

Tates Creek Middle'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

State Assessment Results in Reading

- By 2025, Tates Creek Middle School will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 38%.

State Assessment Results in Math

- By 2025, Tates Creek Middle School will increase Math proficient and distinguished level to 60% as measured by KSA. Current level is 33%.

State Assessment Results in Science

- By 2025, Tates Creek Middle School will increase Science proficient and distinguished level to 55% as measured by KSA. Current level is 26%.

State Assessment Results in Social Studies

- By 2025, Tates Creek Middle School will increase Social Studies proficient and distinguished level to 55% as measured by KSA. Current level is 32%.

State Assessment Results in Combined Writing

- By 2025, Tates Creek Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 33%.

English Learner Progress

- By 2025, Tates Creek Middle School 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 Middle School will increase the quality of school climate and safety index to 65 as measured by KSA. Current level is 60.5 indicator score.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Tates Creek Middle School will increase P/D in Reading to 40%. In 2022, the level was 37%.</p> <p>By 2023, Tates Creek Middle School will increase P/D in Math to 35%. In 2022, the level was 32%.</p>	<p>By 2024, Tates Creek Middle School will increase P/D in Reading to 50%. Current level is 38%.</p> <p>By 2024, Tates Creek Middle School will increase P/D in Math to 45%. Current level is 33%.</p>	<p>By 2025, Tates Creek Middle School will increase P/D in Reading to 60%.</p> <p>By 2025, Tates Creek Middle School will increase P/D in Math to 55%.</p>

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Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Tates Creek Middle School will increase P/D in Science to 25%. In 2022, the level was 20%.</p> <p>By 2023, Tates Creek Middle School will increase P/D in Social Studies to 25%. In 2022, the level was 30%.</p> <p>By 2023, Tates Creek Middle School will increase P/D in Combined Writing to 30%. In 2022, the level was 26%.</p>	<p>By 2024, Tates Creek Middle School will increase P/D in Science to 35%. Current level is 26%.</p> <p>By 2024, Tates Creek Middle School will increase P/D in Social Studies to 35%. Current level is 32%.</p> <p>By 2024, Tates Creek Middle School will increase P/D in Combined Writing to 40%. Current level is 33%.</p>	<p>By 2025, Tates Creek Middle School will increase P/D in Science to >45%.</p> <p>By 2025, Tates Creek Middle School will increase P/D in Social Studies to >60%.</p> <p>By 2025, Tates Creek Middle School will increase P/D in Combined Writing to >60%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Tates Creek Middle School will decrease novice in Reading to 45%. In 2022, the level 42%.</p> <p>By 2023, Tates Creek Middle School will decrease novice in Math to 45%. In 2022, the level was 45%.</p>	<p>By 2024, Tates Creek Middle School will decrease novice in Reading to 30%. Current level is 35%.</p> <p>By 2024, Tates Creek Middle School will decrease novice in Math to 30%. Current level is 43%.</p>	<p>By 2025, Tates Creek Middle School will decrease novice in Reading to <15%.</p> <p>By 2025, Tates Creek Middle School will decrease novice in Math to <15%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Tates Creek Middle School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. In 2022, 16.9.</p>	<p>By 2024, Tates Creek Middle School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 35.7.</p>	<p>By 2025, Tates Creek Middle 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 \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

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

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

Requirements for Building an Improvement Plan

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

TCMS CSIP Committee Members

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

1: State Assessment Results in reading and mathematics

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Reading</p> <p>By 2023, <i>Tates Creek Middle School</i> will increase P/D in Reading to 45%.</p>	<p>KCWP 5: TCMS will ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p>All language and literature teachers will be trained in the use of Reading Plus. A focus will be on the use of this programs for Tier 2 interventions and progress monitoring.</p>	<p>All identified teachers will be comfortable using Reading Plus for Tier 2 instruction and progress monitoring.</p>	<ul style="list-style-type: none"> - Trainings will be scheduled for the second half of the 22-23 school year. - A follow up survey will be conducted to identify additional needs. - Additional summer trainings will be scheduled for any new teachers. - MTSS leads (Greg Quenon and Mechelle Tucker) will take the lead and schedule all trainings by 5/15/23. 	<p>No additional funding, original cost covered by ESSER</p>

		<p>Tier 2 intervention classes will be monitored for fidelity with a focus on small group direct instruction and regular practice with feedback for students.</p>	<p>All Tier 2 classes will follow the weekly lesson plan as outlined by the school MTSS plan. Students will be able to exit RtI classes when they show the intervention is working.</p>	<ul style="list-style-type: none"> - Weekly RtI walkthroughs with feedback and/or coaching for staff. - Weekly tier forms will show evidence of students exiting RtI classes when the intervention is successful. - The Building Leadership Team (BLT) (Eric Thornsbury, Greg Quenon, Jill Angelucci, and Mike Webster) will be responsible. 	<p>No additional funding</p>
		<p>Additional interventions will be available for students to address grade level standards and current curriculum.</p>	<p>A variety of interventions will be put in place for students including before and after school help and peer tutoring.</p>	<ul style="list-style-type: none"> - Before and after school tutoring will be expanded and communicated to families by the start of the 2023-24 school year. - A comprehensive peer tutoring program will be implemented by the start of the 2023-24 school year. - MTSS leads (Greg Quenon and Mechelle Tucker) will take the lead with a plan in place by 6/1/23. 	<p>Title 1 and Section 6</p>

	<p>KCWP 4: TCMS will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Teachers will use shared data spreadsheets to monitor student progress on a variety of assessments. The data will be used to drive classroom instruction and determine additional student needs.</p>	<p>Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.</p>	<ul style="list-style-type: none"> - MAP data will be entered in the spreadsheet immediately following each testing window. - Progress on power standards will be updated after each achievement or as students make progress. - Core teachers will be responsible for entering data monthly. Data sheets will be monitored by Jill Angelucci for fidelity. 	<p>No additional funding</p>
	<p>KCWP 4: TCMS will empower students to know where they are in their own progression of learning by putting systems in place to ensure that students are actively involved in knowing their own data and setting goals about their own learning.</p>	<p>Students will engage in regular goal setting practices in both the classroom setting and in Commodore Time. The goal setting will include a component to communicate progress and goals to parents and guardians through student-led conferences.</p>	<p>All students will complete goal setting worksheets in CT highlighting current academic performance, goals for future performance, and self-identified behaviors that students can engage in to reach their goals.</p>	<ul style="list-style-type: none"> - Goal setting worksheets will be implemented early in the Spring, 2023. - Goal setting will be revisited regularly during Commodore Time. - Student-led parent-teacher conference will occur in the Spring, 2023. - The CSIP Committee will coordinate with the goal setting sheets to be completed by 4/15/23. 	<p>No additional funding</p>

	<p>KCWP 3: TCMS will work to ensure the appropriate assessment design is used that will best evaluate the level of student learning.</p>	<p>Teachers will embed deeper level questioning into instruction and assessment to get a true picture of student learning at a deeper level and give students opportunities to engage regularly with higher level questioning and thinking.</p>	<p>Students will have multiple opportunities throughout the unit to engage in deeper level thinking and communicate what they have learned in a variety of ways.</p>	<ul style="list-style-type: none"> - Teachers will identify how they will engage students in deeper level questioning through instruction and assessment using the PLC protocol. - Walkthrough data will show an increase in high-yield instructional strategies and deeper level questioning by 5/26/23. - The BLT will be responsible for daily walkthrough data through the district provided walkthrough instrument. 	<p>No additional funding</p>
	<p>KCWP 2: TCMS will ensure a process is in place to make sure students understand learning expectations (e.g., learning intentions, goal setting, and purpose) and know the criteria for success.</p>	<p>Teachers will work collaboratively to understand and incorporate IB command terms into their learning intentions and success criteria to increase the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding.</p>	<p>All learning intentions and success criteria will incorporate the correct IB terminology, and all teachers and students will be able to define and apply the command terms in context.</p>	<ul style="list-style-type: none"> - Teachers will work on the identification and incorporation of the IB command terms as it relates to their content area. - Teachers will continue to work in the summer of 2023 to ensure alignment across the school. - IB Coordinator (Jayme Gill) will ensure teacher capacity in this area and ensure the work is completed by 8/10/23. 	<p>No additional funding</p>

	<p>KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.</p>	<p>Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.</p>	<p>All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.</p>	<ul style="list-style-type: none"> - School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom. - Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching by 5/26/23. - The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument. 	<p>No additional funding, original costs covered by ESSER</p>
	<p>KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.</p>	<p>Subject areas will collaborate during subject area meetings and Collegial plan to ensure lessons are aligned to identified grade-level power standards or support standards. Courses teaching above grade-level will adjust their curriculum to ensure students have exposure to grade-level standards.</p>	<p>Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.</p>	<ul style="list-style-type: none"> - Weekly walkthroughs will focus on the alignment of the learning intention and success criteria to the learning activity. - Coaching opportunities will be provided during Collegial Plan every Thursday on the alignment of the standards to the learning activity at a deeper level. - District instructional coaches will be responsible for identification of need and monthly follow-up coaching. 	<p>No additional funding</p>

<p>Objective 2: Math</p> <p>By 2023, <i>Tates Creek Middle School</i> will increase P/D in Math to 40%.</p>	<p>KCWP 5: TCMS will appropriate academic interventions are taking place to meet the needs of all students.</p>	<p>All math teachers will be trained in the use of iXL. A focus will be on the use of this programs for Tier 2 interventions and progress monitoring.</p>	<p>All identified teachers will be comfortable using iXL for Tier 2 instruction and progress monitoring.</p>	<ul style="list-style-type: none"> - Trainings will be scheduled for the second half of the 22-23 school year. - A follow up survey will be conducted to identify additional needs. - Additional summer trainings will be scheduled for any new teachers. - MTSS leads (Greg Quenon and Mechelle Tucker) will take the lead and schedule all trainings by 5/15/23. 	<p>No additional funding</p>
		<p>Tier 2 intervention classes will be monitored for fidelity with a focus on small group direct instruction and regular practice with feedback for students.</p>	<p>All tier 2 classes will follow the weekly lesson plan as outlined by the school MTSS plan. Students will be able to exit RtI classes when they show the intervention is working.</p>	<ul style="list-style-type: none"> - Weekly RtI walkthroughs with feedback and/or coaching for staff. - Tier forms will show evidence of students exiting RtI classes when the intervention is successful. - The Building Leadership Team (BLT) (Eric Thornsburry, Greg Quenon, Jill Angelucci, and Mike Webster) will be responsible. 	<p>No additional funding</p>

		<p>Additional interventions will be available for students to address grade level standards and current curriculum.</p>	<p>A variety of interventions will be put in place for students including before and after school help and peer tutoring.</p>	<ul style="list-style-type: none"> - Before and after school tutoring will be expanded and communicated to all students by the start of the 2023-24 school year. - A comprehensive peer tutoring program will be implemented by the start of the 2023-24 school year. - MTSS leads (Greg Quenon and Mechelle Tucker) will take the lead with a plan in place by 6/1/23. 	<p>Title 1 and Section 6</p>
	<p>KCWP 4: TCMS will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Teachers will use shared data spreadsheets to monitor student progress on a variety of assessments. The data will be used to drive classroom instruction and determine additional student needs.</p>	<p>Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.</p>	<ul style="list-style-type: none"> - MAP data will be entered in the spreadsheet immediately following each testing window. - Progress on power standards will be updated after each achievement or as students make progress. - Core teachers will be responsible monthly for entering data. Data sheets will be monitored by Jill Angelucci for fidelity. 	<p>No additional funding</p>

	<p>KCWP 4: TCMS will empower students to know where they are in their own progression of learning by putting systems in place to ensure that students are actively involved in knowing their own data and setting goals about their own learning.</p>	<p>Students will engage in regular goal setting practices in both the classroom setting and in Commodore Time. The goal setting will include a component to communicate progress and goals to parents and guardians through student-led conferences.</p>	<p>All students will complete goal setting worksheets in CT highlighting current academic performance, goals for future performance, and self-identified behaviors that students can engage in to reach their goals.</p>	<ul style="list-style-type: none"> - Goal setting worksheets will be implemented in Spring, 2023. - Goal setting will be revisited regularly during Commodore Time. - Student-led parent-teacher conference will occur in the Spring, 2023. - The CSIP Committee will coordinate with the goal setting sheets to be completed by 4/15/23 	<p>No additional funding</p>
	<p>KCWP 3: TCMS will work to ensure the appropriate assessment design is used that will best evaluate the level of student learning.</p>	<p>Teachers will embed deeper level questioning into instruction and assessment to get a true picture of student learning at a deeper level and give students opportunities to engage regularly with higher level questioning and thinking.</p>	<p>Students will have multiple opportunities throughout the unit to engage in deeper level thinking and communicate what they have learned in a variety of ways.</p>	<ul style="list-style-type: none"> - Teachers will identify how they will engage students in deeper level questioning through instruction and assessment using the PLC protocol during Collegial. - Walkthrough data will show an increase in high-yield instructional strategies and deeper level questioning by 5/26/23. - The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument. 	<p>No additional funding</p>

	<p>KCWP 2: TCMS will ensure a process is in place to make sure students understand learning expectations (e.g., learning intentions, goal setting, and purpose) and know the criteria for success.</p>	<p>Teachers will work collaboratively to understand and incorporate IB command terms into their learning intentions and success criteria with a goal of increasing the rigor of instruction. There will be a common language across the building within learning intentions and success criteria based on the command terms to promote student understanding.</p>	<p>All learning intentions and success criteria will incorporate the correct IB terminology, and all teachers and students will be able to define and apply the command terms in context.</p>	<ul style="list-style-type: none"> - Teachers will work on the identification and incorporation of the IB command terms as it relates to their content area. - Teachers will continue to work in the summer of 2023 to ensure alignment across the school. - IB Coordinator (Jayme Gill) will ensure teacher capacity in this area and ensure the work is completed by 8/10/23/. 	<p>No additional funding</p>
	<p>KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.</p>	<p>Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.</p>	<p>All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.</p>	<ul style="list-style-type: none"> - School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom. - Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching by 5/26/23. - The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument. 	<p>No additional funding, original costs covered by ESSER</p>

	<p>KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.</p>	<p>Subject areas will collaborate during subject area meetings and Collegial plan to ensure lessons are aligned to identified grade-level power standards or support standards. Courses teaching above grade-level will adjust their curriculum to ensure students have exposure to grade-level standards.</p>	<p>Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.</p>	<ul style="list-style-type: none"> - Weekly walkthroughs will focus on the alignment of the learning intention and success criteria to the learning activity. - Coaching opportunities will be provided during Collegial Plan every Thursday on the alignment of the standards to the learning activity at a deeper level. - District instructional coaches will be responsible for identification of need and monthly follow-up coaching. 	<p>No additional funding</p>
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2: State Assessment Results in science, social studies and writing

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2023, <i>Tates Creek Middle School</i> will increase P/D in Science to 28%.</p>	<p>KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.</p>	<p>Subject areas will collaborate during subject area meetings and Collegial plan to ensure lessons are aligned to identified grade-level power standards or support standards. Courses teaching above grade-level will adjust their curriculum to ensure students have exposure to grade-level standards.</p>	<p>Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.</p>	<ul style="list-style-type: none"> - Weekly walkthroughs will focus on the alignment of the learning intention and success criteria to the learning activity. - Coaching opportunities will be provided during Collegial Plan every Thursday on the alignment of the standards to the learning activity at a deeper level. - District instructional coaches will be responsible for identification of need and monthly follow-up coaching. 	<p>No additional funding</p>

	<p>KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.</p>	<p>Teachers will implement lessons that are engaging, using methods such as Kagan and hands-on experimental approaches to ensure student-centered approaches to instruction and learning.</p>	<p>All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.</p>	<ul style="list-style-type: none"> - School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures and experimental approaches in the classroom. - Classroom walkthroughs will be used to monitor for the use of Kagan structures and experimental approaches and provide opportunities for coaching by 5/2/23. - The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument. 	<p>No additional funding, original costs covered by ESSER</p>
		<p>Science-specific reading strategies will be embedded into instruction to ensure students are exposed to and understand content at a deeper-level.</p>	<p>Students will be exposed to high-level material specific to science and show mastery in their approach to learning.</p>	<ul style="list-style-type: none"> - Science teachers will identify science-specific reading strategies during subject area meetings and Collegial to embed into instruction. - Walkthrough data, the PLC protocol, and assessments will show evidence of students engaging in these strategies by 5/26/23. - The BLT will be responsible for weekly walkthrough data 	<p>No additional funding</p>

				through the district provided walkthrough instrument.	
	KCWP 3: TCMS will work to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	Teachers will embed deeper level questioning into instruction and assessment to get a true picture of student learning at a deeper level and give students opportunities to engage regularly with higher level questioning and thinking.	Students will have multiple opportunities throughout the unit to engage in deeper level thinking and communicate what they have learned in a variety of ways.	<ul style="list-style-type: none"> - Teachers will identify how they will engage students in deeper level questioning through instruction and assessment using the PLC protocol during Collegial. - Walkthrough data will show an increase in high-yield instructional strategies and deeper level questioning b7 5/26/23. - Student showcases will be used to allow students to show their learning to students in other grade levels. This will also serve as a reminder or preview of grade-specific content. - The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument. 	No additional funding

<p>By 2023, <i>Tates Creek Middle School</i> will increase P/D in Social Studies to 40%.</p>	<p>KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.</p>	<p>Subject areas will collaborate during subject area meetings and Collegial plan to ensure lessons are aligned to identified grade-level power standards or support standards. Courses teaching above grade-level will adjust their curriculum to ensure students have exposure to grade-level standards.</p>	<p>Learning intentions and success criteria will be aligned to grade-level standards and learning activities will align with the identified standard.</p>	<ul style="list-style-type: none"> - Weekly walkthroughs will focus on the alignment of the learning intention and success criteria to the learning activity. - Coaching opportunities will be provided during Collegial Plan every Thursday on the alignment of the standards to the learning activity at a deeper level. - District instructional coaches will be responsible for identification of need and monthly follow-up coaching. 	<p>No additional funding</p>
	<p>KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.</p>	<p>Teachers will implement lessons that are engaging, using methods such as Kagan to ensure student-centered approaches to instruction and learning.</p>	<p>All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.</p>	<ul style="list-style-type: none"> - School administration and teacher leaders will determine and communicate the expectation for the use of Kagan structures in the classroom. - Classroom walkthroughs will be used to monitor for the use of Kagan structures and provide opportunities for coaching by 5/26/23. - The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument. 	<p>No additional funding, original costs covered by ESSER</p>

		<p>Social studies-specific reading strategies will be embedded into instruction to ensure students are exposed to and understand content at a deeper-level.</p>	<p>Students will be exposed to high-level material specific to science and show mastery in their approach to learning.</p>	<ul style="list-style-type: none">- Individuals and societies teachers will identify social studies-specific reading strategies during subject area meetings and Collegial to embed into instruction.- Walkthrough data, the PLC protocol, and assessments will show evidence of students engaging in these strategies by 5/26/23.- The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument.	<p>No additional funding</p>
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	<p>KCWP 3: TCMS will work to ensure the appropriate assessment design is used that will best evaluate the level of student learning.</p>	<p>Teachers will embed deeper level questioning into instruction and assessment to get a true picture of student learning at a deeper level and give students opportunities to engage regularly with higher level questioning and thinking.</p>	<p>Students will have multiple opportunities throughout the unit to engage in deeper level thinking and communicate what they have learned in a variety of ways.</p>	<ul style="list-style-type: none"> - Teachers will identify how they will engage students in deeper level questioning through instruction and assessment using the PLC protocol during Collegial. - Walkthrough data will show an increase in high-yield instructional strategies and deeper level questioning by 5/26/23. - Student showcases will be used to allow students to show their learning to students in other grade levels. This will also serve as a reminder or preview of grade-specific content. - The BLT will be responsible for weekly walkthrough data through the district provided walkthrough instrument. 	<p>No additional funding</p>
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<p>By 2023, <i>Tates Creek Middle School</i> will increase P/D in Combined Writing to 38%.</p>	<p>KCWP 2: TCMS will put systems in place to ensure Tier 1 educational needs of all students are being met.</p>	<p>A common language and updated writing policy will be developed and implemented school-wide to ensure alignment in writing instruction across the building. Content-specific strategies and appropriate IB command terms will be incorporated into this plan.</p>	<p>Students will have multiple opportunities in all classes to write and show what they have learned through writing. All teachers will use a common language when engaging in writing instruction.</p>	<ul style="list-style-type: none"> - A representative team will be convened to update the TCMS writing policy with a focus on developing a common language for writing across content areas that incorporates the IB command terms. The team will be identified by 5/26/23 and meet over the summer. - The plan will be communicated at the Staff Development Day on 8/10/23, and subsequent training in writing instruction will be embedded into school-wide PD, GLMs, and Collegial. 	<p>No additional funding</p>
		<p>Students will have multiple opportunities in all grade levels and in all content areas for on-demand writing practice. All teachers will understand the rubric for on-demand writing and engage students regularly in writing.</p>	<p>The number of on-demand writing opportunities for students will increase. All teachers will understand the on-demand writing rubric and be able to communicate this to students.</p>	<ul style="list-style-type: none"> - Teachers will be exposed to the on-demand writing rubric and feel comfortable implementing this type of writing in their classroom. - School-wide, grade-level, and content specific opportunities for on-demand writing will be identified and implemented. Specific dates for on-demand writing practice will be reflected on the school-wide calendar. - This work will be planned by the Writing Committee and coordinated through the CSIP 	<p>No additional funding</p>

				Committee and trainings will be scheduled for the 8/10/23 Staff Development Day.	
		Additional courses, such as Creative Writing, will be focused on writing instruction at a high level. Students will be intentionally enrolled in courses based on identified need and student interest.	Creative writing courses will expose students to varied and specific writing strategies aligned with the school-wide writing policy.	<ul style="list-style-type: none"> - Students will be identified and intentionally scheduled into 9-week or year-long creative writing courses based on need and/or interest. - The creative writing curriculum will be reviewed to ensure alignment with the school-wide writing policy. - Guidance counselors and Language and Literature teachers will identify students through the MTSS process. Greg Quenon and Mechelle Tucker will oversee that this occurs with fidelity by 6/1/23. 	No additional funding

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2023, <i>Tates Creek Middle School</i> will decrease Novice for our students identified as Economically Disadvantaged to 41% in reading and 42% in math. Many students in this group fall into other targeted areas as well including African American, Students with Disabilities (IEP), and English Learners.</p>	<p>KCWP 6: TCMS will provide opportunities for students to participate in wrap-around services that further promote character building and help them act responsibly in the academic setting</p>	<p>Groups such as Anchor Steady and The Lady Crew will meet regularly with identified students to support them in their growth as individuals. The groups will give students a sense of community and accountability through programming and mentoring supports.</p>	<p>Students participating in the groups will perform better in class and show a decrease in discipline referrals and report a sense of belonging at TCMS.</p>	<ul style="list-style-type: none"> - Student grades and behavior will be monitored regularly. - Additional students will be added to groups as identified. - Additional groups will be added as the need arises. - Bi-weekly monitoring will occur by mentorship leaders (Ashlei Mason, Erica Bond, Mark Chenault, and Candace Church) 	<p>No additional funding</p>

	<p>KCWP 6: TCMS will ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.</p>	<p>An intentional effort will be made to identify students in the gap group for placement in more rigorous courses and ensure supports are in place for them to be successful.</p>	<p>The percentage of students in advanced classes will come closer to mirroring the demographics of the building.</p>	<ul style="list-style-type: none"> - The scheduling committee will look at ways to embed student voice when scheduling students. - Teachers will identify and recommend students who could be successful in a more advanced course. - Counselors will ensure all students are pushed to take the highest-level class they will be successful in. Scheduling conferences will take place by 5/1/23. 	<p>No additional funding</p>
		<p>Conversations around culturally responsive teaching and learning, implicit bias, and courageous conversations will continue to be embedded into professional development opportunities for staff.</p>	<p>Teachers will feel comfortable addressing sensitive issues and have resources to help them plan for culturally relevant instruction.</p>	<ul style="list-style-type: none"> - Staff needs and areas for growth will be identified through a survey and ongoing conversations. - Opportunities for professional development through summer PD, GLM, and/or collegial will be identified. - A group of teachers interested in participating in a summer book study will be identified by 5/10/23. This effort will be led by Ashlei Mason and Jill Angelucci. 	<p>Title 1</p>

	<p>KCWP 6: TCMS will promote shared leadership opportunities and opportunities for student voice in order to elevate a positive and supportive culture for learning.</p>	<p>Opportunities for student voice will be accessible through the implementation of affinity groups. Opportunities for student leadership will be created through the implementation of a Student Equity Council.</p>	<p>A Student Equity Council will be implemented, and affinity groups will be put in place.</p>	<ul style="list-style-type: none"> - Steps will be put in place to implement a Student Equity Council successfully. The council will be active at the start of the 23-24 school year. - Affinity groups will meet at least one time during the 2022-23 school year. - Current 6th and 7th grade students will be identified by 5/10/23. Incoming 6th grade students will be identified by 9/1/23. Ashley Mason and Jill Angelucci will take the lead. 	<p>No additional funding</p>
	<p>KCWP 6: TCMS will prioritize family involvement and support families in order to address barriers to learning.</p>	<p>Mentoring groups and opportunities for family involvement will be identified and implemented with a lens on equitable access and creating a sense of belonging and family.</p>	<p>Increased participation of family members in school events and programming.</p>	<ul style="list-style-type: none"> - Family needs will be identified, and programming will be implemented to support those needs. - Barriers to attendance and participation in events will be identified and addressed. - Two family events will occur in March and April, 2023, with feedback solicited at each event. Dann Bates and Patricia Calico will coordinate scheduling of events and feedback. 	<p>Title 1</p>

	<p>KCWP 4: TCMS will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Teachers will use shared data spreadsheet to monitor students in the gap groups' progress on a variety of assessments to measure student progress. The data will be used to drive classroom instruction and determine additional student needs.</p>	<p>Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.</p>	<ul style="list-style-type: none"> - MAP data will be entered in the spreadsheet immediately following each testing window. - Progress on power standards will be updated after each achievement or as students make progress. - Additional supports will be determined to further support students in the gap group. - Core teachers will be responsible for entering data. Data sheets will be monitored by Jill Angelucci for fidelity. 	<p>No additional funding</p>
	<p>KCWP 2: TCMS will ensure systems of collaboration are in place in order to meet the Tier I educational needs of all students</p>	<p>Special education teachers and regular education teachers will work to implement a systems approach to continuous improvement as the most efficient and effective way to improve classroom learning results.</p>	<p>Students in the co-teaching setting will show academic gains.</p>	<ul style="list-style-type: none"> - Teachers will participate in Continuous Classroom Improvement training with an emphasis on co-teaching pairs of teachers. - Training will take place through outside PD, GLM, and/or full staff PD. - CCI training will be coordinated by Jennifer Hughes and occur by 9/1/23. CKEC and district options will be explored. 	<p>No additional funding through CKEC or district training</p>

		<p>Time for subject-like regular education teachers and special education teachers to plan in the co-teaching and/or resource setting will be protected.</p>	<p>Curriculum and instructional needs of students in the co-teaching and resources settings will be met.</p>	<ul style="list-style-type: none">- Time will be embedded into the master schedule or identified at other times for special education teachers to plan with course-alike regular education teachers.- Time for paraeducators to communicate with regular education teachers will be identified.- The master schedule will be completed by 6/1/23. Eric Thornsbury and the scheduling committee will ensure time is built in to the schedule.	<p>No additional funding</p>
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4: English Learner Progress

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2023, <i>Tates Creek Middle School</i> will grow our English Learner Progress Indicator to 27% as measured by ACCESS.</p>	<p>KCWP 4: TCMS will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Teachers will use shared data spreadsheet to monitor EL students' progress on a variety of assessments to measure student progress. The data will be used to drive classroom instruction and determine additional student needs.</p>	<p>Data spreadsheets will be filled out by the end of the school year with a variety of assessment data including MAP, KSA, and progress towards identified power standards.</p>	<ul style="list-style-type: none"> - MAP data will be entered in the spreadsheet immediately following each testing window. - Progress on power standards will be updated after each achievement or as students make progress. - Additional supports will be determined to further support students in the gap group. - Core teachers will be responsible for entering data. Data sheets will be monitored by Jill Angelucci for fidelity. 	<p>No additional funding</p>
		<p>Teachers will ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.</p>	<p>Modifications including re-teach and additional Tier 1 supports will be put in place as needed.</p>	<ul style="list-style-type: none"> - PLC protocol will reflect what teachers will do next when students do not meet mastery on the formative assessment. - Core teachers will be responsible for identifying needs on the PLC from. PLC forms sheets will be monitored 	<p>No additional funding</p>

				weekly by Jill Angelucci for fidelity.	
	KCWP 3: TCMS will ensure appropriate assessment design is used to evaluate the level of student learning.	Teachers will implement multiple modes of assessment to get a true picture of the student's level of understanding.	Students will be able to show their true depth of knowledge.	<ul style="list-style-type: none"> - PLC protocol will reflect how teachers are assessing students in multiple ways as needed. - Core teachers will be responsible for identifying formative assessment practices on the PLC from. PLC forms sheets will be monitored weekly by Jill Angelucci for fidelity. 	No additional funding
	KCWP 6: TCMS will promote shared leadership opportunities and opportunities for student voice in order to elevate a positive and supportive culture for learning.	Opportunities for student voice and support will be accessible through the implementation of affinity groups. Opportunities for student leadership will be created through the implementation of a Student Equity Council.	A Student Equity Council will be implemented, and affinity groups will be put in place.	<ul style="list-style-type: none"> - Steps will be put in place to implement a Student Equity Council successfully. The council will be active at the start of the 23-24 school year. - Affinity groups will meet at least one time during the 2022-23 school year. - Current 6th and 7th grade students will be identified by 5/10/23. Incoming 6th grade students will be identified by 9/1/23. Ashley Mason and Jill Angelucci will take the lead. 	No additional funding

	<p>KCWP 6: TCMS will prioritize family involvement and support families in order to address barriers to learning.</p>	<p>Mentoring groups and opportunities for family involvement will be identified and implemented with a lens on equitable access and creating a sense of belonging and family.</p>	<p>Increased participation of family members in school events and programming.</p>	<ul style="list-style-type: none">- Family needs will be identified, and programming will be implemented to support those needs.- Barriers to attendance and participation in events will be identified and addressed.- Two family events will occur in March and April, 2023, with feedback solicited at each event. Dann Bates and Patricia Calico will coordinate scheduling of events and feedback.	<p>Title 1</p>
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5: Quality of School Climate and Safety

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2023, <i>Tates Creek Middle School</i> will increase the quality of school climate and safety index to 65% as measured by KSA.</p>	<p>KCWP 6: TCMS will continue to create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.</p>	<p>Student voice will be utilized to ensure the physical learning environment (classrooms, hallways, common areas, etc.) continues to reflect student work and culture in a meaningful way.</p>	<p>Students will take pride in their work and take part in ensuring the school feels like a welcoming place for all.</p>	<ul style="list-style-type: none"> - Bi-monthly climate surveys for students through Commodore Time to check the pulse and identify needs. - A system will be put in place to increase student representation in how the building looks and feels. - The BLT will analyze student surveys bi-monthly and the Upbeat survey by 4/15/23. 	<p>No additional funding</p>
		<p>Students, staff, and the community will participate in an “I Belong . . .” campaign to continue to nurture a sense of belonging in the building.</p>	<p>Stakeholders will be able to verbalize and share their sense of belonging at TCMS.</p>	<ul style="list-style-type: none"> - A final product or final products will be produced by 4/30/23. - The “I Belong . . .” campaign will continue into the 23-23 school year. - The CSIP Committee will take the lead. 	<p>No additional funding</p>

		<p>Student groups and/or clubs will be identified through an interest survey and implemented in a way that ensures equitable access for all students.</p>	<p>There will be an increase of student participation in groups/clubs. Students will feel a greater sense of belonging.</p>	<ul style="list-style-type: none"> - Groups/clubs to implement will be determined through a student interest survey. - Logistical implementation of groups/clubs will be determined by 9/1/23 year. - Tara Eizenstat will take the lead. 	<p>No additional funding</p>
		<p>Opening week activities for students will be focused on building relationships and fostering a sense of inclusiveness and belonging.</p>	<p>Students will feel a greater sense of community amongst their peers and trusted adults in the building.</p>	<ul style="list-style-type: none"> - Opening week activities for the 23-24 school year will be planned by house leaders and grade level leads. - There will be an emphasis on class-building and the proactive teaching of expectations during the first week of school. - The BLT will clearly lay out expectations on the staff development days on 8/10/23. 	<p>No additional funding</p>

	<p>KCWP 6: TCMS will provide opportunities for students to participate in wrap-around services that further promote character building and help them act responsibly in the academic setting</p>	<p>Groups such as Anchor Steady and The Lady Crew will meet regularly with identified students to support them in their growth as individuals. The groups will give students a sense of community and accountability through programming and mentoring supports.</p>	<p>Students participating in the groups will perform better in class and show a decrease in discipline referrals and report a sense of belonging at TCMS.</p>	<ul style="list-style-type: none"> - Student grades and behavior will be monitored regularly. - Additional students will be added to groups as identified. - Additional groups will be added as the need arises. - Bi-weekly monitoring will occur by mentorship leaders (Ashlei Mason, Erica Bond, Mark Chenault, and Candace Church) 	<p>No additional funding</p>
	<p>KCWP 6: TCMS will promote shared leadership opportunities and opportunities for student voice in order to elevate a positive and supportive culture for learning.</p>	<p>Opportunities for student voice will be accessible through the implementation of affinity groups. Opportunities for student leadership will be created through the implementation of a Student Equity Council.</p>	<p>A Student Equity Council will be implemented, and affinity groups will be put in place.</p>	<ul style="list-style-type: none"> - Steps will be put in place to implement a Student Equity Council successfully. The council will be active at the start of the 23-24 school year. - Affinity groups will meet at least one time during the 22-23 school year. - Current 6th and 7th grade students will be identified by 5/10/23. Incoming 6th grade students will be identified by 9/1/23. Ashley Mason and Jill Angelucci will take the lead. 	<p>No additional funding</p>

	<p>KCWP 6: TCMS will help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help them act responsibly in the academic setting.</p>	<p>Restorative practices will continue to be a guidepost for working with students. All school staff will be comfortable implementing restorative practices on a small and large scale.</p>	<p>There will be a mindset shift from reactive consequences to restorative practices as an initial intervention.</p>	<ul style="list-style-type: none"> - Restorative practice training and modeling will continue through the 22-23 and 23-24 school year. - School staff will report a high level of confidence in using these practices through a survey. - Trainings will be led by the PBIS team and occur at the April staff meeting and again at the Staff Development Day on 8/10/23. 	<p>No additional funding</p>
		<p>Bullying education for students and families will be implemented in a meaningful way with a lens on being proactive in addition to addressing concerns as they arise.</p>	<p>The incidences of bullying will decrease.</p>	<ul style="list-style-type: none"> - Bullying education will be implemented in a wrap-around way to address the needs of students and families. - A SAFE lesson on bullying will be created and implemented by Ashlei Mason by 4/15/23. 	<p>No additional funding</p>

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

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

Components of Turnaround Leadership Development and Support:

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

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

Identification of Critical Resources Inequities:

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

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

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

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

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

Targeted Subgroups and Evidence-Based Interventions:

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

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

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

TSI/ATSI Evidence-based Practices

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

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

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

Year 2 Focus Areas

Accelerated Learning: Tates Creek Middle School will implement standard-based instruction in alignment with the IB MYP to accelerate student learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Math, Reading, Science, Social Studies, Combined Writing	KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.	Courses teaching above grade-level will adjust their curriculum or provide additional learning opportunities to ensure students have exposure to identified grade-level power standards.	<p>Students in advanced courses including Algebra 1, English 1, and GTAP courses will receive instruction in grade-level standards during Spring 2024 to ensure they have had exposure to necessary grade-level standards and curriculum.</p> <p>Teachers will create a plan that utilizes class time, spiraling of standards, and Flex Time to ensure exposure to identified grade-level standards.</p>	No additional funding
Math, Reading, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	KCWP 2: TCMS will put systems in place to ensure the Tier 1 educational needs of all students are being met.	Teachers will plan and implement lessons using high-yield strategies that are engaging and student-centered to ensure highly effective approaches to instruction and learning.	<p>All teachers will use Kagan structures in their classroom regularly to engage students in speaking, listening, and writing.</p> <p>Classroom walkthroughs conducted by the building leadership team will be used to monitor the use of high-yield instructional strategies and Kagan structures and provide opportunities for feedback and coaching.</p>	No additional funding, original cost covered by ESSER.
		Content-specific reading strategies will be embedded into instruction to ensure students are exposed to and understand content at a deeper level.	<p>Teachers will be trained in subject-specific reading strategies by Fall 2024 by District Instructional Coaches.</p> <p>Subject-areas and grade levels will collaborate to ensure</p>	No additional funding

			vertical and horizontal alignment of the reading strategies implemented during instruction.	
Combined Writing		A school-wide writing program will be developed and implemented to ensure alignment in writing instruction and opportunities across the building. Content-specific strategies and appropriate IB command terms will be incorporated into this plan.	<p>A team will be identified to lead this work during Spring 2024.</p> <p>Specific goals will be identified for writing in 6th, 7th, and 8th grade to ensure a logical progression of the plan.</p> <p>Teachers will have exposure to on-demand and short answer rubrics to ensure a baseline amongst staff.</p> <p>A comprehensive and systematic approach to grammar instruction will be developed, including the use of peer and self-editing.</p>	No additional funding
Achievement Gap		Special education teachers and regular education teachers will work to implement a systems approach to continuous improvement as the most efficient and effective way to improve classroom learning results.	<p>Students in the co-teaching setting will show academic gains as measured by MAP, EOC Assessments, and KSA.</p> <p>All teachers will participate in training by Fall 2024 around co-teaching to be utilized in both a co-teaching setting and during HIT Time.</p>	No additional funding
Math, Reading, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	KCWP 5: TCMS will ensure appropriate academic interventions are taking place to meet the needs of all students.	Tier 2 and Tier 1.5 Flex classes will be structured with a focus on small group, direct instruction that provides regular practice with timely and specific feedback for students.	<p>Monthly RtI and Flex walkthroughs will occur that provide feedback and/or additional coaching opportunities for staff.</p> <p>Weekly tier forms will show evidence of students exiting RtI</p>	No additional funding

			<p>classes when the intervention is successful.</p> <p>MTSS leads will report bi-weekly on progress to the ATS team.</p>	
Math and Reading		<p>All Language and Literature teachers will be trained in the use of reading intervention strategies. The focus will be on the use of these strategies for Tier 2 Intervention and progress monitoring. Teachers should be trained by a qualified trainer for any interventions adopted.</p>	<p>TCMS will provide an evidence based instrument to measure comprehension and fluency.</p> <p>Teachers are proficient in having data focused conversations with all stakeholders.</p> <p>MTSS lead will monitor intervention weekly to ensure fidelity to the lesson plan.</p>	No additional funding
		<p>All math teachers will participate in opportunities provided by Advanced Kentucky as a part of TCMS's participation in the Access to Algebra Program. Access to Algebra is a 3-year comprehensive training and incentives model for providing a rigorous middle school mathematics program.</p>	<p>All math teachers and identified special education teachers will participate in the Laying the Foundation Training in Summer, 2024, and participate in regular check-in meetings throughout the 23-24 and 24-25 school year.</p> <p>Christina Emerson, Jeremy Smith, and Jill Angelucci will attend the Access to Algebra Leadership Summit in Fall 2024.</p> <p>All 7th and 8th grade students will take the PSAT exam in March, 2024 to track growth.</p>	All funding covered by Advanced Kentucky.
Math, Reading, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	KCWP 6: TCMS will ensure equitable access to a meaningful and rigorous academic curriculum that is	<p>TCMS will make an intentional effort to identify students in the gap group for placement in more rigorous courses and ensure support is in place for students to be successful.</p>	<p>The percentage of students enrolled in advanced courses will mirror the demographics of the building.</p> <p>Teachers will identify and recommend students for</p>	No additional funding

	<p>respectful to diverse learners, helps to develop their character, and helps them to be successful</p>		<p>advanced courses as part of the scheduling process for the 24-25 school year.</p> <p>Students will have an opportunity to voice their scheduling preferences.</p> <p>Parents will be informed of the scheduling process and timeline.</p> <p>Counselors will monitor the scheduling process and conduct annual scheduling conferences.</p>	
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Progress Monitoring

A 30-60-90-120 day plan will be created and updated here by the Comprehensive School Improvement Planning Committee in January, 2024.

PLC: Tates Creek Middle School will use a PDSA model effectively to improve student learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Math, Reading, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress</p>	<p>KCWP 1: TCMS will monitor to ensure systems are in place to certify the curriculum(s) is taught at a high level of fidelity and aligned to grade level standards.</p>	<p>Subject area teachers will collaborate during subject area meetings and Collegial Plan to ensure lessons are aligned to identified grade-level power standards or support standards. Subject areas will ensure vertical alignment of the content standards from grade 6-8, and grade levels will ensure horizontal alignment and take advantage of opportunities to plan interdisciplinary units.</p>	<p>Learning intentions and success criteria will be aligned to grade level standards and be communicated to students.</p> <p>Learning activities will align with the identified standards.</p> <p>Coaching opportunities will occur during Collegial Plan by the building leadership team and District Instructional Coaches every Thursday to ensure alignment of standards, learning intentions, success criteria, and the learning activity.</p> <p>Training will be provided for all</p>	<p>No additional funding</p>

			teachers in Spring 2024 during Grade Level Meetings by District Instructional Coaches.	
Achievement Gap	KCWP 2: TCMS will ensure systems of collaboration are in place in order to meet the Tier I educational needs of all students.	Time for subject-like regular education teachers and special education teachers to plan in the co-teaching and/or resource setting will be protected.	Curriculum and instructional needs of students in the co-teaching and resources settings will be met. Time will be embedded into the master schedule or identified at other times for special education teachers to plan with course-alike regular education teachers. Time for paraeducators to communicate with regular education teachers will be identified.	No additional funding
Math, Reading, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	KCWP 4: TCMP will put systems in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Teachers will use shared data spreadsheets to monitor student progress. The data will be used to drive classroom instruction and determine additional student needs.	Data spreadsheets will be used to monitor student progress on MAP, KSA, and progress toward identified power standards as measured through EOC assessments. MAP data will be entered in the spreadsheet immediately following each testing window. Progress on power standards will be updated after each achievement or as students make progress. Data sheets will be monitored by Jill Angelucci for fidelity.	No additional funding

Progress Monitoring

A 30-60-90-120 day plan will be created and updated here by the Comprehensive School Improvement Planning Committee in January, 2024.

Assessment: Tates Creek Middle School will implement a balanced assessment system in alignment with the IB MYP to monitor student learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Math, Reading, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress	KCWP 4: TCMS will empower students to know where they are in their own progression of learning by putting systems in place to ensure that students are actively involved in knowing their own data and setting goals about their own learning.	Students will engage in regular goal-setting practices in both the classroom setting and in Commodore Time. The goal setting will include a component to communicate progress and goals to parents and guardians through student-led conferences.	<p>All students will complete goal setting worksheets in CT highlighting current academic performance, and self-identified behaviors that students can engage in deeper level thinking and communicate what they have learned in a variety of ways.</p> <p>Goal setting practices will occur at a minimum four times a year corresponding with MAP testing and end of year KSA exams.</p>	No additional funding

Progress Monitoring

A 30-60-90-120 day plan will be created and updated here by the Comprehensive School Improvement Planning Committee in January, 2024.

Culture/Climate: Tates Creek Middle School will provide systematic support to meet student needs, foster a sense of belonging, and include intentional family and community engagement.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap, English Learner Progress	KCWP 6: TCMS will provide opportunities for students to participate in wrap-around services that further promote character building and help them act	TCMS will offer a variety of regularly scheduled extracurricular activities for identified students to support them in their individual growth. These activities will give students a sense of community and accountability through programming and mentoring support.	<p>Bi-weekly grade and behavior progress will be monitored by program leaders/mentors.</p> <p>Additional students will be added as identified.</p> <p>The Lady Crew and Anchor Steady will meet regularly, and additional groups will be added as needed.</p>	No additional funding

	responsibly in the academic setting.			
Achievement Gap, English Learner Progress	KCWP 6: TCMS will ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	Conversations around culturally responsive teaching and learning, implicit bias, and courageous conversations will continue to be embedded into professional learning opportunities for staff.	Teachers will feel comfortable addressing sensitive issues and have resources to help plan for culturally relevant instruction. A group of teachers interested in participating in a book study will be identified for Spring 2024. This effort will be led by Ashlei Mason and Jill Angelucci as a first step to see who is interested in this work.	Section 6 funding for books - \$150
Achievement Gap, English Learner Progress	KCWP 6: TCMS will promote shared leadership opportunities and opportunities for student voice in order to elevate a positive and supportive culture for learning.	Opportunities for student voice will be accessible through the implementation of affinity groups. Opportunities for student and staff leadership will be created through the implementation of a TCMS Equity Council.	A TCMS Equity Council will be successfully implemented by the end of the 23-24 school year led by students and staff. Affinity groups will be put in place by the start of the 24-25 school year. Opportunities for family and community to be involved will be identified and implemented by Fall 2024.	No additional funding
Achievement Gap, English Learner Progress	KCWP 6: TCMS will prioritize family involvement and support families in order to address barriers to learning.	Opportunities for family involvement will be identified and implemented with a lens on equitable access and creating a sense of belonging and family.	Increased participation of family members in school events and programming. A school team will work with our district FACE Team Liaison to identify barriers to attendance and participation and how they can be addressed.	

<p>Math, Reading, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress</p>	<p>KCWP 6: TCMS will continue to create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.</p>	<p>Student voice will be utilized to ensure students feel safe and welcome at TCMS. Opportunities will be identified to create a sense of belonging and family for all students.</p>	<p>The PBIS team will lead the development and analysis of a climate survey to be given to students in January 2024 to identify our greatest areas of need.</p> <p>Students, staff, and the community will participate in an "I Belong . . ." campaign during Spring 2024.</p> <p>There will be an increase of student participation in groups/clubs.</p> <p>Students will feel a greater sense of belonging at TCMS.</p>	<p>No additional funding</p>
<p>Math, Reading, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress</p>	<p>KCWP 6: TCMS will help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help them act responsibly in the academic setting.</p>	<p>Restorative practices will continue to be a guidepost for working with students. School staff will be comfortable implementing restorative practices on a small and large scale.</p>	<p>There will be a mindset shift from reactive consequences to restorative practices as an initial intervention.</p> <p>Restorative practice training and modeling will continue through the 22-23 and 23-24 school year.</p> <p>School staff will report a high level of confidence in using these practices through a survey.</p>	

Progress Monitoring

A 30-60-90-120 day plan will be created and updated here by the Comprehensive School Improvement Planning Committee in January, 2024.

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

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

Components of Turnaround Leadership Development and Support:

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

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

Identification of Critical Resources Inequities:

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

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

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

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

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

Targeted Subgroups and Evidence-Based Interventions:

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

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

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

TSI/ATSI Evidence-based Practices

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

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

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

Year 3 Focus Areas

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

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



2023-2024 Phase One: Executive Summary for
Schools_09182023_13:25

2023-2024 Phase One: Executive Summary for Schools

Tates Creek Middle School
Eric Thornsbury
1105 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?

Our middle school is part of the Tates Creek complex, which serves southeast Fayette County. The school opened in 1963 as a junior high and became a middle school before the 1990-1991 school year. The fall of 2012 brought an end to a three-year renovation project that provided both environmentally friendly facilities and 21st-century technology to our classrooms. Due to redistricting in our district, we have seen a sharp decline in our student population and an increase in our Low SES population. We are a diverse population that is focused on our International Baccalaureate Program and gifted accelerated cluster.

School Stakeholders

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

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

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.

TCMS is an active professional learning community that believes in empowering students to take charge of their futures. The mission of TCMS is to develop students who will become lifelong learners and contributing citizens in a global society. They will be independent thinkers, respect themselves and others, and have the knowledge, skills, and desire to be lifelong learners. These goals are realized through a community commitment to respect, integrity, responsibility, and purposeful effort.

Notable Achievements and Areas of Improvement

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

TCMS is the first middle school in Kentucky to be approved for the IB MYP. This school-wide program provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers. All students take PE and a foreign language rotating every other day and a performing arts class. We continue to strive for greatness by taking a systematic approach to student achievement, which will result in scores within the 70th- 80th percentile.

Additional Information

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

We are an authorized International Baccalaureate Middle Years Programme school.



2023-2024 Phase Two: The Needs Assessment for
Schools_10182023_21:43

2023-2024 Phase Two: The Needs Assessment for Schools

Tates Creek Middle School
Eric Thornsbery
1105 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.

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

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

Review of Previous Plan

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

The Tates Creek Middle School 2022-23 plan focused on several areas of need and opportunities for growth. While not all activities were completed in full, a large majority were successfully implemented and continue to be a focus for the current school year. Some activities that were completed were training for all Language and Literature teachers in Reading Plus and ongoing trainings for all teachers on iXL. We also introduced student goal-setting worksheets and found this to be a successful practice that we will continue to modify and monitor through this year's plan. Kagan continues to be a focus when looking at implementing high-quality and engaging instruction. More training was completed for all teachers, and we will be moving into the coaching phase to ensure the structures are being used with fidelity. We will continue to focus on learning intentions, success criteria, and IB command terms as the basis for strong planning and instruction. Based on the goals from last year's plan, we implemented a Flex period in our school day to enhance Tier 1 instruction. This year's plan will focus on the monitoring of this Flex time and ensuring tweaks are made to ensure it is a successful practice. We will also continue to focus on the sustainability of student affinity groups and the creation and engagement of an Equity Council.

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.
 - From 2021 to 2023, TCMS saw a decrease in students scoring novice in reading from 40.5% to 35%. We also saw an increase in students scoring P/D in reading from 37.5% to 38% for this time period.
 - From 2021 to 2023, TCMS saw an increase in students scoring novice in math from 41% to 43%. We also saw an increase in the number of students scoring P/D in math from 28.9% to 32% for this time period.

- From 2021 to 2023, TCMS saw a decrease in students scoring novice in science from 51.2% to 34%. We also saw the percentage of students scoring P/D remain steady at 26% for this time period.
- From 2022 to 2023, TCMS saw a decrease in students scoring novice in social studies from 52% to 50%. We also saw an the number of students scoring P/D in social studies increase from 30% to 32% for this time period.
- From 2021 to 2022, TCMS saw an increase in students scoring novice in writing from 26.4% to 39%. We also saw an the number of students scoring P/D in writing decrease from 42.8% to 26% for this time period. However, from 2022-23 we saw a decrease in students scoring novice in writing from 39% to 28% and an increase in students scoring P/D from 26% to 32%.
- The number of days students have been assigned to RESET has dropped 16.7% for the same time period from the 22-23 to the 23-24 school year.
- The number of days students have been assigned an out of school suspension has dropped 15.7% for the same time period from the 22-23 to the 23-24 school year.

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.
 - 38% of students scored P/D on the KSA in reading.
 - 35% of students scored novice on the KSA in reading.
 - 32% of students scored P/D on the KSA in math.
 - 43% of students scored novice on the KSA in math.
 - 26% of students scored P/D on the KSA in science.
 - 34% of students scored novice on the KSA in science.
 - 32% of students scored P/D on the KSA in social studies.

- 50% of students scored novice on the KSA in social studies.
- 32% of students scored P/D on the KSA in writing.
- 28% of students scored novice on the KSA in writing.
- 70% of students did not have a single behavior event in the 2022-23 school year.
- 87% of students have not had a single behavior event so far in the 2023-24 school year.

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.

- 22% of African America 6th graders scored P/D in reading on the 2023 KSA exam compared with 43% of all 6th graders.
- 26% of Economically Disadvantaged 6th graders scored P/D in reading on the 2023 KSA exam compared with 43% of all 6th graders.
- 14% of African America 6th graders scored P/D in math on the 2023 KSA exam compared with 34% of all 6th graders.
- 16% of Economically Disadvantaged 6th graders scored P/D in math on the 2023 KSA exam compared with 34% of all 6th graders.
- 7% of English Learners in 6th graders scored P/D in math on the 2023 KSA exam compared with 34% of all 6th graders.
- 15% of African America 7th graders scored P/D in reading on the 2023 KSA exam compared with 39% of all 7th graders.
- 19% of Economically Disadvantaged 7th graders scored P/D in reading on the 2023 KSA exam compared with 39% of all 7th graders.
- 16% of African America 7th graders scored P/D in math on the 2023 KSA exam compared with 36% of all 7th graders.
- 19% of Economically Disadvantaged 7th graders scored P/D in math on the 2023 KSA exam compared with 36% of all 7th graders.
- 13% of African America 8th graders scored P/D in reading on the 2023 KSA exam compared with 33% of all 8th graders.
- 16% of Economically Disadvantaged 8th graders scored P/D in reading on the 2023 KSA exam compared with 33% of all 8th graders.
- 8% of African America 8th graders scored P/D in math on the 2023 KSA exam compared with 29% of all 8th graders.

- 14% of Economically Disadvantaged 8th graders scored P/D in math on the 2023 KSA exam compared with 29% of all 8th graders.

Strengths/Leverages

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

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

- Tates Creek Middle School showed a reduction in novice in all tested areas from the 2021-22 school year to the 2022-23 school year as shown by the KSA.
 - Reading novice reduced from 42% to 35% (7% decrease).
 - Math novice reduced from 45% to 43% (2% decrease).
 - Science novice reduced from 54% to 34% (20% decrease).
 - Social Studies novice reduced from 52% to 50% (2% decrease).
 - Writing novice reduced from 39% to 28% (11% decrease).
- Our EL Progress Indicator increased from 16.9 to 35.7 from the 2021-22 school year to 2022-23, showing a "significant increase" as measured by accountability data.
- 76% of students state "my school is a caring place".
- 78% of students feel that they are "part of my school".
- 87% of students feel that "adults from my school care about me".
- 91% of students feel that if "I need help with schoolwork, I can ask a teacher".
- 89% of students state that "if I have a problem, there is an adult from school that I can talk to".
- 87% of students state that "adults from my school work hard to make sure students are safe".
-

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

 Key Elements of Teaching and Learning Template

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.

The CSIP Committee identified KCWP 6 (Establishing Learning Environment and Culture) as our main area of focus for the 2023-24 school year with KCWP 2 (Design and Deliver Instruction) and KCWP 5 (Design, Align, and Deliver Support) as supporting areas of focus.



2023-2024 Phase Two: School Assurances_10182023_21:44

2023-2024 Phase Two: School Assurances

Tates Creek Middle School
Eric Thornsby
1105 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



2022-23 Phase Four: Professional Development Plan for Schools
for School Year 2023-2024_03152023_14:02

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

Tates Creek Middle School
Eric Thornsby
1105 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?

At TCMS, students will become lifelong learners and contributing members of a global society.

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

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

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

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

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

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

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

Short-Term Changes:

- Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model
- Skill: Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.
- Skill: Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess an

Long-Term Changes:

- Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each st
- Skill: Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student lear

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

Student Outcomes:

- By 2024, Tates Creek Middle School will increase P/D in Reading to 53%.
- By 2024, Tates Creek Middle School will increase P/D in Math to 48%.
- By 2024, Tates Creek Middle School will increase P/D in Science to 36%.
- By 2024, Tates Creek Middle School will increase P/D in Social Studies to 50%.
- By 2024, Tates Creek Middle School will increase P/D in Combined Writing to 50%.
- By 2024, Tates Creek Middle School will decrease Novice in Reading to 28%.

- By 2024, Tates Creek Middle School will decrease Novice in Math to 27%
- By 2024, Tates Creek Middle School will grow our English Learner Progress Indicator to 36% as measured by ACCESS.

Educator Beliefs:

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

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding each other accountable.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with the school's vision and mission.
- 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?

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

Who is responsible for gathering data?

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

How frequently will it be analyzed?

- Data will be analyzed weekly.

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

Please describe in detail.

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to have.”
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and assessment dates.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that are essential for student success.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective.

Monitoring Each Student’s Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on essential outcomes.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to ensure consistency in 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.
- 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
- 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
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for essential outcomes
- 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 can complete
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been completed
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons

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

School administrators and teachers.

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

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

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

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

- The TCMS Building Leadership Team will continue to support teachers in the PLC process.
- Teacher leaders and teams of teachers continue to support one another through the identification of instructional needs, inte

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

Short-Term Changes:

- Knowledge: Teachers, administrators, student support staff, and administrative staff will develop an understanding of a family engagement framework, theories
- Knowledge: Teachers and school administrators will develop an understanding of strategies that remove barriers to instruct

Long-Term Changes:

- Behavior: Parents will understand how they can support learning at home increasing parent participation and student achiev
- Attitude/Behavior: All staff will consistently exhibit best practices grounded in core beliefs and a framework for family engag
- Behavior: Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to

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

Student Outcomes:

- By 2024, Tates Creek Middle School will increase P/D in Reading to 53%.
- By 2024, Tates Creek Middle School will increase P/D in Math to 48%.
- By 2024, Tates Creek Middle School will increase P/D in Science to 36%.
- By 2024, Tates Creek Middle School will increase P/D in Social Studies to 50%.
- By 2024, Tates Creek Middle School will increase P/D in Combined Writing to 50%.
- By 2024, Tates Creek Middle School will decrease Novice in Reading to 28%.
- By 2024, Tates Creek Middle School will decrease Novice in Math to 27%.
- By 2024, Tates Creek Middle School will grow our English Learner Progress Indicator to 36% as measured by ACCESS.

Educator Beliefs:

- Educators believe in equity of access and opportunity.

- Educators embrace the four core beliefs of family engagement.

Educator Practices:

- All staff will engage and support school-based family engagement teams.
- The TCMS family engagement team will meet regularly with FACE liaisons for support.
- TCMS will participate in annual self-assessments.
- TCMS will distribute annual family surveys and utilize feedback to support family engagement goals.
- TCMS will identify family engagement goals that align with the school's mission and vision.

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

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered?

- School self-assessments.
- Family survey results.
- Student contact log (PLP).
- DESSA

Who is responsible for gathering data?

- Building Leadership Team
- Family Engagement Team

How frequently will it be analyzed?

- Student contact information will be analyzed quarterly.
- A self-assessment and the family survey results will be analyzed yearly.
- DESSA results will be analyzed after each window.

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

Please describe in detail.

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

-
- School-level family engagement teams will meet regularly.
 - Increase in students scoring within the “typical” to “strength” range as measured by the DESSA.
 - Increase in school climate and safety indicator as measured by the Kentucky Summative Assessment.
 - Decrease in the number of in and out of school suspensions.

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

- Building leadership team
- Teachers
- Families

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

- **Staff: TCMS Family Engagement Team, FACE liaison, coaches, principals, assistant principals, teachers**
- **Funding: Title II, family and community engagement, Safety Tax, Safe Schools, Title IV, FRYSC**

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

- **Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family**
- **Engage families in supporting their students’ academic and career planning through Individual Learning Plans.**
- **Identify and increase opportunities for students to engage with business/industry partners.**

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

N/A