

# Tates Creek Elementary Comprehensive School Improvement Plan 2022-2025

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

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

## MAP (K-8)

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

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

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

State Assessment Results in Reading

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

State Assessment Results in Math

- By 2025, **Tates Creek Elementary** will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 25%.

State Assessment Results in Science

- By 2025, **Tates Creek Elementary** will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 21%.

State Assessment Results in Social Studies

- By 2025, **Tates Creek Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 31%.

State Assessment Results in Combined Writing

- By 2025, **Tates Creek Elementary** will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 30%.

Achievement Gap

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

English Learner Progress

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

Quality of School Climate and Safety

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

Reading and Math Objectives		
Year 1	Year 2	Year 3

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

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

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

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

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

### **Year 1 Focus Areas**

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

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

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

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

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

## **Year 2 Focus Areas**

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

Math	Review, Analyze, and Apply Data	want teachers to answer with the data that they collect	4 guiding PLC questions	
<b><u>Progress Monitoring</u></b>				
<ul style="list-style-type: none"> <li>• PLC grade level drives</li> <li>• Fidelity checks</li> </ul>				

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

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

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

### **Year 3 Focus Areas**

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



Math	Review, Analyze, and Apply Data	want teachers to answer with the data that they collect	4 guiding PLC questions	
<b><u>Progress Monitoring</u></b>				
<ul style="list-style-type: none"> <li>• PLC grade level drives</li> <li>• Fidelity checks</li> </ul>				

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

<b>Student Engagement through Writing</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading Plan	
Reading	KCWP 4 -	System for school/district leadership to ensure	Students moving	

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



2024-2025 Phase One: Executive Summary for  
Schools\_09232024\_10:39

2024-2025 Phase One: Executive Summary for Schools

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

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## 2024-2025 Phase One: Executive Summary for Schools

### Description of the School

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

Tates Creek Elementary is a K-5 Elementary School located at 1113 Centre Parkway in an urban area of Lexington, Kentucky. The school's current total enrollment is 603 students which includes two homerooms that house our Gifted and Talented Accelerated Cluster program and a PreK program. Most students live in the direct vicinity of the school in rental property which includes apartments, duplexes and some houses. Large populations of the families receive government assistance for housing. 82% of the students in the school are identified as Free or Reduced Lunch recipients. Many students are from single parent home environments and we have several students being raised by family members or foster parents. Approximately 41% of the students are African American, 31% are white, 14% are Hispanic, and 3% are Asian. We require two conferences with the parent/guardian throughout the year in regard to academic and behavioral progress. At TCE 18% of our students receive English Language support and the languages spoken at our school are: Arabic, ChineseMandarin, French, Hindi, Nepali, Spanish, Swahili, Tagalog, Twi and Yoruba. Evening events that included student performances and hands on activities are widely attended. Tates Creek Elementary is a schoolwide eligible Title 1 school with 82% of students eligible for free and reduced lunch. TCE is a CEP, Community Eligible Program, with all student receiving free breakfast and lunch. The school has been adopted and receives mentoring support, a food backpack program and teacher encouragement by Southland Christian Church, which is located in Lexington, Kentucky. There are 98 certified and classified staff working within the building.

### School Stakeholders

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

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

### School's Purpose

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

Tates Creek Elementary is a connected, driven family that goes hard with purpose. Our collective commitments are: We will remain laser focused on Student Achievement. We will be courageous in our conversation, while respecting the chain of command, as well as school/district policies and protocols. We provide high support for our high expectations. We will take an inquiry approach and then seek solutions. The vision of Tates Creek Elementary is proficiency for all, both socially and emotionally, with no achievement gaps.

#### Notable Achievements and Areas of Improvement

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

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

#### Additional Information

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

n/a

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for  
Schools\_10312024\_13:26

2024-2025 Phase Two: The Needs Assessment for Schools

**Tates Creek Elementary School**  
**Carrie Paul**  
1113 Centre Pkwy  
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United States of America



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## **2024-2025 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 they will address 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 as you conducted 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 were documented.

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

#### **Review of Previous Plan**

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

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

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

### Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

According to MAP Math, 15% fall in the 1 - 20 percentile for MAP growth, 16% fall into the 21-40 percentile, 17% fall in the 41-60 percentile, and 52% fall in the 61-100 percentile for MAP growth.

According to MAP Reading, 18% in the 1 - 20 percentile for MAP growth, 15% fall into the 21-40 percentile, 16% fall into the 41-60 percentile, and 51% fall in the 61-100 percentile MAP growth.

According to MAP Math, 26% fall in the 1-20 percentile MAP achievement, 19% fall into the 21-40 percentile, 18% fall in the 41-60 percentile, and 37% fall in the 61 -100 percentile for MAP achievement.

According to MAP Reading, 25% fall in the 1-20 percentile for MAP achievement, 19% fall into the 21-40 percentile, 18% fall in the 41-60 percentile, an 38% fall in the 61-100 percentile for MAP achievement.

### Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to MAP Math, 15% fall in the 1 - 20 percentile for MAP growth, 16% fall into the 21-40 percentile, 17% fall in the 41-60 percentile, and 52% fall in the 61-100 percentile for MAP growth.

According to MAP Reading, 18% in the 1 - 20 percentile for MAP growth, 15% fall into the 21-40 percentile, 16% fall into the 41-60 percentile, and 51% fall in the 61-100 percentile MAP growth.

According to MAP Math, 26% fall in the 1-20 percentile MAP achievement, 19% fall into the 21-40 percentile, 18% fall in the 41-60 percentile, and 37% fall in the 61 -100 percentile for MAP achievement.

According to MAP Reading, 25% fall in the 1-20 percentile for MAP achievement, 19% fall into the 21-40 percentile, 18% fall in the 41-60 percentile, an 38% fall in the 61-100 percentile for MAP achievement.

#### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

According to MAP Math, 15% fall in the 1 - 20 percentile for MAP growth, 16% fall into the 21-40 percentile, 17% fall in the 41-60 percentile, and 52% fall in the 61-100 percentile for MAP growth.

According to MAP Reading, 18% in the 1 - 20 percentile for MAP growth, 15% fall into the 21-40 percentile, 16% fall into the 41-60 percentile, and 51% fall in the 61-100 percentile MAP growth.

According to MAP Math, 26% fall in the 1-20 percentile MAP achievement, 19% fall into the 21-40 percentile, 18% fall in the 41-60 percentile, and 37% fall in the 61 -100 percentile for MAP achievement.

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According to MAP Reading, 25% fall in the 1-20 percentile for MAP achievement, 19% fall into the 21-40 percentile, 18% fall in the 41-60 percentile, an 38% fall in the 61-100 percentile for MAP achievement.

### Strengths/Leverages

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

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

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

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

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

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

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


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

- **b. Upload your completed template in the attachment area directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

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 TCE School Key Elements


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

n/a

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 TCE School Key Elements		• 7



2024-2025 Phase Two: School Assurances\_10312024\_13:19

2024-2025 Phase Two: School Assurances

**Tates Creek Elementary School**  
**Carrie Paul**

1113 Centre Pkwy  
Lexington, Kentucky, 40517  
United States of America



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## 2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

**N/A**

**COMMENTS**

33. If identified in the previous year 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**

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

**N/A**

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025\_04182024\_18:17

2023-2024 Phase Four: Professional Development Plan for Schools for School Year  
2024-2025

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

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## 2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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?

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

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.

Focus Area 1 PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

2 Instruction: All schools will develop and implement standards-based instruction to accelerate learning.

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

Strategic Plan Priority Areas are:

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

Describe Strategic Plan Priority Areas: With our focus on PLCs and a balanced assessment system we will increase student achievement in all content areas. We will continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning intentions, and assessment measures.

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:

- Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the i
- Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on
- Utilize questions school/district leadership want teachers to answer with the data that they collect

### Long-Term Changes:

- Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively
- Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.
- Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and mon
- Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all
- Teachers and school administrators will use the PLC+ Framework to plan and implement student learning as well as their o

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 2025, Tates Creek Elementary will increase Reading proficient and distinguished level to 60% as measured by K
- By 2025, Tates Creek Elementary will increase Math proficient and distinguished level to 55% as measured by KSA
- By 2025, Tates Creek Elementary will increase Science proficient and distinguished level to 45% as measured by K
- By 2025, Tates Creek Elementary will increase Social Studies proficient and distinguished level to 60% as measure
- By 2025, Tates Creek Elementary will increase Combined Writing proficient and distinguished level to 60% as meas
- By 2025, Tates Creek Elementary will grow 100% of EL students by at least .5 in their composite score as measured

#### Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher)
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and

#### Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members before the
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holdin

- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with standards.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams focus 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 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?

- **Backward planning in reading and math**
- **Data driven instructional changes through the PLC process**
- **Consistently use the 4 guiding PLC questions**
- Student achievement data, as measured by MAP, Text Levels, common formative and summative assessments, and KSA.
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators

How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit
- KSA - Fall 2023

- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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

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 concept
- The PLC team implements a system for organizing, reflecting on, and acting around common formative
- The PLC team implements a system for using evidence of student learning to determine the effectiveness
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels
- 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 decision-making
- The PLC team analyzes trends within and between student groups to inform decisions about equitable
- 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

- 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
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching
- The PLC team consistently implements a system to identify one instructional strategy for teaching core
- The PLC team consistently implements a system to develop additional assessments to monitor progress
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering

### Extensions

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

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

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

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

Staff: principals, assistant principals, teachers

Funding: Title I

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

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

Professional Learning Support from Vendors: N/A

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Release Time: N/A

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

1. Principal, Assistant Principal and teachers will develop tools to expand opportunities for students to m

1. Principal and Assistant Principal will work to provide professional learning on processes to integrate l

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:

- **System is in place to ensure students take responsibility for their own learning**
- **Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congrue**

Long-Term Changes:

Teachers and school administrators will consistently apply their knowledge and skills to increase student engagement during lessons.

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

Student Outcomes:

- **By 2025, Tates Creek Elementary will increase Reading proficient and distinguished level to 60% as measured by K**
- **By 2025, Tates Creek Elementary will increase Math proficient and distinguished level to 55% as measured by KSA**
- **By 2025, Tates Creek Elementary will increase Science proficient and distinguished level to 45% as measured by K**
- **By 2025, Tates Creek Elementary will increase Social Studies proficient and distinguished level to 60% as measure**
- **By 2025, Tates Creek Elementary will increase Combined Writing proficient and distinguished level to 60% as meas**

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

### Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and

### Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members before the
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams will move through the PLC Continuum and self-assess their effectiveness and progress three to four times
- 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.

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?

- **Student engagement during lessons**
- **Backward planning in reading and math**

Who is responsible for gathering data?

- Teachers
- Administrators

## How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit
- KSA - Fall 2023
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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.**

#### Clarifying What Students Must Learn

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

#### 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 concept
- The PLC team implements a system for organizing, reflecting on, and acting around common formative
- The PLC team implements a system for using evidence of student learning to determine the effectiveness
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels
- 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 decision
- The PLC team analyzes trends within and between student groups to inform decisions about equitable



- 
- 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 needed.
- 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 essential skills.
- The PLC team consistently implements a system to maintain lists of common misconceptions or misunderstandings.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching.
- The PLC team consistently implements a system to identify one instructional strategy for teaching core skills.
- The PLC team consistently implements a system to develop additional assessments to monitor progress.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering instruction.

### Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend learning.
- The PLC team consistently implements a system to share one promising instructional strategy for promoting higher-level thinking.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential skill.
- The PLC team consistently implements a system to develop additional assessment to measure progress.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering instruction.

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

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

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

Staff: principals, assistant principals, teachers

**Funding: Title I**

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

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

Professional Learning Support from Vendors: N/A

Release Time: N/A

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.

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

1. OAS directors and specialists will collaborate with school administrators and teacher leaders to create

- Everything related to professional learning is in one place
- Regular routing of employees of all role groups to the professional learning guiding document
- Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring
- collective accountability through a structure

- centralized information for relevant role groups

2. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams pro
3. OAS directors and specialists will provide principals, APs, ITLs and PLC teams tools to analyze stude
4. OAS directors and specialists will collaborate with Principals, APs, ITLs and teacher leaders to develo
5. OAS directors and specialists will provide professional learning on processes to integrate literacy star
6. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams pro
1. School administrators will meet as triads three times a year to showcase PLC implementation and to

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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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