2022-23 Tates Creek Middle School Phase One: Continuous Improvement Diagnostic for Schools

Tates Creek Middle School
Eric Thornsbury
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United States of America

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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.

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Please enter your name and date below to certify.
Eric Thornsbury

2022-23 Tates Creek Middle School
Phase One: Executive Summary for Schools

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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?

Our middle school 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 an increase in our Low SES population. We are a diverse population that is focused on our International Baccalaureate Program and gifted accelerated cluster.

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 lifelong learners. These goals are realized through a community commitment to respect, integrity, responsibility, and purposeful effort.

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. We continue to strive for greatness by taking a systematic approach to student achievement, which will result in scores within the 70th-80th percentile.

Additional Information

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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.

The stakeholders at Tates Creek Middle School reviews, analyzes, and applies data results in a variety of ways. The leadership team team studies and analyzes school report card data relating to achievement on the Kentucky Summative Assessment. This team looks to identify ways to constantly improve and maintain a strong climate and culture for our staff and students. A school improvement planning committee meets regularly throughout the school year to assess needs, create the school improvement plan, and monitor our progress towards meeting our goals and completing the activities outlined in the plan. The team meets weekly at the beginning of the school year to create the plan and then monthly during the second semester to monitor the plan by creating and executing specific goals using a 30-60-90 day plan. This team is made up of teachers, administrators, parents, and students. Minutes are taken at each meeting and shared with all members of the team for review. The teachers at TCMS meet weekly in PLC content teams to analyze data from common formative assessments to identify students not meeting proficiency on current standards and to determine next steps to to help these students reach proficiency. PLC teams continuously reflect on what they are teaching to ensure standards alignment and consistency across the team.

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.

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Phase Two: The Needs Assessment for Schools

Tates Creek Middle School
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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.

Tates Creek Middle School reviews, analyzes, and applies data results in a variety of ways. The administrative leadership team meets weekly, reviewing school-wide and individual student data relating to KSA, MAP, failure rates, and grades. Additionally, this team looks to identify ways to constantly improve and maintain a strong climate and culture for our staff and students. A school improvement planning committee meets regularly throughout the school year to assess needs, create the school improvement plan, and monitor our progress towards meeting our goals and completing the activities outlined in the plan. The team meets weekly at the beginning of the school year to create the plan and then monthly during the second semester to monitor the plan by creating and executing specific goals using a 30-60-90 day plan. This team is made up of teachers, administrators, and parents. Minutes are taken at each meeting and shared with all members of the team for review through a shared Google Drive. The teachers at TCMS meet weekly in PLC content teams to analyze data from common formative assessments to identify students not meeting proficiency on current standards and to determine next steps

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to to help these students reach proficiency. PLC teams continuously reflect on their course curriculum maps to ensure standards alignment and consistency across the team. Teachers keep all data (KSA, MAP, District Unit Assessments, and progression towards mastery of identified standards) on a shared grade-level spreadsheet. A student achievement report is presented to the SBDM council as well as regular updates on the school improvement planning process.

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?

The Tates Creek Middle School's 2021-22 CSIP focused on several of the Key Core Work Processes. When looking at KCWP 1, the main focus was maintaining regularly-scheduled curriculum meetings to ensure the alignment between standards, learning targets, and assessment measures. The teachers successfully identified the "power standards" that each department would focus on at each grade level. The intentional focus on Teacher Clarity is an ongoing activity that we are continuing to work on this school year. KCWP 2 focused on teachers planning strategically in the selection of high yield instructional strategies to use within lessons with a specific focus on Kagan Structures. While many teachers use high-yield structures with fidelity, this is an area we continue to look for in walkthroughs. Kagan is an area of growth for many of our teachers, and we are continuing to train in this area. KCWP 4 identified 3 main goals:

1. 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.

2. Assess with formative and summative assessments that are aligned to the standards and learning targets.

3. Develop a system for student monitoring using data notebooks.

All three of these activities have been implemented this school year and are a continued area of focus for school administration and teachers. Many of these activities will help inform the plan for the 2022-23 school year.

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.

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- From 2021 to 2022, P/D scores in reading remained steady at 37.5% and 37%, respectively.
- From 2021 to 2022, P/D scores in math increased slightly from 28,9% and 32%.
- From 2021 to 2022, P/D scores in science decreased from 25.9% to 20%.
- From 2019 to 2022, P/D scores in social studies remained steady at 45.2% to 30%.
- From 2021 to 2022, P/D scores in writing decreased from 42.8% to 26%.
- Projected proficiency data from MAP shows and expected reduction of novice scores in math and reading for the 2023 data.
- From 2021 to 2022, calls to SAFE were down in the month of September from 743 to 679.
- Students in our African American, English Learners, Economically Disadvantaged, and Students with a Disability subgroups continue to remain areas of focus as they are performing well below their non-identified peers according to the 2021 KSA exam.

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.

- 37% of students are scoring P/D in reading on state assessments.
- 42% of students are scoring novice in reading on state assessments.
- 32% of students are scoring P/D in math on state assessments.
- 45% of students are scoring novice in math on state assessments.
- 20% of 7th grade students are scoring P/D in science on state assessments.
- 54% of 7th grade students are scoring novice in science on state assessments.
- 30% of 8th grade students are scoring P/D in social studies on state assessments.
- 53% of 8th grade students are scoring novice in social studies on state assessments.

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- 26% of 8th grade students are scoring P/D in writing on state assessments.
- 39% of 8th grade students are scoring novice in writing on state assessments.
- 72.7% of students did not have a single behavior event in 2021.

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.

- 18% of 6th grade African American students scored P/D in reading on the 2022 KSA exam compared with 44% of all 6th graders.
- 15% of 7th grade African American students scored P/D in reading on the 2022 KSA exam compared with 33% of all 7th graders.
- 15% of 8th grade African American students scored P/D in reading on the 2022 KSA exam compared with 37% of all 8th graders.
- 28% of 6th grade students identified as economically disadvantaged scored P/D in reading on the 2022 KSA exam compared with 65% of non-economically disadvantaged 6th graders.
- 18% of 7th grade students identified as economically disadvantaged scored P/D in reading on the 2022 KSA exam compared with 61% of non-economically disadvantaged 7th graders.
- 25% of 8th grade students identified as economically disadvantaged scored P/D in reading on the 2022 KSA exam compared with 57% of non-economically disadvantaged 8th graders.
- 11% of 6th grade African American students scored P/D in math on the 2022 KSA exam compared with 34% of all 6th graders.
- 8% of 7th grade African American students scored P/D in math on the 2022 KSA exam compared with 30% of all 7th graders.
- 9% of 8th grade African American students scored P/D in math on the 2022 KSA exam compared with 32% of all 8th graders.
- 19% of 6th grade students identified as economically disadvantaged scored P/D in math on the 2022 KSA exam compared with 57% of non-economically disadvantaged 6th graders.
- 14% of 7th grade students identified as economically disadvantaged scored P/D in math on the 2022 KSA exam compared with 58% of non-economically disadvantaged 7th graders.

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- 17% of 8th grade students identified as economically disadvantaged scored P/D in math on the 2022 KSA exam compared with 58% of non-economically disadvantaged 8th graders.

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.

- 77% of students agree that TCMS "is a caring place".
- 78% of students feel like they are part of the school community.
- 84% of students feel welcome by their teachers in their class.
- 79% of students feel their teachers care about them.
- 91% of students feel "at least one adult from my school listens to me when I have something to say".
- 89% of students feel they can ask their teachers for help with schoolwork.
- 87% of students feel there is an adult they can talk to if they have a problem at school.
- 91% of students feel that their teachers have high expectations for them.

Overall, students feel safe at TCMS and that the adults in the building care about them. Capitalizing on these strong relationships can help us implement and put in place activities to best meet the needs of students.

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.

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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.

The CSIP Committee identified KCWP 3: Design and Deliver Assessment Literacy and KCWP 5: Design, Align, and Deliver Support as our areas of focus for our 2022-23 CSIP.

ATTACHMENTS

Attachment Name

📄 Key Elements of Teaching and Learning Templates

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2022-23 Phase Two: School Assurances

Tates Creek Middle School
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2022-23 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **Yes**
- No
- N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- No
- N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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**

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○ No

○ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**

○ No

○ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**

○ No

○ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**

○ No

○ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

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program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

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children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**
○ No
○ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**
○ No
○ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**
○ No
○ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● **Yes**
○ No
○ N/A

COMMENTS

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14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

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○ N/A
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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
COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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
COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

● **Yes**
○ No
○ N/A
COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

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pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- No
- N/A

COMMENTS

Title I Targeted Assistance School Programs
23. 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

COMMENTS

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24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

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28. 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.

     ○ Yes

     ● **No**

     ○ N/A

     COMMENTS

29. 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

     COMMENTS

30. 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

     COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional 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

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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

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

Tates Creek Middle's Comprehensive School Improvement Plan (CSIP) for 2022-25

Rationale

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

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

TCMS CSIP Committee Members

Jill Angelucci (Assistant Principal), Christina Emerson (Math Teacher), Leslie Herald (GTAP Language & Literature Teacher), Jenna Jennings (Parent), Rachael Lockard (Special Education Teacher), Ashlei Mason (SAFE Teacher), Nikki O'Connor (Language and Literature Teacher), Stephanie Smith (Career Pathways Teacher), Greg Quenon (Associate Principal), Eric Thornsbury (Principal), Mechelle Tucker (Curriculum and Instructional Coach), Susan Voglesong (Parent), Mike Webster (Administrative Dean)

1: State Assessment Results in reading and mathematics

Goal 1: By 2025, *Tates Creek Middle School* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 37%. By 2025, *Tates Creek Middle School* will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 32%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading By 2023, *Tates Creek Middle School* will increase P/D in Reading to 45%.	KCWP 5: TCMS will ensure appropriate academic interventions are taking place to meet the needs of all students.	All language and literature teachers will be trained in the use of Reading Plus. A focus will be on the use of this programs for Tier 2 interventions and progress monitoring.	All identified teachers will be comfortable using Reading Plus for Tier 2 instruction and progress monitoring.	- Trainings will be scheduled for the second half of the 22-23 school year. - A follow up survey will be conducted to identify additional needs. - Additional summer trainings will be scheduled for any new teachers.	No additional funding
		Tier 2 intervention classes will be monitored for fidelity with a focus on small group direct instruction and regular practice with feedback for students.	All Tier 2 classes will follow the weekly lesson plan as outlined by the school MTSS plan. Students will be able to exit RtI classes when they show the intervention is working.	- Regular RtI walkthroughs with feedback and/or coaching for staff. - Tier forms will show evidence of students exiting RtI classes when the intervention is successful.	No additional funding
		Additional interventions will be available for students to address grade level standards and current curriculum.	A variety of interventions will be put in place for students including before and after school help and peer tutoring.	- Before and after school tutoring will be expanded and communicated to all students. - A comprehensive peer tutoring program will be implemented.	
	KCWP 4: TCMS will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will use shared data spreadsheets to monitor student progress on a variety of assessments. The data will be used to drive classroom instruction and determine additional student needs.	Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.	- MAP data will be entered in the spreadsheet immediately following each testing window. - Progress on power standards will be updated after each achievement or as students make progress.	No additional funding

	KCWP 4: TCMS will empower students to know where they are in their own progression of learning by putting systems in place to ensure that students are actively involved in knowing their own data and setting goals about their own learning.	Students will engage in regular goal setting practices in both the classroom setting and in Commodore Time. The goal setting will include a component to communicate progress and goals to parents and guardians through student-led conferences.	All students will complete goal setting worksheets in CT highlighting current academic performance, goals for future performance, and self-identified behaviors that students can engage in to reach their goals.	- Goal setting worksheets will be implemented early in the Spring, 2023. - Goal setting will be revisited regularly during Commodore Time. - Student-led parent-teacher conference will occur in the Spring, 2023.	No additional funding
	KCWP 3: TCMS will work to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	Teachers will embed deeper level questioning into instruction and assessment to get a true picture of student learning at a deeper level and give students opportunities to engage regularly with higher level questioning and thinking.	Students will have multiple opportunities throughout the unit to engage in deeper level thinking and communicate what they have learned in a variety of ways.	- Teachers will identify how they will engage students in deeper level questioning through instruction and assessment using the PLC protocol. - Walkthrough data will show an increase in high-yield instructional strategies and deeper level questioning.	No additional funding
	KCWP 2: TCMS will ensure a process is in place to make sure students understand learning expectations (e.g., learning intentions, goal setting, and purpose) and know the criteria for success.	Teachers will work collaboratively to understand and incorporate IB command terms into their learning intentions and success criteria to increase the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding.	All learning intentions and success criteria will incorporate the correct IB terminology, and all teachers and students will be able to define and apply the command terms in context.	- Teachers will work on the identification and incorporation of the IB command terms as it relates to their content area. - Teachers will continue to work in the summer of 2023 to ensure alignment across the school.	No additional funding
	KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.	Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.	All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.	- School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom. - Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching.	

	KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.	Subject areas will collaborate during subject area meetings and Collegial plan to ensure lessons are aligned to identified grade-level power standards or support standards. Courses teaching above grade-level will adjust their curriculum to ensure students have exposure to grade-level standards.	Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.	- Weekly walkthroughs will focus on the alignment of the learning intention and success criteria to the learning activity. - Coaching opportunities will be provided during Collegial on the alignment of the standards to the learning activity at a deeper level.	No additional funding
Objective 2: Math By 2023, *Tates Creek Middle School* will increase P/D in Math to 40%.	KCWP 5: TCMS will appropriate academic interventions are taking place to meet the needs of all students.	All math teachers will be trained in the use of iXL. A focus will be on the use of this programs for Tier 2 interventions and progress monitoring.	All identified teachers will be comfortable using iXL for Tier 2 instruction and progress monitoring.	- Trainings will be scheduled for the second half of the 22-23 school year. - A follow up survey will be conducted to identify additional needs. - Additional summer trainings will be scheduled for any new teachers.	No additional funding
		Tier 2 intervention classes will be monitored for fidelity with a focus on small group direct instruction and regular practice with feedback for students.	All tier 2 classes will follow the weekly lesson plan as outlined by the school MTSS plan. Students will be able to exit RtI classes when they show the intervention is working.	- Regular RtI walkthroughs with feedback and/or coaching for staff. - Tier forms will show evidence of students exiting RtI classes when the intervention is successful.	No additional funding
		Additional interventions will be available for students to address grade level standards and current curriculum.	A variety of interventions will be put in place for students including before and after school help and peer tutoring.	- Before and after school tutoring will be expanded and communicated to all students. - A comprehensive peer tutoring program will be implemented.	
	KCWP 4: TCMS will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will use shared data spreadsheets to monitor student progress on a variety of assessments. The data will be used to drive classroom instruction and determine additional student needs.	Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.	- MAP data will be entered in the spreadsheet immediately following each testing window. - Progress on power standards will be updated after each achievement or as students make progress.	No additional funding

		KCWP 4: TCMS will empower students to know where they are in their own progression of learning by putting systems in place to ensure that students are actively involved in knowing their own data and setting goals about their own learning.	Students will engage in regular goal setting practices in both the classroom setting and in Commodore Time. The goal setting will include a component to communicate progress and goals to parents and guardians through student-led conferences.	All students will complete goal setting worksheets in CT highlighting current academic performance, goals for future performance, and self-identified behaviors that students can engage in to reach their goals.	- Goal setting worksheets will be implemented in Spring, 2023. - Goal setting will be revisited regularly during Commodore Time. - Student-led parent-teacher conference will occur in the Spring, 2023.	No additional funding
		KCWP 3: TCMS will work to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	Teachers will embed deeper level questioning into instruction and assessment to get a true picture of student learning at a deeper level and give students opportunities to engage regularly with higher level questioning and thinking.	Students will have multiple opportunities throughout the unit to engage in deeper level thinking and communicate what they have learned in a variety of ways.	- Teachers will identify how they will engage students in deeper level questioning through instruction and assessment using the PLC protocol during Collegial. - Walkthrough data will show an increase in high-yield instructional strategies and deeper level questioning.	No additional funding
		KCWP 2: TCMS will ensure a process is in place to make sure students understand learning expectations (e.g., learning intentions, goal setting, and purpose) and know the criteria for success.	Teachers will work collaboratively to understand and incorporate IB command terms into their learning intentions and success criteria with a goal of increasing the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding.	All learning intentions and success criteria will incorporate the correct IB terminology, and all teachers and students will be able to define and apply the command terms in context.	- Teachers will work on the identification and incorporation of the IB command terms as it relates to their content area. - Teachers will continue to work in the summer of 2023 to ensure alignment across the school.	No additional funding

		KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.	Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.	All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.	- School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom. - Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching.	
		KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.	Subject areas will collaborate during subject area meetings and Collegial plan to ensure lessons are aligned to identified grade-level power standards or support standards. Courses teaching above grade-level will adjust their curriculum to ensure students have exposure to grade-level standards.	Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.	- Weekly walkthroughs will focus on the alignment of the learning intention and success criteria to the learning activity. - Coaching opportunities will be provided during Collegial on the alignment of the standards to the learning activity at a deeper level.	No additional funding

2: State Assessment Results in science, social studies and writing

Goal 2: By 2025, *Tates Creek Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 20%. By 2025, *Tates Creek Middle School* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 30%. By 2025, *Tates Creek Middle School* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 26%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, *Tates Creek Middle School* will increase P/D in Science to 28%.	KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.	Subject areas will collaborate during subject area meetings and Collegial plan to ensure lessons are aligned to identified grade-level power standards or support standards. Courses teaching above grade-level will adjust their curriculum to ensure students have exposure to grade-level standards.	Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.	- Weekly walkthroughs will focus on the alignment of the learning intention and success criteria to the learning activity. - Coaching opportunities will be provided during Collegial on the alignment of the standards to the learning activity at a deeper level.	No additional funding
	KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.	Teachers will implement lessons that are engaging, using methods such as Kagan and hands-on experimental approaches to ensure student-centered approaches to instruction and learning.	All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.	- School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures and experimental approaches in the classroom. - Classroom walkthroughs will be used to monitor for the use of Kagan structures and experimental approaches and provide opportunities for coaching.	
		Science-specific reading strategies will be embedded into instruction to ensure students are exposed to and understand content at a deeper-level.	Students will be exposed to high-level material specific to science and show mastery in their approach to learning.	- Science teachers will identify science-specific reading strategies during subject area meetings and Collegial to embed into instruction. - Walkthrough data, the PLC protocol, and assessments will show evidence of students engaging in these strategies.	No additional funding

	KCWP 3: TCMS will work to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	Teachers will embed deeper level questioning into instruction and assessment to get a true picture of student learning at a deeper level and give students opportunities to engage regularly with higher level questioning and thinking.	Students will have multiple opportunities throughout the unit to engage in deeper level thinking and communicate what they have learned in a variety of ways.	- Teachers will identify how they will engage students in deeper level questioning through instruction and assessment using the PLC protocol during Collegial. - Walkthrough data will show an increase in high-yield instructional strategies and deeper level questioning. - Student showcases will be used to allow students to show their learning to students in other grade levels. This will also serve as a reminder or preview of grade-specific content.	No additional funding
By 2023, *Tates Creek Middle School* will increase P/D in Social Studies to 40%.	KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.	Subject areas will collaborate during subject area meetings and Collegial plan to ensure lessons are aligned to identified grade-level power standards or support standards. Courses teaching above grade-level will adjust their curriculum to ensure students have exposure to grade-level standards.	Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.	- Weekly walkthroughs will focus on the alignment of the learning intention and success criteria to the learning activity. - Coaching opportunities will be provided during Collegial on the alignment of the standards to the learning activity at a deeper level.	No additional funding
	KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.	Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.	All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.	- School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom. - Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching.	

		Social studies-specific reading strategies will be embedded into instruction to ensure students are exposed to and understand content at a deeper-level.	Students will be exposed to high-level material specific to science and show mastery in their approach to learning.	- Individuals and societies teachers will identify social studies-specific reading strategies during subject area meetings and Collegial to embed into instruction. - Walkthrough data, the PLC protocol, and assessments will show evidence of students engaging in these strategies.	No additional funding
	KCWP 3: TCMS will work to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	Teachers will embed deeper level questioning into instruction and assessment to get a true picture of student learning at a deeper level and give students opportunities to engage regularly with higher level questioning and thinking.	Students will have multiple opportunities throughout the unit to engage in deeper level thinking and communicate what they have learned in a variety of ways.	- Teachers will identify how they will engage students in deeper level questioning through instruction and assessment using the PLC protocol during Collegial. - Walkthrough data will show an increase in high-yield instructional strategies and deeper level questioning. - Student showcases will be used to allow students to show their learning to students in other grade levels. This will also serve as a reminder or preview of grade-specific content.	No additional funding
By 2023, *Tates Creek Middle School* will increase P/D in Combined Writing to 38%.	KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.	A common language and updated writing policy will be developed and implemented school-wide to ensure alignment in writing instruction across the building. Content-specific strategies and appropriate IB command terms will be incorporated into this plan.	Students will have multiple opportunities in all classes to write and show what they have learned through writing. All teachers will use a common language when engaging in writing instruction.	- A representative team will be convened to update the TCMS writing policy with a focus on developing a common language for writing across content areas that incorporates the IB command terms. - The plan will be communicated and subsequent training in writing instruction will be embedded into school-wide PD, GLMs, and Collegial.	No additional funding

			Students will have multiple opportunities in all grade levels and in all content areas for on-demand writing practice. All teachers will understand the rubric for on-demand writing and engage students regularly in writing.	The number of on-demand writing opportunities for students will increase. All teachers will understand the on-demand writing rubric and be able to communicate this to students.	- Teachers will be exposed to the on-demand writing rubric and feel comfortable implementing this type of writing in their classroom. - School-wide, grade-level, and content specific opportunities for on-demand writing will be identified and implemented. Specific dates for on-demand writing practice will be reflected on the school-wide calendar.	No additional funding
			Additional courses, such as Creative Writing, will be focused on writing instruction at a high level. Students will be intentionally enrolled in courses based on identified need and student interest.	Creative writing courses will expose students to varied and specific writing strategies aligned with the school-wide writing policy.	- Students will be identified and intentionally scheduled into 9-week or year-long creative writing courses based on need and/or interest. - The creative writing curriculum will be reviewed to ensure alignment with the school-wide writing policy.	No additional funding

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, *Tates Creek Middle School* will decrease Novice to 41% in reading and 42% in math.	KCWP 6: TCMS will provide opportunities for students to participate in wrap-around services that further promote character building and help them act responsibly in the academic setting	Groups such as Anchor Steady and The Lady Crew will meet regularly with identified students to support them in their growth as individuals. The groups will give students a sense of community and accountability through programming and mentoring supports.	Students participating in the groups will perform better in class and show a decrease in discipline referrals and report a sense of belonging at TCMS.	- Student grades and behavior will be monitored regularly. - Additional students will be added to groups as identified. - Additional groups will be added as the need arises.	
	KCWP 6: TCMS will ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	An intentional effort will be made to identify students in the gap group for placement in more rigorous courses and ensure supports are in place for them to be successful.	The percentage of students in advanced classes will come closer to mirroring the demographics of the building.	- The scheduling committee will look at ways to embed student voice when scheduling students. - Teachers will identify and recommend students who could be successful in a more advanced course.	No additional funding
		Conversations around culturally responsive teaching and learning, implicit bias, and courageous conversations will continue to be embedded into professional development opportunities for staff.	Teachers will feel comfortable addressing sensitive issues and have resources to help them plan for culturally relevant instruction.	- Staff needs and areas for growth will be identified through a survey and ongoing conversations. - Opportunities for professional development through summer PD, GLM, and/or collegial will be identified.	

	KCWP 6: TCMS will promote shared leadership opportunities and opportunities for student voice in order to elevate a positive and supportive culture for learning.	Opportunities for student voice will be accessible through the implementation of affinity groups. Opportunities for student leadership will be created through the implementation of a Student Equity Council.	A Student Equity Council will be implemented, and affinity groups will be put in place.	- Steps will be put in place to implement a Student Equity Council successfully. The council will be active at the start of the 23-24 school year. - Affinity groups will meet at least one time during the 2022-23 school year.	No additional funding
	KCWP 6: TCMS will prioritize family involvement and support families in order to address barriers to learning.	Mentoring groups and opportunities for family involvement will be identified and implemented with a lens on equitable access and creating a sense of belonging and family.	Increased participation of family members in school events and programming.	- Family needs will be identified, and programming will be implemented to support those needs. - Barriers to attendance and participation in events will be identified and addressed.	
	KCWP 4: TCMS will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will use shared data spreadsheet to monitor students in the gap groups' progress on a variety of assessments to measure student progress. The data will be used to drive classroom instruction and determine additional student needs.	Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.	- MAP data will be entered in the spreadsheet immediately following each testing window. - Progress on power standards will be updated after each achievement or as students make progress. - Additional supports will be determined to further support students in the gap group.	No additional funding
	KCWP 2: TCMS will ensure systems of collaboration are in place in order to meet the Tier I educational needs of all students	Special education teachers and regular education teachers will work to implement a systems approach to continuous improvement as the most efficient and effective way to improve classroom learning results.	Students in the co-teaching setting will show academic gains.	- Teachers will participate in Continuous Classroom Improvement training with an emphasis on co-teaching pairs of teachers. - Training will take place through outside PD, GLM, and/or full staff PD.	

		Time for subject-like regular education teachers and special education teachers to plan in the co-teaching and/or resource setting will be protected.	Curriculum and instructional needs of students in the co-teaching and resources settings will be met.	- Time will be embedded into the master schedule or identified at other times for special education teachers to plan with course-alike regular education teachers. - Time for paraeducators to communicate with regular education teachers will be identified.	No additional funding

4: English Learner Progress

Goal 4: By 2025, *Tates Creek Middle School* will grow our English Learner Progress Indicator to 44.9% as measured by ACCESS. Current index is 20.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, *Tates Creek Middle School* will grow our English Learner Progress Indicator to 27% as measured by ACCESS.	KCWP 4: TCMS will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will use shared data spreadsheet to monitor EL students' progress on a variety of assessments to measure student progress. The data will be used to drive classroom instruction and determine additional student needs.	Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.	- MAP data will be entered in the spreadsheet immediately following each testing window. - Progress on power standards will be updated after each achievement or as students make progress. - Additional supports will be determined to further support students in the gap group.	No additional funding
		Teachers will ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.	Modifications including re-teach and additional Tier 1 supports will be put in place as needed.	- PLC protocol will reflect what teachers will do next when students do not meet mastery on the formative assessment.	No additional funding
	KCWP 3: TCMS will ensure appropriate assessment design is used to evaluate the level of student learning.	Teachers will implement multiple modes of assessment to get a true picture of the student's level of understanding.	Students will be able to show their true depth of knowledge.	- PLC protocol will reflect how teachers are assessing students in multiple ways as needed.	No additional funding
	KCWP 6: TCMS will promote shared leadership opportunities and opportunities for student voice in order to elevate a positive and supportive culture for learning.	Opportunities for student voice and support will be accessible through the implementation of affinity groups. Opportunities for student leadership will be created through the implementation of a Student Equity Council.	A Student Equity Council will be implemented, and affinity groups will be put in place.	- Steps will be put in place to implement a Student Equity Council successfully. The council will be active at the start of the 23-24 school year. - Affinity groups will meet at least one time during the 2022-23 school year.	No additional funding
	KCWP 6: TCMS will prioritize family involvement and support families in order to address barriers to learning.	Mentoring groups and opportunities for family involvement will be identified and implemented with a lens on equitable access and creating a sense of belonging and family.	Increased participation of family members in school events and programming.	- Family needs will be identified, and programming will be implemented to support those needs. - Barriers to attendance and participation in events will be identified and addressed.	

5: Quality of School Climate and Safety

Goal 5: By 2025, *Tates Creek Middle School* will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 60.9%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, *Tates Creek Middle School* will increase the quality of school climate and safety index to 65% as measured by KSA.	KCWP 6: TCMS will continue to create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	Student voice will be utilized to ensure the physical learning environment (classrooms, hallways, common areas, etc.) continues to reflect student work and culture in a meaningful way.	Students will take pride in their work and take part in ensuring the school feels like a welcoming place for all.	- Ongoing climate surveys for students through Commodore Time to check the pulse and identify needs. - A system will be put in place to increase student representation in how the building looks and feels.	No additional funding
		Students, staff, and the community will participate in an "I Belong . . . " campaign to continue to nurture a sense of belonging in the building.	Stakeholders will be able to verbalize and share their sense of belonging at TCMS.	- A final product or final products will be produced by April, 2023. - The "I Belong . . . " campaign will continue into the 23-23 school year.	No additional funding
		Student groups and/or clubs will be identified through an interest survey and implemented in a way that ensures equitable access for all students.	There will be an increase of student participation in groups/clubs. Students will feel a greater sense of belonging.	- Groups/clubs to implement will be determined through a student interest survey. - Logistical implementation of groups/clubs will be determined by the start of the 23-24 school year.	
		Opening week activities for students will be focused on building relationships and fostering a sense of inclusiveness and belonging.	Students will feel a greater sense of community amongst their peers and trusted adults in the building.	- Opening week activities for the 23-24 school year will be planned by house leaders and grade level leads. - There will be an emphasis on class-building and the proactive teaching of expectations during the first week of school.	

	KCWP 6: TCMS will provide opportunities for students to participate in wrap-around services that further promote character building and help them act responsibly in the academic setting	Groups such as Anchor Steady and The Lady Crew will meet regularly with identified students to support them in their growth as individuals. The groups will give students a sense of community and accountability through programming and mentoring supports.	Students participating in the groups will perform better in class and show a decrease in discipline referrals and report a sense of belonging at TCMS.	- Student grades and behavior will be monitored regularly. - Additional students will be added to groups as identified. - Additional groups will be added as the need arises.	
	KCWP 6: TCMS will promote shared leadership opportunities and opportunities for student voice in order to elevate a positive and supportive culture for learning.	Opportunities for student voice will be accessible through the implementation of affinity groups. Opportunities for student leadership will be created through the implementation of a Student Equity Council.	A Student Equity Council will be implemented, and affinity groups will be put in place.	- Steps will be put in place to implement a Student Equity Council successfully. The council will be active at the start of the 23-24 school year. - Affinity groups will meet at least one time during the 22-23 school year.	No additional funding
	KCWP 6: TCMS will help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help them act responsibly in the academic setting.	Restorative practices will continue to be a guidepost for working with students. All school staff will be comfortable implementing restorative practices on a small and large scale.	There will be a mindset shift from reactive consequences to restorative practices as an initial intervention.	- Restorative practice training and modeling will continue through the 22-23 and 23-24 school year. - School staff will report a high level of confidence in using these practices through a survey.	
		Bullying education for students and families will be implemented in a meaningful way with a lens on being proactive in additional to addressing concerns as they arise.	The incidences of bullying will decrease.	- Bullying education will be implemented in a wrap-around way to address the needs of students and families. - A SAFE lesson on bullying will be created and implemented in the Spring, 2023.	

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

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

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response: School leadership will meet twice a week as a Building Leadership Team (BLT) to assess progress on the CSIP goals and identify further areas of need to reach these goals. The BLT will actively research best practices in accelerated, meaningful, and sustainable learning for our underperforming subgroups. The BLT will identify professional growth opportunities in this area and seek out other schools who have successfully achieved growth for students in our identified areas of improvement (African American, English Learners, Economically Disadvantaged, and Students with Disability).
.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: The BLT reviews staffing and the budget regularly. Staffing needs are addressed during the allocation process and additional needs are determined. A master schedule committee has been meeting monthly to assess the current schedule and research alternate schedule that will best meet the needs of students and provide for the best use of our resources, including people, time, and money. This committee will determine the best course of action looking forward to the 2023-24 school year.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

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

Response: The BLT will continue to review the data from the Quality of School Climate and Safety survey disaggregated by subgroup. The implementation of a Student Equity Council, wrap-around support groups, and affinity groups will help increase a feeling of belonging and equitable access for the students in our targeted subgroups (African American, EL economically disadvantaged, and special education).

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: We will focus on a variety of activities to improve the achievement levels and experiences of the students in our targeted groups: African American, English Learners, Economically Disadvantaged, and Students with Disability. The evidence-based activities we will focus on for these groups will be Reading Plus, Restorative Practices, and Kagan Strategies. The Comprehensive School Improvement Planning Committee will ensure these practices are implemented on a reasonable timeline and with monitored with fidelity through the use of a 30-60-90-day plan. The plan will be shared with the SBDM council as an added layer of accountability.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
All language and literature teachers will be trained in the use of Reading Plus. A focus will be on the use of this programs for Tier 2 interventions and progress monitoring.	Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/ Communications, Inc.	☒
Restorative practices will continue to be a guidepost for working with students. All school staff will be comfortable implementing restorative practices on a small and large scale.	Augustine, Catherine H.; Engberg, John; Grimm, Geoffrey E.; Lee, Emma; Wang, Elaine Lin; Christianson, Karen; Joseph, Andrea A. (2018). RAND Corporation. Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District. Research Report.	☒
Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Instructional Tips Based on the Educator's Practice Guide. A publication of the National Center for Education Evaluation at IES. What Works Clearinghouse™. U.S. Department Of Education.	☐

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Eric Thornsbury
1105 Centre Pkwy
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The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in <u>KRS 158.6451</u> and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

      1. What is the school's mission?
    At TCMS, students will become lifelong learners and contributing members of a global society.

      2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

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Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

#1 PLC: All school PLCs will use a PDSA model effectively to improve student learning.

#2 Climate and Culture: We will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The TCMS identified focus areas align directly with school goals that all students will achieve at high levels, show growth, and feel a deep sense of belonging.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes:

- Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model

- Skill: Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.

- Skill: Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess an

Long-Term Changes:

- Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each st

- Skill: Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student lear

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Student Outcomes:

- By 2024, Tates Creek Middle School will increase P/D in Reading to 53%.

- By 2024, Tates Creek Middle School will increase P/D in Math to 48%.

- By 2024, Tates Creek Middle School will increase P/D in Science to 36%.

- By 2024, Tates Creek Middle School will increase P/D in Social Studies to 50%.

- By 2024, Tates Creek Middle School will increase P/D in Combined Writing to 50%.

- By 2024, Tates Creek Middle School will decrease Novice in Reading to 28%.

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- By 2024, Tates Creek Middle School will decrease Novice in Math to 27%

- By 2024, Tates Creek Middle School will grow our English Learner Progress Indicator to 36% as measured by ACCESS.

Educator Beliefs:

- By 2024,all Tates Creek Middle School teachers and school administrators will use a PDSA model effectively to improve stu

- Educators believe in equity of access and opportunity.

- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher

- Educators believe they must work collaboratively and take collective responsibility for the success of each student.

- Educators in a PLC believe in focusing on results-evidence of student learning.

- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and

Educator Practices:

- All certified teachers participate in a collaborative team.

- Collaborative teams meet weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting

- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding

- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align w

- Collaborative teams keep their work focused on the Three PLC Big Ideas and use the Four PLC Questions to guide their wo

- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to fou

- Collaborative teams focus on improving the learning for all students.

- Collaborative teams will use district and school assessments as evidence of student learning.

- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered?

- Collaborative teams will use formative and summative assessment data to monitor student growth and achievement weekly

Who is responsible for gathering data?

- Teachers will collect data on each of their students and record it in a shared document with their team and school administra

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How frequently will it be analyzed?

- Data will be analyzed weekly.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essenti
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are "nice to
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates,
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and work behaviors tha
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective

Monitoring Each Student's Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional st
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on e
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance t
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

Turning Data Into Information

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learnin
- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

Providing Students with Systematic Interventions and Extensions

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit fro
- The achievement of each student is monitored on a timely basis.

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Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcom
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essentia
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outc
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffec
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcom
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of ess
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that studen
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions ha
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lesson

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)
School administrators and teachers.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

- School administrators, teams of teachers, and district level staff.
- Technology: TCMS PLC Shared Drive, FCPS Professional Learning Website\
- Instructional Resources: TCMS PLC Protocol, FCPS PLC Framework, PLC +: Better Decisions and Greater Impact by Desi

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing

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supports should be connected to the specific professional development identified as the priority.

- The TCMS Building Leadership Team will continue to support teachers in the PLC process.

- Teacher leaders and teams of teachers continue to support one another through the identification of instructional needs, int

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes:

- Knowledge: Teachers, administrators, student support staff, and administrative staff will develop an understanding of a family engagement framework, theories

- Knowledge: Teachers and school administrators will develop an understanding of strategies that remove barriers to instruct

Long-Term Changes:

- Behavior: Parents will understand how they can support learning at home increasing parent participation and student achiev

- Attitude/Behavior: All staff will consistently exhibit best practices grounded in core beliefs and a framework for family engage

- Behavior: Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Student Outcomes:

- By 2024, Tates Creek Middle School will increase P/D in Reading to 53%.

- By 2024, Tates Creek Middle School will increase P/D in Math to 48%.

- By 2024, Tates Creek Middle School will increase P/D in Science to 36%.

- By 2024, Tates Creek Middle School will increase P/D in Social Studies to 50%.

- By 2024, Tates Creek Middle School will increase P/D in Combined Writing to 50%.

- By 2024,Tates Creek Middle School will decrease Novice in Reading to 28%.

- By 2024, Tates Creek Middle School will decrease Novice in Math to 27%

- By 2024, Tates Creek Middle School will grow our English Learner Progress Indicator to 36% as measured by ACCESS.

Educator Beliefs:

- Educators believe in equity of access and opportunity.

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- Educators embrace the four core beliefs of family engagement.

Educator Practices:

- All staff will engage and support school-based family engagement teams.

- The TCMS family engagement team will meet regularly with FACE liaisons for support.

- TCMS will participate in annual self-assessments.

- TCMS will distribute annual family surveys and utilize feedback to support family engagement goals.

- TCMS will identify family engagement goals that align with the school's mission and vision.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered?

- School self-assessments.

- Family survey results.

- Student contact log (PLP).

- DESSA

Who is responsible for gathering data?

- Building Leadership Team

- Family Engagement Team

How frequently will it be analyzed?

- Student contact information will be analyzed quarterly.

- A self-assessment and the family survey results will be analyzed yearly.

- DESSA results will be analyzed after each window.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

- Parents/Families will understand how they can support learning at home increasing parent/family participation and literacy s

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- School-level family engagement teams will meet regularly.

- Increase in students scoring within the "typical" to "strength" range as measured by the DESSA.

- Increase in school climate and safety indicator as measured by the Kentucky Summative Assessment.

- Decrease in the number of in and out of school suspensions.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

- Building leadership team

- Teachers

- Families

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

- **Staff: TCMS Family Engagement Team, FACE liaison, coaches, principals, assistant principals, teachers**

- **Funding: Title II, family and community engagement, Safety Tax, Safe Schools, Title IV, FRYSC**

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- **Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family**

- **Engage families in supporting their students' academic and career planning through Individual Learning Plans.**

- **Identify and increase opportunities for students to engage with business/industry partners.**

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)