

Tates Creek Elementary'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

MAP (K-8)

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

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

State Assessment

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

State Assessment Results in Reading

- By 2025, **Tates Creek Elementary** will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 41%.

State Assessment Results in Math

- By 2025, **Tates Creek Elementary** will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 36%.

State Assessment Results in Science

- By 2025, **Tates Creek Elementary** will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 20%.

State Assessment Results in Social Studies

- By 2025, **Tates Creek Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 35%.

State Assessment Results in Combined Writing

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

Achievement Gap

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

English Learner Progress

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

Quality of School Climate and Safety

- By 2025, **Tates Creek Elementary** will increase the quality of school climate and safety index to 82% as measured by KSA. Current indicator score is 72.8.

Reading and Math Objectives		
Year 1	Year 2	Year 3

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

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Tates Creek Elementary will increase P/D in Science to 25%.	By 2024, Tates Creek Elementary will increase P/D in Science to 35%.	By 2025, Tates Creek Elementary will increase P/D in Science to 45%.
By 2023, Tates Creek Elementary will increase P/D in Social Studies to 42.6%.	By 2024, Tates Creek Elementary will increase P/D in Social Studies to 51.2%.	By 2025, Tates Creek Elementary will increase P/D in Social Studies to 60%.
By 2023, Tates Creek Elementary will increase P/D in Combined Writing to 41.3%.	By 2024, Tates Creek Elementary will increase P/D in Combined Writing to 50.6%.	By 2025, Tates Creek Elementary will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Tates Creek Elementary will decrease novice in Reading to 27.7%.	By 2024, Tates Creek Elementary will decrease novice in Reading to 23.9%.	By 2025, Tates Creek Elementary will decrease novice in Reading to 20%.
By 2023, Tates Creek Elementary will decrease novice in Math to 30.	By 2024, Tates Creek Elementary will decrease novice in Math to 26%.	By 2025, Tates Creek Elementary will decrease novice in Math to 22%.

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

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

Year 1 Focus Areas

PLCs				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math African American	KCWP 1 - Design and Deploy Standards	Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Backward planning in reading and math	
Reading Math African American	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading Math African American	KCWP 4 - Review, Analyze,	Utilize questions school/district leadership want teachers to answer with the data that they collect	Consistently use the 4 guiding PLC questions	

	and Apply Data			
<u>Progress Monitoring</u>				
<ul style="list-style-type: none"> • PLC grade level drives • Fidelity checks 				

Instruction				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math African American	KCWP 2 - Design and Deliver Instruction	System is in place to ensure students take responsibility for their own learning	Student engagement during lessons	
Reading Math African American	KCWP 2 - Design and Deliver Instruction	Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction	Backward planning in reading and math	
<u>Progress Monitoring</u>				
<ul style="list-style-type: none"> • Classroom walkthroughs 				

Fidelity of Guided Reading				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading African American	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading Plan	

Reading African American	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading African American	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students?	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	
<u>Progress Monitoring</u>				
<ul style="list-style-type: none"> ● Classroom walkthroughs ● PLC decision making 				

Year 2 Focus Areas

PLCs				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math	KCWP 1 - Design and Deploy Standards	Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Backward planning in reading and math	
Reading Math	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading	KCWP 4 -	Utilize questions school/district leadership	Consistently use the	

Math	Review, Analyze, and Apply Data	want teachers to answer with the data that they collect	4 guiding PLC questions	
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Progress Monitoring

- PLC grade level drives
- Fidelity checks

Instruction

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

Progress Monitoring

- Classroom walkthroughs

Fidelity of Guided Reading

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading Plan	

Reading	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students?	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	
<u>Progress Monitoring</u>				
<ul style="list-style-type: none"> ● Classroom walkthroughs ● PLC decision making 				

Year 3 Focus Areas

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

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring



2023-2024 Phase One: Executive Summary for Tates Creek Elementary School

2023-2024 Phase One: Executive Summary for Schools

Tates Creek Elementary School
Carrie Paul
1113 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 Elementary is a K-5 Elementary School located at 1113 Centre Parkway in an urban area of Lexington, Kentucky. The school's current total enrollment is 647 students which includes two homerooms that house our Gifted and Talented Accelerated Cluster program and a PreK program. Most students live in the direct vicinity of the school in rental property which includes apartments, duplexes and some houses. Large populations of the families receive government assistance for housing. 82% of the students in the school are identified as Free or Reduced Lunch recipients. Many students are from single parent home environments and we have several students being raised by family members or foster parents. Approximately 41% of the students are African American, 31% are white, 14% are Hispanic, and 3% are Asian. We require two conferences with the parent/guardian throughout the year in regard to academic and behavioral progress. At TCE 18% of our students receive English Language support and the languages spoken at our school are: Arabic, Chinese-Mandarin, French, Hindi, Nepali, Spanish, Swahili, Tagalog, Twi and Yoruba. Evening events that included student performances and hands on activities are widely attended. Tates Creek Elementary is a schoolwide eligible Title 1 school with 82% of students eligible for free and reduced lunch. TCE is a CEP, Community Eligible Program, with all student receiving free breakfast and lunch. The school has been adopted and receives mentoring support, a food backpack program and teacher encouragement by Southland Christian Church, which is located in Lexington, Kentucky. There are 98 certified and classified staff working within the building.

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 Elementary School engages students, staff and families in the continuous improvement 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.

Tates Creek Elementary is a connected, driven family that goes hard with purpose.

Our collective commitments are:

- We will remain laser focused on Student Achievement.
- We will be courageous in our conversation, while respecting the chain of command, as well as school/district policies and protocols.
- We provide high support for our high expectations.
- We will take an inquiry approach and then seek solutions.

The vision of Tates Creek Elementary is proficiency for all, both socially and emotionally, with no achievement gaps.

Notable Achievements and Areas of Improvement

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

Tates Creek Elementary School continues to show measured growth in Math and Reading on MAP.

Additional Information

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

NA



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

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

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.

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

Review of Previous Plan

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

MAP, KSA, along with grade level common assessment data, and district common assessments are reviewed by individual teachers, grade levels and as an SBDM

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

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 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.

According to MAP Math, 24% of 2 or more races, 17% of black, 18% of Hispanic and 41% of white students are on track for reaching proficiency and beyond on the state assessment (comparison to KSA). According to MAP Reading, 24% of 2 or more races, 17% of black, 18% of Hispanic and 41% of white students are on track for reaching proficiency and beyond on the state assessment (comparison to KSA.)

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to MAP Math, 24% of 2 or more races, 17% of black, 18% of Hispanic and 41% of white students are on track for reaching proficiency and beyond on the state assessment (comparison to KSA). According to MAP Reading, 31% of 2 or more races, 16% of black, 24% of Hispanic and 52% of white students are on track for reaching proficiency and beyond on the state assessment (comparison to KSA.)

Priorities/Concerns

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

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

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

According to MAP Math, 55% of 2 or more races, 69% of black, 59% of Hispanic and 37% of white students are not performing at a level that compares to proficiency on the state assessment (comparison to KSA). According to MAP Reading, 41% of 2 or more races, 65% of black, 60% of Hispanic and 41% of white students are not performing at a level that compares to proficiency on the state assessment (comparison to KSA.)

Strengths/Leverages

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

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

We are leveraging fidelity of instruction being provided by monitoring learning for student engagement, productive struggle, and cognitive engagement from students during their instructional blocks of time.

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

 School Key Elements_TCE

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.

TCE will focus its resources and efforts of KCWP 5: Design, Align, and Deliver Support. Supporting classrooms with having systems, data, and practices that promote equitable learning will lead to student engagement, productive struggle, and cognitive engagement from all students during their instructional times.



2023-2024 Phase Two: School Assurances_11072023_16:22

2023-2024 Phase Two: School Assurances

Tates Creek Elementary School

Carrie Paul

1113 Centre Pkwy

Lexington, Kentucky, 40517

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

FCPS Professional Learning Plan 2023-2024
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2022-2023 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Tates Creek

District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School Mission (Response Required)

Tates Creek Elementary is a connected, driven family that goes hard with purpose.

Focus Area 1 (Response Required)

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 2 (Response Required)

Culture/Climate: All schools 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.

How do the identified top two focus areas requiring professional learning relate to district goals? (Respond Below)

Strategic Plan Priority Areas are:

- Student Achievement
- Diversity, Equity, Inclusion and Belonging
- Highly Effective and Culturally Responsive Workforce
- Stakeholder Engagement and Outreach
- Organizational Health and Efficiency

**(Response
Required)** Describe
Strategic Plan
Priority
Areas:

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Post-secondary Readiness
- Graduation Rate.

**(Response
Required)** Describe
CDIP
alignment:

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Learner Progress, Post-secondary Readiness, and Graduation Rate.

Professional Learning Development Tools

<u>F</u>	<u>F</u>
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<u>P</u>	<u>P</u>
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<u>eline Brief 2023 - 2024</u>	<u>eline 2023 - 2024 At - A-Glance</u>
<u>FCPS Learning and Model el</u>	<u>FCPS Monitoring and Evaluation Framework</u>

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Focus Area 1

Focus Area 1 Objectives (Response Required)

Short-Term Changes: Teachers and school administrators will develop an understanding of the **Professional Learning Communities at Work Continuum**.

Long-Term Changes: Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.

Focus Area 1 Intended Results (Response Required)

Student Outcomes:

- By 2025, Tates Creek Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 37%.
- By 2025, Tates Creek Elementary will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 33%.
- By 2025, Tates Creek Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 15%.
- By 2025, Tates Creek Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 34%.
- By 2025, Tates Creek Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 32%.
- By 2025, Tates Creek Elementary will decrease Novice in Reading and Math to >15%; Science to >21%; Social Studies to >23%; Combined Writing to >10% as measured by KSA.
- By 2025, Tates Creek Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.
- By 2025, Tates Creek Elementary will increase the quality of school climate and safety index to % as measured by KSA. Current indicator score is 75.

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

- 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 build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least 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 team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART 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.

Focus Area 1 Monitoring (Response Required)

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. Collaborative teams will complete the PLC Continuum Self-Assessment
 - ii. Teachers, school administrators
 - iii. Three times a year
- i. Schools must have a PLC monitoring plan/feedback form
 - ii. Teachers, school administrators
 - iii. Quarterly
- i. Professional learning agenda
 - ii. Teachers, school administrators
 - iii. Each meeting as appropriate
- i. Collaborative teams will provide access to their meeting notes and agendas

- ii. Teachers, school administrators
- iii. Each meeting

- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive
 - ii. Teachers, school administrators
 - iii. Each meeting

- i. The school will provide a needs assessment to determine the current state and next steps for PLCs
 - ii. Teachers, school administrators
 - iii. Twice yearly

- i. Student work analysis protocols, curriculum pacing, common assessment data
 - ii. Teachers, school administrators
 - iii. Each meeting

- i. Student monitoring tools and processes
 - ii. Teachers, school administrators
 - iii. Each meeting

- i. Literacy integration - unit frameworks
 - ii. Teachers, school administrators
 - iii. Each meeting

This monitoring information will be housed in the professional learning website and will ensure:

- Everything related to professional learning is in one place
- Regular routing of employees of all role groups to the professional learning guiding documents and support materials
- Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring documentation
- collective accountability through a structure
- centralized information for relevant role groups

Focus Area 1 Indicators of Success (Please describe in detail.) **(Response Required)**

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone—teachers, parents, students, peers working in other grade levels—can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

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 strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- 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 instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- 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 from it.
- 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 outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

Focus Area 1 Targeted Audience (Response Required)

The targeted audience is all principals, assistant principals, and teachers (Pre-K - 12).

Focus Area 1 Resources (Response Required)

Staff: principals, assistant principals, teachers

Funding: Title I

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

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

Release Time: N/A

Focus Area 1 Ongoing Supports for Implementation (Response Required)

FCPS will initiate phase two of our PLC work as a districtwide team including district administrators, specialists, 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 monitoring system to monitor the effectiveness of PLC practices established by tights and the integration of DEIB elements (district PLC priorities). This monitoring information will be housed in the professional learning website and will ensure:
 - Everything related to professional learning is in one place
 - Regular routing of employees of all role groups to the professional learning guiding documents and support materials
 - Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring documentation
 - 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 learning and networking opportunities to develop their skills on co-constructing success criteria aligned to essential standards with learners to engage them in learning and increase self-efficacy.
3. OAS directors and specialists will provide principals, APs, ITLs and PLC teams tools to analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning, and assessment practices.
4. OAS directors and specialists will collaborate with Principals, APs, ITLs and teacher leaders to develop tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth.
5. OAS directors and specialists will provide professional learning on processes to integrate literacy standards across content areas; create varied approaches to creating and communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.
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.

Focus Area 2

Focus Area 2 Objectives (Response Required)

Teachers, administrators, student support staff, and administrative staff will develop an understanding of a family engagement framework, theories and best practices.

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

Focus Area 2 Intended Results (Response Required)

Student Outcomes:

- By 2025, Tates Creek Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 37%.
- By 2025, Tates Creek Elementary will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 33%.
- By 2025, Tates Creek Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 15%.
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- By 2025, Tates Creek Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.
- By 2025, Tates Creek Elementary will increase the quality of school climate and safety index to % as measured by KSA. Current indicator score is 75.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators embrace the four core beliefs of family engagement.

Educator Practices:

- All staff will engage and support school-based family engagement teams.
- School's family engagement team will meet regularly with FACE liaisons for support.
- Schools will participate in annual self-assessments.
- Schools will distribute annual family surveys and utilize feedback to support family engagement goals.
- Teams will identify family engagement goals that align with school, district, state and federal guidelines.

Connect family engagement to practices that are linked to learning, culturally-responsive, asset based, collaborative, interactive and relational.

Focus Area 2 Monitoring (Response Required)

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. Annual school/district family survey
 - ii. Teachers, school administrators
 - iii. Annual

- i. School self-assessments
 - ii. School-based family engagement teams
 - iii. Bi-annual (pre/post)

- i. Family engagement self-efficacy professional learning surveys
 - ii. District administrators and NCFL
 - iii. Ongoing based on learning modules

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

- i. Attendance/ participation
 - ii. Teachers, school administrators
 - iii. Per meeting

- i. Student Support Contact Log, Tier 1 PBIS Report, Suspension Comparison Report, FRYSC Contact Log, Aperture (DESSA) Report, etc.
 - ii. District Student Support Team, District Mental Health Specialist, School Administrators, Social Emotional Learning Leads, etc.
 - iii. Quarterly

Focus Area 2 Indicators of Success (Please describe in detail.) **(Response Required)**

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.

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.

Focus Area 2 Targeted Audience **(Response Required)**

The targeted audience is all principals, assistant principals, and teachers from all levels (Pre-K - 5).

Focus Area 2 Resources **(Response Required)**

Staff: school-level family engagement teams, all staff, FACE director, FACE district liaisons, principals, assistant principals, teachers

Funding: Title I, family and community engagement, Safe Schools, FRYSC

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

Instructional Resources: *Beyond the Bake Sale*, *Powerful Partnerships*, 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.

Focus Area 2 Ongoing Supports for Implementation **Response Required**

Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family literacy programs.

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

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.

The FACE director will partner with National Center for Families Learning (NCFL) to provide ongoing professional learning networks facilitated by FACE district liaisons.

The Student Support Department 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.

Optional Extension