

# Tates Creek High School's Comprehensive School Improvement Plan (CSIP) 2022-25

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

### State Assessment

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

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

### State Assessment

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

### MAP (K-9)

- 100% growth in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math

#### Goal 1

##### State Assessment Results in Reading

- By 2025, Tates Creek High School will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 32%.

##### State Assessment Results in Math

- By 2025, Tates Creek High School will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 22%.

#### Goal 2

##### State Assessment Results in Science

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

##### State Assessment Results in Social Studies

- By 2025, Tates Creek High School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 37%.

##### State Assessment Results in Combined Writing

- By 2025, Tates Creek High School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 36%.

#### Goal 3

##### Achievement Gap

- By 2025, Tates Creek High School will increase **Reading** proficiency for students in the following subgroups by ? points: African American Students to ?; English Learners to ?; Students with Disabilities to ?; Hispanic Students to ?, and Low SES to ?

Goal 4  
English Learner Progress

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

Goal 5  
Quality of School Climate and Safety

- By 2025, Tates Creek High School will increase the quality of school climate and safety index to 78 as measured by KSA. Current level is 64.9.

Goal 6  
Graduation Rate

- By 2025, Tates Creek High School will increase the graduation rate to 94% as measured by the combined 4-year and 5-year rate. Current rate is 92.2%.

Goal 7  
Post-Secondary Readiness

- By 2025, Tates Creek High School will increase the percentage of students who are post secondary ready to 78%. Current level is 66.1%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Tates Creek High School will increase P/D in Reading to 44%. In 2022, the level was 37%.	By 2024, Tates Creek High School will increase P/D in Reading to 51%. Current level is 32%.	By 2025, Tates Creek High School will increase P/D in Reading to 60%.
By 2023, Tates Creek High School will increase P/D in Math to 39%. In 2022, the level was 32%.	By 2024, Tates Creek High School will increase P/D in Math to 46%. Current level is 22%.	By 2025, Tates Creek High School will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Tates Creek High School will increase	By 2024, Tates Creek High School will increase	By 2025, Tates Creek High School will increase

<p>P/D in Science to 18%. In 2022, the level was 8%.</p> <p>By 2023, Tates Creek High School will increase P/D in Social Studies to 33%. In 2022, the level 23%.</p> <p>By 2023, Tates Creek High School will increase P/D in Combined Writing to 30%. In 2022, the level was 20%.</p>	<p>P/D in Science to 30%. Current level is 15%.</p> <p>By 2024, Tates Creek High School will increase P/D in Social Studies to 48%. Current level is 37%.</p> <p>By 2024, Tates Creek High School will increase P/D in Combined Writing to 48%. Current level is 36%.</p>	<p>P/D in Science to 45%.</p> <p>By 2025, Tates Creek High School will increase P/D in Social Studies to 60%.</p> <p>By 2025, Tates Creek High School will increase P/D in Combined Writing to 60%.</p>
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Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Tates Creek High School will decrease novice in Reading to 45%. In 2022, the level was 38%.</p> <p>By 2023, Tates Creek High School will decrease novice in Math to 45%. In 2022, the level was 44%.</p>	<p>By 2024, Tates Creek High School will decrease novice in Reading to 30%. Current level is 43%.</p> <p>By 2024, Tates Creek High School will decrease novice in Math to 30%. Current level is 52%.</p>	<p>By 2025, Tates Creek High School will decrease novice in Reading to &lt;15%.</p> <p>By 2025, Tates Creek High School will decrease novice in Math to &lt;15%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Tates Creek High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. In 2022, the level was 31.1</p>	<p>By 2024, Tates Creek High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 4.7%.</p>	<p>By 2025, Tates Creek High School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>

## **TSI Schools**

[Special Considerations for Targeted School and Improvement \(TSI\)](#)

**Year 1 CSIP**

**Year 2 Focus Areas**

<b>PLC: All PLCs will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, ELL (1,2,3,4)	KCWP 6	School leadership and ILs leads will collaborate with district instructional coaches to develop and monitor the effectiveness of PLC practices.	Measures of Success: <ul style="list-style-type: none"> <li>• Growth as measured by PLC efficacy rubric</li> </ul>	N/A
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, ELL (1,2,3,4)	KCWP 4	Refine and Implement with fidelity PLC protocol (PDSA protocol) with an effective cyclical process for analysis of data and actions based on that data which an emphasis on building opportunities for reteaching in next unit/lesson.	Measures of Success: <ul style="list-style-type: none"> <li>• Common Unit Assessments</li> <li>• PDSA process</li> <li>• PLC minutes</li> </ul>	N/A
<b><u>Progress Monitoring</u></b>				
<b>January 2024:</b> <b>March 2024:</b> <b>May 2024:</b>				

<b>Accelerated Learning: Develop/continue a focus on standard-based instruction with intentional supports to accelerate learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, ELL (1,2,3,4)	KCWP 5	School leadership and ILs will collaborate with district instructional coaches to embed structures and supports into existing lessons. These will include strategies for differentiation, accommodations, and modifications to ensure that all students have access to the curriculum and are supported in	Measures of Success: <ul style="list-style-type: none"> <li>• IL Team meeting minutes/agendas</li> <li>• Instructional Walkthrough Data</li> </ul>	N/A

		their learning.		
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, ELL (1,2,3,4)	KCWP 5	School leadership will work with district instructional support to provide release days for professional learning for PLCs to embed instructional supports for all learners.	Measures of Success: <ul style="list-style-type: none"> <li>• Instructional Walkthrough Data</li> <li>• Agendas/PL Products</li> </ul>	Title I
Achievement Gap, ELL (3,4)	KCWP 5	School leadership will work with district instructional support to provide professional learning to support teachers in using strategies for accommodations, supports, and modifications for English Learners and Gap Groups.	Measures of Success: <ul style="list-style-type: none"> <li>• Instructional Walkthrough Data</li> <li>• KSA Results</li> </ul>	N/A
Graduation Rate, Post-Secondary Readiness (6,7)	KCWP 6	Continue to create and promote pathways, AP courses, IB courses, and dual credit courses that are available to students with a focus on CTE pathway opportunities.	Measures of Success: <ul style="list-style-type: none"> <li>• AP, DC, and IB enrollment data</li> <li>• Pathway completion/enrollment data</li> </ul>	N/A
Achievement Gap, ELL (3,4)	KCWP 5	Special education and EL coteaching teams will receive ongoing PL for effective coteaching strategies.	Measures of Success: <ul style="list-style-type: none"> <li>• Special Education and EL student assessment data</li> </ul>	N/A
<b><u>Progress Monitoring</u></b>				
<b>January 2024:</b> <b>March 2024:</b> <b>May 2024:</b>				

**Year 3 Focus Areas**

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

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



2023-2024 Phase One: Executive Summary for  
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2023-2024 Phase One: Executive Summary for Schools

**Tates Creek High School**  
**Kristy Field**  
1111 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

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

Tates Creek High School is an A1 comprehensive high school located in Lexington, Kentucky with an enrollment of 1,745 students. TCHS launched the career academy model in the 2017-2018 school year with the creation of the Freshman Academy and implemented a school-wide academy model in the 2018-2019 school year. Every freshman is enrolled in the Freshman Academy, which is the basis for the career academy model. During their freshman year, students gain in-depth knowledge and experiences connected to each career academy before making an academy selection during the 2nd semester. All students then spend their 10th-12th grade years as a member of one of the following academies: Business, Entrepreneurship, and Education (BEE), Design and Engineering (D&E), Information Technology and International Baccalaureate (IBIT), or Medical and Emergency Services (MES). Tates Creek High School is able to provide unique opportunities through both the career academy model and the option of the International Baccalaureate (IB) Programme; which is one of only 5 high school IB programs in the state of Kentucky. The IB Programme was first implemented in 2006 and continues to offer Tates Creek High School students a distinctive level of academic rigor. Tates Creek High School's student body is 44% White, 28% African-American, 17% Hispanic, and 3% Asian. Fifty-two percent of students receive free/reduced services, 10% of students receive special education services, and 12% are English Learners. Tates Creek High School has made student and staff well-being and mental health a priority by funding additional student mental-health specialists, family and community liaisons, and supporting district staff wellness initiatives at the building level.

### School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Tates Creek High School has a wide range of stakeholders including staff, students, families, community members, and community partners. Our staff takes great pride in being part of the Commodore family with many of our staff members being Tates Creek graduates and/or spending their entire career at Tates Creek. The culture created extends to our SBDM parent involvement, alumni network, and an extensive list of community partners. TCHS is intentional about reaching out to all stakeholders through newsletters, surveys, and community forums to ensure input is gathered for the improvement planning process.

### School's Purpose



Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The mission of Tates Creek High School is to make learning relevant to prepare all Commodores for college and career success and for service as informed and active citizens with intercultural understanding and respect.

Our core values are that every student at Creek is Connected, Responsible, Engaged, Exceptional, and Kind.

#### Notable Achievements and Areas of Improvement

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

Tates Creek High School has made great efforts to enhance student opportunities directly related to their career pathways. Examples include pathway-specific speakers, field trips, engagement opportunities, and dual-credit options. Tates Creek is also actively working to expand advanced coursework options to our African-American and Hispanic students as well as our students who receive free/reduced services.

#### Additional Information

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

Tates Creek High School has the unique distinction of having a feeder middle school (Tates Creek Middle School) and elementary school (Tates Creek Elementary School) on a shared campus with the high school. The school culture has been enhanced by the schools sharing not only the Tates Creek name but also the mascot (Commodores) and school colors (maroon and white). This allows Tates Creek to establish a unified school community and promote a family-like atmosphere.



2023-2024 Phase Two: The Needs Assessment for  
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2023-2024 Phase Two: The Needs Assessment for Schools

**Tates Creek High School**  
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## **2023-24 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.

Our school is comprised of five Academies: Freshman Academy; Design & Engineering; Business, Entrepreneurship & Education; Medical & Emergency Services; International Baccalaureate (IB) & Information Technology (IT). Each week, teachers, the academy principal, and academy counselor and other student support staff meet to discuss students' needs in the academy, specific to academics, behavior, and culture. Interventions are reviewed to provide supports for all students (Tier 1) and students who are still not being successful are recommended for more intentional supports by our MTSS team (Tier 2 & Tier 3). Every six weeks, each academy receives specific data (attendance, grades, behavior) for each student and the team completes a "deep dive" into reviewing the data. The principal reviews these data at the following SBDM meeting, and the principal provides an update on achievement gap plans. The data are used for informational purposes that relates to intervention plans and enrichment for those students meeting/exceeding expectations. This information is also reviewed at the next monthly faculty meeting in order for all faculty/staff members to have access to this information, too.

Minutes are kept for all weekly academy meetings, monthly SBDM meetings, and monthly PLCs. Our leadership team meets weekly to review and discuss student performance and conduct a needs analysis in order to provide supports for students and teachers.

### 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?

Goals/Objectives from 2022:

Increase percentage of students scores in....

- Math from 47.1 to 52.1 (actual 36.6)
- Reading from 53.9 to 58.9 (actual 47.2)
- Science p/d to 13 (actual 15)
- Social Studies p/d to 28 (actual 43)
- Combined Writing p/d to 25 (actual 36)

Decrease percent of novice:

- Reading to 38 to 28 (43)
- Math 44 to 34 (52)
- Science to 61 to 51 (50)
- Social Studies 58 to 48 (39)
- Combined Writing 51 to 41 (34)

Increase the proficiency rating

- EL students from 31.1 to 41.1 by 2025 (4.7)
- School climate and safety from 61.7 to 71.7 by 2025 (64.9)
- Transition Readiness from 58.2 to 68.2 by 2023-2024 (74)
- 4 year cohort graduation rate from 86.8 to 96.8 by 2025 (90.8)

Strategies/Activities:

- Small group test taking strategies
- SLC/PLC Academic/Behavioral Data Monitoring and Analysis
- SLC Identity Events
- Teacher Coaching
- CREEK Week
- CREEK Cares
- KSA Incentive Plan

- Math/Reading Interventionists
- MTSS
- PBIS
- SEL Instruction

Most of the strategies and activities from last year's plan seemed to work well. We had significant drops in our Math, Reading, and EL scores. We had significant increases in Science, Social Studies, Climate, Postsecondary Readiness, and Graduation Rates. We will look to build upon the success of last year's plan by insuring fidelity and consistency.

## 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Out of school suspensions for students of color continue to be a concern. We will continue to put supports in place to help this group in terms of behavior, conflict resolution, and mental health support. We have noticed a short term change in repeat suspensions due to our suspension re-entry plan, CREEK Cares.

Academically, students with disabilities, African-Americans, Hispanic students, ELL, and economically disadvantaged students comprise our achievement gap groups and are not performing at the same level as non-gap learners. In the last 2 years, threat assessments and suicide assessments have increased. Our PBIS team, comprised of classroom teachers, support staff, and an administrator, meets monthly to review behavioral data and develop ways to engage students in our school community. Our core values CREEK are reviewed daily in some manner: Connected, Responsible, Exceptional, Engaged, Kind. With the buy-in of Creek Cash, an incentive for students to act in accordance with our core value, students' behaviors have improved significantly. Non-academic trends such as disruptive behavior, skipping, and fighting remain focus areas for our schools. Drug use has increased significantly (due to electronic smoking devices) and there's more work to do with our SEL curriculum. Nonacademic trends affect academic trends and as we continue to hone our focus on continuous improvement, we are seeing positive results. In order to close the achievement gaps with our students with disabilities, ELL students, economically disadvantaged, African-American, and Hispanic students, each Academy identifies students who need additional supports during weekly SLC meetings and determine the individual students' needs.

## 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school’s teachers received adequate professional development.

77% of students with disabilities scored novice on KSA in Reading (+10)

6% of economically disadvantaged students scored distinguished on KSA in Reading (-4) 70% of African American students scored novice on KSA Math (+11)

75% of students with disabilities scored novice on KSA Math (+11)

45% of Hispanic students scored novice on KSA Social studies (-14)

69% of African American students scored novice on KSA science (-14)

49% of African American students scored novice on KSA Writing (-21)

64.9% was our quality of school and safety indicator (+3.2)

90.8% was our 4-year cohort graduation rate (+4)

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.

### 10th Grade Reading indexes compared to white (61.9):

- African American 27.8
- Hispanic 37.4
- EL 11.3
- Economically Disadvantaged 37.8
- Special Education 14.7

### 10th Grade Math indexes compared to white (51.4)

- African American 19.0
- Hispanic 31.8
- EL 7.5
- Economically Disadvantaged 27.3
- Special Education 14.3

### 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.

The school has a great environment and culture for learning. The school climate, postsecondary readiness, and graduation rates all improved significantly.

Climate: +3.2%

Postsecondary Readiness: +15.8%

Graduation:+3.8%

### 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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

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 Key Elementary TCHS 23-24

8. 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 District Improvement Plan (CSIP) diagnostic and template.

Instructional coaching and professional learning for Math and English PLCs with a focus on Communicating with Students and Assessing Student Learning. PLC processes – Focusing on the PDSA structure. Aligning instruction to standards and curriculum frameworks. Deconstructing standards for instructional objectives and learning activities.

Instructional Coaching and professional learning in all subject areas with a focus on Assessing Student Learning. PLC processes – Focusing on the PDSA structure. Aligning assessments to standards. Deconstructing standards for instructional objectives and assessments.

Instructional Coaching and professional learning in all subject areas with a focus on Assessing Student Learning. Instructional coaching in PLCs and departmental meetings. Analyzing assessment results to direct instructional planning; including reteaching and enrichment/acceleration.





2023-2024 Phase Two: School Assurances\_10112023\_11:02

2023-2024 Phase Two: School Assurances

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**Kristy Field**  
1111 Centre Pkwy  
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United States of America

## 2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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**

No

N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, 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. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). 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 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 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, 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**

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. In a school 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. In a school 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. In a school 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

N/A

**COMMENTS**

18. In a school 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. In a school 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. In a school 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. In a school implementing a schoolwide program, the school developed, 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. In a school 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**

24. In a school 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. In a school 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. In a school 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. In a school 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**

28. In a school 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. In a school 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. In a school 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 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**



2022-23 Phase Four: Professional Development Plan for Schools  
for School Year 2023-2024\_05022023\_14:41

2022-23 Phase Four: Professional Development Plan for Schools for School Year  
2023-2024

**Tates Creek High School**  
**Kristy Field**  
1111 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America

## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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 [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), 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 [KRS 158.6451](#) 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?

The mission of Tates Creek High School is to make learning relevant to prepare all Commodores for college and career success and for service as informed and active citizens with intercultural understanding and respect.

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.

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. PLCs

2. Culture & Climate

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

A professional learning plan with a focus on PLCs will directly impact student achievement. Continued growth using the PSDA model will ensure focused planning, instruction, and assessment in every content area. Instructional leaders at Tates Creek High School will conduct a needs assessment for each department to determine strengths and weaknesses. Measured by common and summative assessments, each PLC will determine the impact of professional learning on student achievement.

A professional learning plan with a focus on Culture/Climate will directly impact DEIB and secondarily impact student achievement. Instructional leaders at Tates Creek High School will develop professional learning in the areas of Socio-Emotional Learning (SEL), Multi-Tiered Support Systems (MTSS), Positive Behavior Interventions and Support (PBIS), and Community Engagement to build current structures already in place. Growth in SEL, MTSS, and PBIS will help support student learning and achievement

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:

Knowledge: Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring

cycles of collective inquiry and action research to achieve better results for students they serve.

Knowledge: Teachers and school administrators develop an understanding of the Four Critical PLC Questions.

Knowledge: Teachers and school administrators will develop an understanding of the Three PLC Big Ideas.

Long-Term Changes:

Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PSDA model effectively to improve student learning.

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

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Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels

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 High School will increase Reading proficient and distinguished in High School to 51% as measured by KSA. Currently High School is 37%.

- By 2024, Tates Creek High School will increase Math proficient and distinguished proficient and distinguished in High School to 46% as measured by KSA. Currently High School is 32%.

- By 2024, Tates Creek High School will increase Science proficient and distinguished proficient and distinguished in High School to 22% as measured by KSA.

Currently High School is 8%.

- By 2024, Tates Creek High School will increase Social Studies proficient and distinguished proficient and distinguished in High School to 37% as measured by KSA. Currently High School is 23%.

- By 2024, Tates Creek High School will increase Combined Writing proficient and distinguished proficient and distinguished in High School to 34% as measured by KSA. Currently High School is 20%.

- By May 2024, Tates Creek High School will decrease Reading Novice in

- High School Reading

- African American Students to 41%

- Hispanic Students to 32%

- Students with Disabilities to 53%.

- By May 2024, Tates Creek High School will decrease Math Novice in

- High School Math

- African American Students to 45%

- Hispanic Students to 34%

Students with Disabilities to 50%.

- By 2024, 100% of EL students will grow by at least .5 in their composite score.

- By 2024, Tates Creek High School will increase the Quality of School Climate and Safety index to 77.3% as measured by KSA. Current level is 63.3%.

- By 2024, Tates Creek High School will increase the percentage of students who are Post-Secondary Ready to 70.0%. Current level is 56.0%.

- By 2024, Tates Creek High School will increase the graduation rate to 88.8% as measured by the combined 4-year and 5-year rate. Current rate is 86.8%.

Educator Outcomes:

By 2024, Tates Creek High School will ensure 100% of school PLCs (teachers and school administrators) use a PDSA model effectively to improve student learning.

Educator Beliefs:

- Educators believe in equity of access and opportunity.

- Educators believe the fundamental purpose of school is to ensure that all

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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 build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
  - Collaborative teams meet at least 2x per month. 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 team members for adhering to the norms.
  - Collaborative teams create long-term and short-term goals and action plans based on students' needs that align with school and district goals. They will revisit their goals and reflect on the successes and revise practice as indicated by progress toward goals.
  - Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
  - Collaborative teams keep their work focused on the Three PLC Big Ideas and use the Four PLC Questions to guide their work.
  - Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
  - 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?

- PLC agendas and minutes. These will include feedback to the leadership team.
- KSA results



### Who is responsible for gathering data?

- Leadership team or their designee.

### How frequently will it be analyzed?

- 2x per year.

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
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that
- The PLC team consistently implements a system to write learning intentions and success criteria in language that
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative start
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and work b
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to e

##### 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 assessm
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of ins
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of perf
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of pe
- 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 cu
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching
- 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.

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## 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 the
- The achievement of each student is monitored on a timely basis.

### Interventions

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

### Extensions

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

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

The targeted audience is all principals, assistant principals, and teachers (grades 9 - 12).

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.)

Staff: chiefs, directors, specialists, principals, assistant principals, teachers

Funding: Title II

Technology: PLC Shared Drive, FCPS Professional Learning Website, PLC Professional Learning Hub

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Instructional Resources: FCPS PLC Framework, PLC +: Better Decisions and Greater Impact by Design, The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning, The PLC + Facilitation and Activator's Guide

Professional Learning Support from Vendors: N/A

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

TCHS will initiate phase two of our PLC work including district administrators, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and an administrator retreat. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS will provide responsive coaching based on need. The coaching emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. OAS directors and specialists will collaborate with school administrators and teacher leaders to create a PLC m
  - Everything related to professional learning is in one place
  - Regular routing of employees of all role groups to the professional learning guiding documents and sup
  - Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring
  - collective accountability through a structure
  - centralized information for relevant role groups
  
2. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams professional

3. OAS directors and specialists will provide principals, APs, ITLs and PLC teams tools to analyze student work a
4. OAS directors and specialists will collaborate with Principals, APs, ITLs and teacher leaders to develop tools to
5. OAS directors and specialists will provide professional learning on processes to integrate literacy standards acr
6. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams professional learning and networking opportunities through the initiation of stage 1 of the PLC +: Better Decisions and Greater Impact by Design book study specifically emphasizing collective efficacy and establishing a balance for the planning and implementation of student learning as well as our own professional learning. (This responsive professional learning opportunity will be offered for schools who self-assess as developing and sustaining for the PLC indicating that the foundational elements are present within the PLC. Schools who self-assess below developing and sustaining will receive responsive support based on a continuum of support.)
7. School administrators will meet as triads three times a year to showcase PLC implementation and to give and receive collegial feedback. This will serve as a calibration mechanism, a time to learn, and a time to share ideas utilizing districtwide processes and protocols.

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 and best practices.

Knowledge: Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.

Long-Term Changes:

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

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Behavior: Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.

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

Student Outcomes:

- By 2024, Fayette County Public Schools will increase the Quality of School Climate and Safety index to 90.9%
- By 2024, Fayette County Public Schools will increase the percentage of students who are Post-Secondary Ready
- By 2024, Fayette County Public Schools will increase the graduation rate to 91.8% as measured by the

Educator Beliefs:

- Educators believe in a school environment in which every student is valued, accepted, and supported.

Educator Practices:

- All staff will engage in PBIS & MTSS structures.
- TCHS will utilize student support staff with a focus of graduation and credit obtainment.
- All staff will engage in SEL lessons
- TCHS will participate in annual self-assessments.
- TCHS will have a process for mental health services.

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.)

- i. Annual school family survey

ii. Teachers, school administrators, district administrators

iii. Annual

- i. School self-assessments
- ii. School-based family engagement teams

iii. Bi-annual (pre/post)

- i. ELEVATE platform
- ii. Teachers, school administrators

iii. Weekly

- i. Attendance/ participation
- ii. Teachers, school administrators

iii. Per meeting

- i. CTE Unit Frameworks
- ii. Teachers, school administrators

iii. Ongoing

- i. CTE PSR documents
- ii. Teachers, school administrators

iii. Yearly

- i. IB, AP and Dual Credit enrollment/completion data
- ii. Teachers, school administrators

iii. Yearly

- i. Student Support Contact Log, Tier 1 PBIS Report, Suspension Comparison Report, FRYSC Contact
- ii. District Student Support Team, District Mental Health Specialist, School Administrators, Social Emoc

iii. Quarterly

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.**

CTE teachers will participate in industry-specific PLCs districtwide.

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

School-level family engagement teams will meet regularly.

Increase in students scoring within the “typical” to “strength” range as measured by the DESSA.

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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)

The targeted audience is all principals, assistant principals, and teachers (grades 9 - 12).

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: school-level family engagement teams, all staff, coaches, principals, assistant principals, teachers

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

Technology: FCPS Professional Learning Website, NCFL online platforms (i.e. Wonderopolis), ROIS, Infinite Campus, Aperture System

Instructional Resources: MTSS Guidance Document

Professional Learning Support from Vendors: NCFL, I Define Me Movement, Building Blocks of Brilliance, National Center for Youth Issues (NCYI), The Executive Learning Lab, Solution Tree, Safe and Civil Schools, The Ridge Behavioral Health System, AccuTrain, Midwest PBIS Network, Inner Resources, School Connect, National Association of Schools Psychologist, Aperture Education, Breathe for Change, FitTeach, etc.

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 literacy programs.

- 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.
- Continue to align CTE courses to the KDE program of studies for instructional effectiveness, create and foster CTE PLCs, complete course crosswalks and unit frameworks.
- OAS (Teaching and Learning) secondary director, working in concert with the director of career and technical education, and CTE specialist will provide ongoing professional learning through districtwide industry-specific PLCs.
- Expand work-based learning experiences such as apprenticeships and continuous growth of IB, Dual Credit, and AP course offerings.
- Develop and implement a model of support and professional learning for all staff utilizing the Dual-Capacity Framework for Home-School Partnerships.
- Create a facilitation/communication model that engages all stakeholders (students, families, schools, staff and community) in consistent dialogue that supports student success.
- Create a system of support that aligns with the adopted framework, Dual-Capacity Framework for Home-School Partnerships.
- Establish intentional processes and structures of resources that align supports to students, families, schools and staff.
- Student Support staff will use district and school level data including, but not limited to in and out of school suspension days per 100 and percentage of students suspended, DESSA screener data, and district and school level SEL progress monitoring data to determine next steps and "just in time" supports to principals and school teams based on a continuum of support.

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.

NA