Novice in Reading and Math to >15%; Science to >21%; Social Studies to >23%; Combined Writing to >10% as measured by KSA.

English Learner Progress

- By 2025, **Tates Creek Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, **Tates Creek Elementary** will increase the quality of school climate and safety index to % as measured by KSA. Current indicator score is 75.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Tates Creek Elementary will increase P/D in Reading to 44.6%.	By 2024, Tates Creek Elementary will increase P/D in Reading to 52.4 %.	By 2025, Tates Creek Elementary will increase P/D in Reading to 60%.
By 2023, Tates Creek Elementary will increase P/D in Math to 40.3%.	By 2024, Tates Creek Elementary will increase P/D in Math to 47.6%.	By 2025, Tates Creek Elementary will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Tates Creek Elementary will increase P/D in Science to 25%.	By 2024, Tates Creek Elementary will increase P/D in Science to 35%.	By 2025, Tates Creek Elementary will increase P/D in Science to 45%.
By 2023, Tates Creek Elementary will increase	By 2024, Tates Creek Elementary will increase	By 2025, Tates Creek Elementary will increase

P/D in Social Studies to 42.6%. By 2023, Tates Creek Elementary will increase P/D in Combined Writing to 41.3%.	P/D in Social Studies to 51.2%. By 2024, Tates Creek Elementary will increase P/D in Combined Writing to 50.6%.	P/D in Social Studies to 60%. By 2025, Tates Creek Elementary will increase P/D in Combined Writing to 60%.
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Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Tates Creek Elementary will decrease novice in Reading to 27.7%. By 2023, Tates Creek Elementary will decrease novice in Math to 30.	By 2024, Tates Creek Elementary will decrease novice in Reading to 23.9%. By 2024, Tates Creek Elementary will decrease novice in Math to 26%.	By 2025, Tates Creek Elementary will decrease novice in Reading to 20%. By 2025, Tates Creek Elementary will decrease novice in Math to 22%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Tates Creek Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 62%.	By 2024, Tates Creek Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Tates Creek Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

PLCs				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math African American	KCWP 1 - Design and Deploy Standards	Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Backward planning in reading and math	
Reading Math African American	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading Math African American	KCWP 4 - Review, Analyze, and Apply Data	Utilize questions school/district leadership want teachers to answer with the data that they collect	Consistently use the 4 guiding PLC questions	
<u>Progress Monitoring</u>				
<ul style="list-style-type: none"> ● PLC grade level drives ● Fidelity checks 				

Instruction				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math African American	KCWP 2 - Design and Deliver Instruction	System is in place to ensure students take responsibility for their own learning	Student engagement during lessons	
Reading Math African American	KCWP 2 - Design and Deliver	Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the	Backward planning in reading and math	

	Instruction	standards and are the laser focus of instruction		
<u>Progress Monitoring</u>				
<ul style="list-style-type: none"> • Classroom walkthroughs 				

Fidelity of Guided Reading				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading African American	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading Plan	
Reading African American	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading African American	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students?	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	
<u>Progress Monitoring</u>				
<ul style="list-style-type: none"> • Classroom walkthroughs • PLC decision making 				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				