

## Comprehensive School Improvement Plan (CSIP)

### Needs Assessment: Priorities

KSA Reading and Math; especially students with IEPs (18.5)

KSA Science, Social Studies, and Combined Writing; especially with African American (23.9), EL students (11.7) and students with IEPs (14.2).

(#) represents current indicator score for subgroup

### Needs Assessment: Processes, Practices, or Conditions

PLC processes – Focusing on the PDSA structure. Aligning instruction to standards and curriculum frameworks. Deconstructing standards for instructional objectives and learning activities.

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

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

### Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	50.0	+8.1
State Assessment Results in science, social studies, and writing	39.1	-7.4
English Learner Progress	30.9	+13.0
Quality of School Climate and Safety	63.1	-0.2

Postsecondary Readiness - <i>High School only</i>	89.7	+23.6
Graduation Rate - <i>High School only</i>	95.0	+4.6

### 1: State Assessment Results in Reading and Mathematics

By the end of the 24-25 school year, Tates Creek High School will reduce the percentage of students who score novice in reading and math as measured by KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, 32% (or less) of students will score novice in reading as measured by KSA. Current level is 37%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA reading scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1 & 2	N/A - work done through weekly PLC meetings
				Oct 2025: Analyze KSA reading scores	Title I for subs if needed
Objective 2: In 24-25, 40% (or less) of students will score novice in mathematics as measured by KSA. Current level is 45%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA math scores District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in Algebra 1 and Geometry	N/A - work done through weekly PLC meetings
				Oct 2025: Analyze KSA math scores	Title I for subs if needed

### 2: State Assessment Results in Science, Social Studies, and Combined Writing

By the end of the 24-25 school year, Tates Creek High School will reduce the percentage of students who score novice in science, social studies, and combined writing as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: In 24-25, 53% (or less) of students will score novice in science as	KCWP 2: Design and Deliver Instruction	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies	KSA science scores	Dec/Jan & March/April: Analyze district common benchmark assessment scores in Biology	N/A - work done through weekly PLC meetings	
					Title I for subs if needed	

By the end of the 24-25 school year, Tates Creek High School will reduce the percentage of students who score novice in science, social studies, and combined writing as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
measured by KSA. Current level is 58%	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	District Common Benchmark Assessments	Oct 2025: Analyze KSA reading scores	
Objective 2: In 24-25, 39% (or less) of students will score novice in social studies as measured by KSA. Current level is 44%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA social studies scores  District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in US History  Oct 2025: Analyze KSA social studies scores	N/A - work done through weekly PLC meetings
					Title I for subs if needed
Objective 2: In 24-25, 31% (or less) of students will score novice in combined writing as measured by KSA. Current level is 36%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA combined writing scores  Unit summative assessments in English 3	Dec/Jan & March/April: Analyze unit summative assessments in English 3  Oct 2025: Analyze KSA combined writing scores	N/A - work done through weekly PLC meetings
					Title I for subs if needed

### 3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, 44% (or less) of African American students will score novice in reading as measured by KSA. Current level is 49%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA reading scores  District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2  Oct 2025: Analyze KSA reading scores	N/A - work done through weekly PLC meetings
					Title I for subs if needed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: In 24-25, 56% (or less) of English Learner students will score novice in reading as measured by KSA. Current level is 61%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA reading scores  District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2  Oct 2025: Analyze KSA reading scores	N/A - work done through weekly PLC meetings
					Title I for subs if needed
Objective 3: In 24-25, 66% (or less) of students with IEPs will score novice in reading as measured by KSA. Current level is 71%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	KSA reading scores  District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2  Oct 2025: Analyze KSA reading scores	N/A - work done through weekly PLC meetings
					Title I for subs if needed

#### 4: English Learner Progress

By the end of the 24-25 school year, Tates Creek High School will increase the ACCESS progress indicator.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, 54% (or less) of English Learner students will score 0 on the ACCESS test. Current level is 59%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results PLC Focus: Assessment Alignment	ACCESS scores  District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2  May 2025: Analyze ACCESS scores	N/A - work done through weekly PLC meetings
					Title I for subs if needed
Objective 2: In 24-25, 22% (or more) of English Learner students will score 80 or higher on the ACCESS test. Current level is 17%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Professional Learning: Instructional Strategies Instructional Coaching: Instructional Strategies PLC Focus: Review, Analyze, Apply Data Results	ACCESS scores  District Common Benchmark Assessments	Dec/Jan & March/April: Analyze district common benchmark assessment scores in English 1&2  May 2025: Analyze ACCESS scores	N/A - work done through weekly PLC meetings
					Title I for subs if needed

By the end of the 24-25 school year, Tates Creek High School will increase the ACCESS progress indicator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, Apply Data Results	PLC Focus: Assessment Alignment			

### 5: Quality of School Climate and Safety

By the end of the 24-25 school year, Tates Creek High School will increase the Quality of School Climate and Safety indicator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 24-25, the Quality of School Climate and Safety status will be 68.1. Current level is 63.1	KCWP 6: Establish Learning Environment and Culture	<p>Community outreach: Support inclusivity by developing community partnerships and communicating with families.</p> <p>SEL: Implement opportunities for social emotional learning and help students develop an understanding of purposeful expectations and procedures as part of a comprehensive system of support.</p>	<p>Quality of School Climate and Safety indicator</p> <p>DESSA</p>	November 2024: Review of Quality of School Climate and Safety indicator	N/A - work done through weekly PLC meetings
				October 2024: DESSA	
					Title I for subs if needed

### 6: Postsecondary Readiness

By the end of the 24-25 school year, Tates Creek High School will increase the current postsecondary readiness status score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 24-25 school year, Tates Creek High School will increase the current postsecondary readiness status score for students with IEPs. Current level is 73.8.	KCWP 4: Review, Analyze, Apply Data Results  KCWP 6: Establish Learning Environment and Culture	System Development: Leadership ensures data is used to meet the needs of all students.  System Development: Ensure systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.  PBIS: Foster an equitable environment where students collaborate, celebrate one another's differences, and are motivated to learn as valued members of the classroom community.	PSR Tracker	Weekly: Highlight PSR changes during leadership team meetings.  Monthly: Discuss PSR changes with Admin, SpEd teachers, and counselors	N/A - work done through weekly PLC meetings
					Title I for subs if needed
Objective 2: By the end of the 24-25 school year, Tates Creek High School will increase the current postsecondary readiness status score for English Learners. Current level is 66.3.	KCWP 4: Review, Analyze, Apply Data Results  KCWP 6: Establish Learning Environment and Culture	System Development: Leadership ensures data is used to meet the needs of all students.  System Development: Ensure systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.  PBIS: Foster an equitable environment where students collaborate, celebrate one another's differences, and are motivated to learn as valued members of the classroom community.	PSR Tracker	Weekly: Highlight PSR changes during leadership team meetings.  Monthly: Discuss PSR changes with Admin, EL teachers, and counselors	N/A - work done through weekly PLC meetings
					Title I for subs if needed

## 7: Graduation Rate

By the end of the 24-25 school year, Tates Creek High School will increase the graduation status.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 24-25 school year, Tates Creek High School will increase the graduation status to 97%. Current level is 95%	KCWP 5: Design, Align and Deliver Support Processes	Academic support: Leadership ensures that academic interventions and supports are delivered with fidelity in real time	Cohort 4 graduation rate	Monthly: ROIS analysis	N/A - work done through weekly PLC meetings
					Title I for subs if needed

## 8: Family Engagement

By May 2025, 100% of schools will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, TCHS will have developed a FACE action plan.	Continue to implement and monitor the strategies developed in the plan	Collaborate with the school team and FACE Lead to develop a focus for the current school year.	Family Survey Participation of Staff and Families	Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	Title I General
		Execute the expectations established on the FACE action plan.	Analyze pre and post-action plan data Participate data of staff and families	Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	Title I General
		Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	Participation of Staff Staff Learning Feedback form	FACE Department will monitor the professional learning request form, and staff learning feedback form	Title I General

## Special Considerations for Targeted Support and Improvement (TSI)

### 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:**

### 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:**



### **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:**

### **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:**

## TSI 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 (EBP) 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), 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 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input checked="" type="checkbox"/>



2024-2025 Phase One: Executive Summary for  
Schools\_09092024\_12:43

2024-2025 Phase One: Executive Summary for Schools

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

## Table of Contents

<u>2024-2025 Phase One: Executive Summary for Schools</u>	3
---	---

## 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 High School is an A1 comprehensive high school located in Lexington, Kentucky with an enrollment of approximately 1,750 students. Tates Creek High School's student body is: 40% White, 29% African-American, 18% Hispanic, and 3% Asian. Sixty-five percent of students receive free/reduced services, 10% of students receive special education services, and 14% are English Learners.

TCHS launched the career academy model in the 2017-2018 school year with the creation of the Freshman Academy and implemented a school-wide academy model in 2018-2019 school year. Every freshman is enrolled in the Freshman Academy, which is the basis for the career academy model. During their freshman year, students gain in-depth knowledge and experiences connected to each career academy before making an academy selection during the 2nd semester. All students then spend their 10th-12th grade years as a member of one of the following academies: Business, Entrepreneurship, and Education (BEE), Design and Engineering (D&E), Information Technology and International Baccalaureate (IBIT), or Medical and Emergency Services (MES). Tates Creek High School is able to provide unique opportunities through both the career academy model and the option of the International Baccalaureate (IB) Programme, which is one of only 5 high school IB programs in the state of Kentucky. The IB Programme was first implemented in 2006 and continues to offer Tates Creek High Schools students a distinctive level of academic rigor.

### School Stakeholders

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

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

### School's Purpose

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

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

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

#### Notable Achievements and Areas of Improvement

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

Tates Creek High School has made great efforts to enhance student opportunities directly related to their career pathways. Examples include pathway specific speakers, field trips, engagement opportunities, and dual-credit options. Tates Creek is actively working to expand advanced coursework options to our African-American and Hispanic students as well as our students who receive free/reduced services. Tates Creek High School has begun to explore addition the IB CP program to its IB offerings in order to engage a wider range of students with the IB program. The CP (or Career Programme) aligns with Tates Creek's existing CTE pathways and academy model.

#### Additional Information

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

were not prompted in the previous sections.

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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2024-2025 Phase Two: The Needs Assessment for  
Schools\_09202024\_13:09

2024-2025 Phase Two: The Needs Assessment for Schools

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



---

## Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

## **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.

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

---

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

### Review of Previous Plan

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

During the 23-24 school year, we focused on professional learning designed to increase the capacity of teachers as they focus on instructional supports for TSI subgroups. As indicated by KSA results, we determined that many of our goals, objectives, and strategies were very successful. Due to the success of 23-24, we are going to continue all strategies. We are also going to continue to increase the capacity of our instructional leaders as they coach teachers in their departments.

### 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.

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

Academically, students with disabilities, African-Americans, Hispanic students, ELL, and economically disadvantaged students showed tremendous growth and are no longer considered "gap groups." In the last 2 years, threat assessments and suicide assessments have increased. Our PBIS team, composed of classroom teachers, support staff, and an administrator, meets monthly to review behavioral data and develop ways to engage students in our school community. Our core values CREEK are reviewed daily in some manner: Connected, Responsible, Exceptional, Engaged, Kind. With the buy-in of Creek Cash, an incentive for students to act in accordance with our core value, students' behaviors have improved significantly. Non-academic trends such as disruptive behavior, skipping, and fighting remain focus areas for our schools. Drug use has increased significantly (due to electronic smoking devices) and there's more work to do with our SEL curriculum. Nonacademic trends affect academic trends and as we continue to hone our focus on continuous improvement, we are seeing positive results. In order to sustain growth with our students with disabilities, ELL students, economically disadvantaged, African-American, and Hispanic students, each Academy identifies students who need

---

additional supports during weekly SLC meetings and determine the individual students' needs.

### Current State

4. 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.

71% of students with disabilities scored novice on KSA in Reading (-6)

6% of economically disadvantaged students scored distinguished on KSA in Reading (-0)

60% of African American students scored novice on KSA Math (-10)

76% of students with disabilities scored novice on KSA Math (+1)

47% of Hispanic students scored novice on KSA Social studies (+2)

71% of African American students scored novice on KSA science (+2)

51% of African American students scored novice on KSA Writing (+2)

63.1% was our quality of school and safety indicator (-1.8)

96.5% was our 4-year cohort graduation rate (+5.7)

### 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.

Our KSA Reading and Math are still low (50); especially with Special Education students (18.5)

Our KSA Science, Social Studies, and Combined Writing scores are still low (39.1); especially with African American (23.9),14. EL students (11.7) and students with IEPs (14.2)

#### 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.

The school has a great environment and culture for learning, PSR, and Graduation Rates. These data show that our stakeholders are willing and ready to implement additional measures to support academic needs.

Climate: 62.9

Postsecondary Readiness: 113.3

Graduation: 99.6

#### 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**

---

 Key Elements TCHS 24-25

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.

PLC processes – Focusing on the PDSA structure. Aligning instruction to standards and curriculum frameworks. Deconstructing standards for instructional objectives and learning activities.

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

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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements TCHS 24-25	Key Elements TCHS 24-25	• 7



2024-2025 Phase Two: School Assurances\_09202024\_13:05

2024-2025 Phase Two: School Assurances

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



## Table of Contents

<u>2024-2025 Phase Two: School Assurances</u>	3
---	---

## 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)
-----------------	-------------	--------------------



**FCPS Professional Learning Plan 2024-2025**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*  
**2023-2024 Phase 4**  
**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**

School Name: Tates Creek

**District Mission**

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

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

**Focus Area 1 (Response Required)**

**Common Formative Assessments:** Tates Creek High School PLCs will develop, collect, and analyze Common Formative Assessments.

**Focus Area 2 (Response Required)**

**Coaching Structure:** Tates Creek High School Instructional Leads will develop abilities to coach teachers based upon classroom walkthroughs.

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

Tates Creek High School's focus areas requiring professional learning completely align with Student Achievement

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



We will address student achievement by focusing on Common Formative assessments and instructional coaching. Common Formative Assessments will accomplish curriculum fidelity and ensure that all students are receiving a relevant and rigorous common curriculum. Instructional coaching will help provide high quality feedback to a greater number of teachers as they provide relevant and rigorous content to students.

The Fayette County Public Schools CDIP goals include:

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

**(Response Required)** Describe CDIP alignment: The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.

### Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2024-2025](#)

[FCPS Professional Learning Timeline 2024-2025 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)



## Core Elements of a Professional Learning Plan

### Focus Area 1

**Common Formative Assessments:** Tates Creek High School PLCs will develop, collect, and analyze Common Formative Assessments.

#### Focus Area 1 Objectives (Response Required)

**Short-Term Changes:** Students in each content area will receive the same content-aligned curriculum. Teachers will add knowledge and skill to deliver content.

**Long-Term Changes:** Teachers will add knowledge, skill, and behavioral skills in implementing Common Formative Assessments.

#### Focus Area 1 Intended Results (Response Required)

- By 2025, Tates Creek High School will increase Reading proficient and distinguished in High School to 51% as measured by KSA. Currently High School is 32%.
- By 2025, Tates Creek High School will increase Math proficient and distinguished proficient and distinguished in High School to 46% as measured by KSA. Currently High School is 22%.
- By 2025, Tates Creek High School will increase Science proficient and distinguished proficient and distinguished in High School to 30% as measured by KSA. Currently High School is 15%.
- By 2025, Tates Creek High School will increase Social Studies proficient and distinguished proficient and distinguished in High School to 56% as measured by KSA. Currently High School is 42%.
- By 2025, Tates Creek High School will increase Combined Writing proficient and distinguished proficient and distinguished in High School to 50% as measured by KSA. Currently High School is 36%.
- By May 2025, Tates Creek High School will decrease **Reading** Novice in
  - **High School Reading**
    - African American Students to 41%





- Hispanic Students to 32%
- Students with Disabilities to 53%.
- By May 2025, Tates Creek High School will decrease **Math** Novice in
  - **High School Math**
    - African American Students to 45%
    - Hispanic Students to 34%
    - Students with Disabilities to 50%.
- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By 2025, Tates Creek High School will increase the Quality of School Climate and Safety index to 77.3% as measured by KSA. Current level is 64.9%.
- By 2025, Tates Creek High School will increase the percentage of students who are Post-Secondary Ready to 95%. Current level is 74%.
- By 2025, Tates Creek High School will increase the graduation rate to 94% as measured by the combined 4-year and 5-year rate. Current rate is 92.2%.

**Focus Area 1 Monitoring(Response Required)**

What data will be considered and gathered? PLC agendas and minutes

Who is responsible for gathering data? Leadership team or their designee

How frequently will it be analyzed? 2x per year

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

All students receive common formative assessments for each unit of study in all content areas. Student assessment scores will increase due to teacher responsiveness. We will also see teachers collaboratively plan for student success in common formative assessments.

**Focus Area 1 Targeted Audience(Response Required)**



Teachers

**Focus Area 1 Resources**(Response Required)

Time for professional learning throughout the year.

**Focus Area 1 Ongoing Supports for Implementation**(Response Required)

District and school-based support during PLC meetings.

**Focus Area 2**

**Coaching Structure:** Tates Creek High School Instructional Leads will develop abilities to coach teachers based upon classroom walkthroughs.

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

Instructional leads will develop knowledge and skills needed to provide feedback to teachers after instructional walkthroughs.

**Focus Area 2 Intended Results**(Response Required)

**Student Outcomes:** Students will receive a relevant and rigorous curriculum. This will lead to increased student assessment scores and credit obtainment.



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

Student assessment scores. The TCHS Leadership team will compile and analyze data. Data will be shared with teachers and staff.

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

Student assessment scores. The TCHS Leadership team will compile and analyze data. Data will be shared with teachers and staff.

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

Content teachers and instructional leads.

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

Time for planning and professional learning

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

District and school-level support during planning meetings

**Optional Extension**



2023-2024 Phase Four: Professional Development Plan for Schools  
for School Year 2024-2025\_04242024\_14:10

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

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

---

## Table of Contents

2023-24 Phase Four: Professional Development Plan for Schools for School Year 202...	3
Attachment Summary	9

## 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?

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

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

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

Focus Area 1(Response Required)Common Formative Assessments: Tates Creek High School PLCs will develop, collect, and analyze Common Formative Assessments.

Focus Area 2(Response Required)Coaching Structure: Tates Creek High School Instructional Leads will develop abilities to coach teachers based upon classroom walkthroughs.

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

Tates Creek High School's focus areas requiring professional learning completely align with Student Achievement

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

Short-Term Changes: Students in each content area will receive the same content-aligned curriculum. Teachers will add knowledge and skill to deliver content.

Long-Term Changes: Teachers will add knowledge, skill, and behavioral skills in implementing Common Formative Assessments.

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

- By 2025, Tates Creek High School will increase Reading proficient and distinguished in High School to 51% as
- By 2025, Tates Creek High School will increase Math proficient and distinguished proficient and distinguished
- By 2025, Tates Creek High School will increase Science proficient and distinguished proficient and distinguished
- By 2025, Tates Creek High School will increase Social Studies proficient and distinguished proficient and distinguished
- By 2025, Tates Creek High School will increase Combined Writing proficient and distinguished proficient and distinguished
- By May 2025, Tates Creek High School will decrease Reading Novice in
  - High School Reading
    - African American Students to 41%
    - Hispanic Students to 32%
    - Students with Disabilities to 53%.
- By May 2025, Tates Creek High School will decrease Math Novice in
  - High School Math
    - African American Students to 45%
    - Hispanic Students to 34%
    - Students with Disabilities to 50%.
- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By 2025, Tates Creek High School will increase the Quality of School Climate and Safety index to 77.3% as measured by the
- By 2025, Tates Creek High School will increase the percentage of students who are Post-Secondary Ready to 90%
- By 2025, Tates Creek High School will increase the graduation rate to 94% as measured by the combined 4-year

#### 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.)
  - Time for professional learning throughout the year.



---

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

**Please describe in detail.**

- By 2025, Tates Creek High School will increase Reading proficient and distinguished in High School to 51% as
- By 2025, Tates Creek High School will increase Math proficient and distinguished proficient and distinguished
- By 2025, Tates Creek High School will increase Science proficient and distinguished proficient and distinguished
- By 2025, Tates Creek High School will increase Social Studies proficient and distinguished proficient and distinguished
- By 2025, Tates Creek High School will increase Combined Writing proficient and distinguished proficient and distinguished
- By May 2025, Tates Creek High School will decrease Reading Novice in
  - High School Reading
    - African American Students to 41%
    - Hispanic Students to 32%
    - Students with Disabilities to 53%.
- By May 2025, Tates Creek High School will decrease Math Novice in
  - High School Math
    - African American Students to 45%
    - Hispanic Students to 34%
    - Students with Disabilities to 50%.
- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By 2025, Tates Creek High School will increase the Quality of School Climate and Safety index to 77.3% as measured by the combined 4-year
- By 2025, Tates Creek High School will increase the percentage of students who are Post-Secondary Ready to 90%
- By 2025, Tates Creek High School will increase the graduation rate to 94% as measured by the combined 4-year

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

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.)  
Time for professional learning throughout the year.

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.

District and school-based support during PLC meetings.

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.

Instructional leads will develop knowledge and skills needed to provide feedback to teachers after instructional walkthroughs.

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

Student Outcomes: Students will receive a relevant and rigorous curriculum. This will lead to increased student assessment scores and credit obtainment.

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.)

Student assessment scores. The TCHS Leadership team will compile and analyze data. Data will be shared with teachers and staff.

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.**

Student assessment scores. The TCHS Leadership team will compile and analyze data. Data will be shared with teachers and staff.

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

Content teachers and instructional leads.

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.)

Time for planning and professional learning


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.

District and school-level support during planning meetings

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)
 TCHS PL Plan 2024-2025		.