



KDE Comprehensive School Improvement Plan

Taylor Mill Elementary School
Kenton County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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?

Taylor Mill Elementary is home to 630 students in the heart of Northern Kentucky. We provide instruction to Preschool through fifth grade. Our staff is excited to recognize 3 Nationally Board Certified Teachers, and 100% of our teaching staff qualifies as "Highly Qualified". Students receive a rigorous curriculum throughout the day. Read 180, System 44, iRead, Read to Achieve, Do The Math, Compass Learning are among the multitude of research based programs offered at Taylor Mill. We also support student instruction through the use of FASTT Math, Number Talks, Math Counts and Reading Counts. RTI blocks in reading and math differentiation of instruction, as well as, Art, Music/Drama, Library, Computer Lab, and PE are part of our daily schedule.

Our students at Taylor Mill Elementary are provided rigorous Core instruction (Tier I) daily using the Kentucky Core Academic Standards. All students in grade K-5 are assessed using Measures of Academic Progress (MAP), Students scoring below the 50th percentile on MAP in Reading are given the Dynamic Indicator of Basic Early Literacy Skills (DIBELS), district Common Assessments are also used to monitor student achievement and progress in Reading, Mathematics, Science and Social Studies. The results of these tests identify strengths/weaknesses of each student which then drives differentiation and instruction.

Our school has a part-time District Title I Curriculum Coach to help out teachers and staff learn/focus on relevant and rigorous student instructional strategies. We are fortunate to now be able to support our novice range students with our Title teachers and assistant. Using data and dialogue from weekly RtI Administration Team meetings, the teachers focus on the needs of novice/at risk students. Positive behavior programs and PBIS procedures encourage our students to "ROAR" each day in all settings--Respect Others and yourself, Always do your best, and Responsibility counts! The motto, "Kindness Matters" is a school wide focus for staff and students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school believes all students have the ability to learn.

The faculty, staff and parents of Taylor Mill elementary School are committed to our mission statement:

"We believe all students can LEAD.

Learn essential skills.

Enjoy equal educational opportunities.

Achieve academic excellence.

Develop positive self-esteem.

We, the parents, staff, and faculty, are committed to LEAD our students into the future."

Students receive a rigorous Core I instruction throughout the day using The Kentucky Core Academics Standards. We also provide RTI blocks in reading and math , as well as Art, Music, Library, Computer Lab and PE are part of our daily schedule.

All students in grade K-5 are assessed using Measures of Academic Progress (MAP), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), and Common Assessments to monitor student achievement and progress in Reading, Mathematics, Science and Social Studies. The results of these assessments identify strengths/weaknesses of each student which then drives instruction for our students. Identified students who qualify for specially designed instruction or those students who reveal the need of extra support receive necessary services to enhance their success both in the classroom and/or the resource room.

All grade levels participate in service learning projects. We are the proud recipients of the 5 year School wide Participation Award. We also invite the community to participate in our outstanding Veteran's day and Constitution Day Celebration Assemblies.

We proudly have two 5th grade students participating in PREP+ Math at Woodland Middle School. At Taylor Mill: we have students in Project ASCENT, PREP Reading and Math classes through the LDC- Literacy Design Collaborative Modules. Enrichment Wednesdays allow our GT students to hone their unique talents.

Positive behavior programs and PBIS procedures encourage our students to "ROAR" each day in all settings -- Respect Others and yourself, Always do your best, and Responsibility counts! The motto, "Kindness Matters" is our school wide focus.

Vigorous Physical Activity videos created by students are one way we start our day. Many teachers include research based "brain breaks" for students throughout the day. Another way we keep our students thinking and moving! Students have created or updated health and exercise videos as part of our Wellness Initiative. These videos are shown each day to get our blood moving, our bodies healthy and our brains ready to learn. We also have a school wide Wellness Committee and policy in place for all students K-5.

We also are a pilot school for Calm Classroom as part of our PBIS program. Students use breathing and calming techniques as a refocusing tool. It promotes self awareness, mental focus, emotional balance and inner calm.

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.

We continue our deliberate focus on writing, reading and math. Improvement in the areas of language, social studies and the percentage of distinguished in science were proven on our KPREP scores school wide.

In the area of Social Studies scores rose 8.5 points with 73.5% of students scoring Proficient & Distinguished. The percentage of students scoring Proficient & Distinguished in writing was 54.9%. Being purposeful in writing, writing schoolwide every single day brought about Principal's Prompts, School Wide practice test scrimmages, and Writer's Block showcasing writing. The implementation of the Schoolwide Writing Curriculum kits for K-5 and Grammar kits for 1-5 grades assisted with our achievements and areas of improvements in the area of writing. Reading scores went up by 6.3 points to an 84.8% with 65.3% of our students scoring Proficient & Distinguished.

Over the past three years, Taylor Mill has had a plethora of experiences offered to our students. Our Academic Team finished first in the District Governor's Cup. Our Quick Recall placed third in the Kenton County Academic Challenge. We also had a number of individual winners at the local and state levels of the Kenton County Spelling Bee, National Geographic Bee, American Chemistry Society Contest, PTA Reflections Contest and Regional Science Fair.

At Taylor Mill, students have the opportunity to participate in the following programs: Governor's Cup/Academic Team competitions, Literacy Night, Drama Club, Odyssey of the Mind, Continental Mathematics League, Student Council, Intramural Sports, LEGO League, Boy/Girl Scouts, Fifth Grade Chorus, Elementary Basketball League, Bowling, Volleyball, Energy-Wise Team, After-School Art, Honor Choir, Karate, Girls on the Run, and Student Technology Leadership Program. Student recognition includes the Honor Roll, Work-Ethic Awards, Reading Counts, School Wide Spelling Bee, Fifth Grade Recognition, Birthday Recognition, Perfect Attendance, and the KPREP Testing Recognition Assembly. Individual students have received awards in the District and Regional Science Fair, Governors Cup, Recipient of the Award for the Friends of the Troops, Presidential Awards for Academic Excellence and the WTMS student news daily broadcast.

Reading and math are content areas we continue to grow and improve scores. Science and Social Studies are definite strengths for Taylor Mill students.

Areas we want to continue improvement include: writing, math, co-teaching, understanding KCAS to a deeper level and moving student growth toward proficient/distinguished levels by providing more rigorous Tier I instruction to all students.

Additional Information

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

Taylor Mill has superb Family Resource Center that offers support to our students and families. The FRC provides a variety of family nights to inform parents and reach out to the TME community. All Pro Dads, Muffins with Mom, parent coupon classes and more are offered to our parents monthly. Along with our guidance counselor, the FRC coordinator celebrates students who are "On a Roll". Monthly, students are recognized for outstanding citizenship traits. Our FRC also has implemented literacy nights, after school Music and Movement program, and Family Fun Nights. PTA was thrilled, and busy, with the return of the fall festival and the Winter Wonderland Luncheon. Our double SBDM council supports the following student and community activities at Taylor Mill as well: Art Week, Red Ribbon Week, Jump Rope for Heart, Walk for Water, Leadership, Student Council, TM News, STLP, guidance (large and small group), FRC, All-Pro Dad's program, Intramurals, Energy Wise Club, Science Club, Drama Club, Taylor Mill Choir, Honors Choir, Lego League, Cardio Club, Girls on the Run, One to One Reading, Hanner's Heroes, Republic Student Bank, Social Studies Fair, Science Fair, Boy/Girl Scouts including Daisy/Brownies/Webelos, Elementary Basketball League, Bowling, Volleyball, WTMS Morning News, Odyssey of the Mind and Lego League. Individual students have received awards in the District and Regional Science Fair, Governors Cup, Recipient of the Award for the Friends of the Troops, and Presidential Awards for Academic Excellence. Honor Roll, Perfect Attendance Awards, Reading Counts, Fifth Grade Recognition, Birthday Recognition, Perfect Attendance, and the K-PREP Testing Recognition Assembly are also ways we celebrate student success. Our Academic Team placed third in the District Governor's Cup. Taylor Mill's On-Line Math League ranked second in the state. We also had a number of individual winners at the local and state levels of the Kenton County Spelling Bee, District Science Fair, National Geographic Bee, and PTA Reflections Contest. We are proud to share that we also had state winners at the Reflections PTA Program. We are fortunate that our students may live and attend elementary through high school in the same community. This close proximity supports strong relationships between home and school. We are proud to share we have aligned our school colors to match our feeder middle and high school's colors. Parents, teacher and students are excited to "bleed blue" as their future middle and high school match our school colors at Taylor Mill.

CSIP Goals 2015-16

Overview

Plan Name

CSIP Goals 2015-16

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Tell Survey- Professional Development	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$2000
3	K-Prep Proficiency	Objectives: 2 Strategies: 1 Activities: 2	Organizational	\$0
4	Program Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	K-Prep 3rd Grade Proficiency	Objectives: 2 Strategies: 1 Activities: 1	Organizational	\$17540
6	Achievement Gap	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Tell Survey- Professional Development

Measurable Objective 1:

collaborate to ensure provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to to improvements in instructional practices by teachers from 77% in 2015 to 85% by 06/01/2017 as measured by the Tell Survey..

Strategy 1:

PLC Meetings - Teachers and administration meet at least twice per month during planning. During this time we provide opportunities for job embedded professional development, ongoing data review, share student work, etc.

Category: Professional Learning & Support

Activity - Classroom Walks/Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will provide ongoing feedback and coaching for teachers through classroom walks/observations.	Academic Support Program	08/19/2015	06/01/2017	\$0	No Funding Required	Principals and Teachers

Goal 2: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for Kindergarten from 54.7% in 2015 to 58% by 09/30/2016 as measured by Brigance Results.

Strategy 1:

Parent communication and education - We will work with parents to help get their child ready for school.

Category: Early Learning

Activity - Kindergarten Readiness Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Increase program activities to engage family involvement and prepare children for Kindergarten. Teachers (Pre-school/ Kindergarten), FRC, and Leadership team members will collaborate to provide information to incoming Kindergarten parents/families that will prepare children to transition into kindergarten. We will give parents proven, research based activities and strategies that will improve K readiness skills.	Parent Involvement	02/08/2016	08/08/2016	\$2000	Title I Schoolwide	Teachers (Pre-school/Kindergarten), Leadership team and parents/families Family Resource Center Coordinator
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Strategy 2:

Preschool and Kindergarten teacher collaboration - The teachers will collaborate to understand the strengths of each other's programs and align vertically and horizontally to best improve instruction.

Category: Early Learning

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teaching staff will collaborate with Kindergarten teachers to better understand and prepare students for the expectations and transitions for kindergarten. Vertical and horizontal planning will allow for discussion and preparation to ensure collaboration. This information will be shared by teachers to help parents prepare their child for kindergarten.	Professional Learning	08/19/2015	06/01/2016	\$0	No Funding Required	Preschool and Kindergarten teachers Administrators

Goal 3: K-Prep Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 55% in 2015 to 63% by 10/03/2016 as measured by school report card delivery targets.

(shared) Strategy 1:

Quality of Instruction - Principals and Teachers will review and refine quality instruction indicators such as: effective use of learner targets, accountable talk, student engagement, use of formative assessment, and differentiated instruction. Through PLC meetings, faculty meetings, team planning days, and work with the consultants we will review, refine, and provide necessary supports in the above area to increase our core instruction and ultimately student achievement.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Ongoing monitoring/feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Direct Instruction, Academic Support Program	08/19/2015	10/03/2016	\$0	No Funding Required	Principals, Teachers, Consultants
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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have one PLC per month devoted to reviewing student data.	Academic Support Program	08/19/2015	06/01/2016	\$0	No Funding Required	Principals, Teachers, Consultants

Measurable Objective 2:

collaborate to reduce the percentage of students scoring at the novice level in reading and math from a combined percentage of 14% in 2015 to 10%. by 10/03/2016 as measured by KPREP scores and the school report card.

(shared) Strategy 1:

Quality of Instruction - Principals and Teachers will review and refine quality instruction indicators such as: effective use of learner targets, accountable talk, student engagement, use of formative assessment, and differentiated instruction. Through PLC meetings, faculty meetings, team planning days, and work with the consultants we will review, refine, and provide necessary supports in the above area to increase our core instruction and ultimately student achievement.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Ongoing monitoring/feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Direct Instruction, Academic Support Program	08/19/2015	10/03/2016	\$0	No Funding Required	Principals, Teachers, Consultants

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have one PLC per month devoted to reviewing student data.	Academic Support Program	08/19/2015	06/01/2016	\$0	No Funding Required	Principals, Teachers, Consultants

Goal 4: Program Review

Measurable Objective 1:

collaborate to increase our schools AH proficient standards from 7.8 in 2015 to 8.0 (Proficient) by 06/01/2016 as measured by program review state report.

Strategy 1:

AH Program Review Increase - Administrators and teachers will continue to consistently submit scheduled artifacts and evidence.

Category: Continuous Improvement

Activity - Further Learning on AH Rubric/Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share revised information with teachers on the AH rubric. We want to ensure all stakeholders understand the rubrics, as well as the evidence and rationales.	Professional Learning	01/05/2015	06/01/2016	\$0	No Funding Required	Administration, Curriculum Coach, and Program Committee of teachers, Lead AH Teacher

Goal 5: K-Prep 3rd Grade Proficiency

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 44.9% in 2015 to 50% by 10/03/2016 as measured by school report card next generation learner achievement for 3rd grade.

(shared) Strategy 1:

Quality Instruction - Principals and Teachers will review and refine quality instruction indicators such as: effective use of learner targets related to standards, accountable talk, student engagement, use of formative assessment, and differentiated instruction. Through PLC meetings, faculty meetings, team planning days, and work with the consultants we will review, refine, and provide necessary supports in the above areas to increase our core instruction and ultimately student achievement.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Ongoing Monitoring/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Academic Support Program	08/19/2015	06/01/2016	\$17540	Title I Part A	Principals, Teachers, Consultants

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 66.4 in 2015 to 70% by 10/03/2016 as measured by School Report Card Next Generation Achievement for 3rd Grade.

(shared) Strategy 1:

Quality Instruction - Principals and Teachers will review and refine quality instruction indicators such as: effective use of learner targets related to standards, accountable talk, student engagement, use of formative assessment, and differentiated instruction. Through PLC meetings, faculty meetings, team planning days, and work with the consultants we will review, refine, and provide necessary supports in the above areas to increase our core instruction and ultimately student achievement.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Ongoing Monitoring/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Academic Support Program	08/19/2015	06/01/2016	\$17540	Title I Part A	Principals, Teachers, Consultants

Goal 6: Achievement Gap

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the percentage of proficient and distinguished in reading increases from 23.8% in 2015 to 37.4% by 06/01/2016 as measured by school report card delivery targets.

Strategy 1:

Revised Literacy Plan/Expectations - The admin team with consultants and teachers will review and revise the school Literacy expectations and Literacy Plan. Out of these expectations we will establish guidelines or nonnegotiables to be used for lesson planning for consistency and to ensure the components of the plan are intentionally being planned for instruction.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Intentional Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the lesson plan nonnegotiables that come out of the review of the literacy plan.	Academic Support Program	01/05/2016	06/01/2016	\$0	No Funding Required	Principals, Consultants, Teachers

Activity - Ongoing monitoring/feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will help support teachers and provide ongoing feedback and coaching through classroom walks, observations, and PLC meetings. Our goal of this revision process and through monitoring and feedback/support is to improve our core instruction in reading.	Academic Support Program	02/01/2016	06/01/2016	\$0	No Funding Required	Principals, Consultants, and Teachers

Goal 7: Wellness Plan

Measurable Objective 1:

collaborate to Create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 06/01/2016 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership and Wellness Committee will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Professional Learning & Support

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	08/19/2015	06/01/2016	\$0	No Funding Required	Leadership Team and Wellness Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ongoing Monitoring/Feedback	Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Academic Support Program	08/19/2015	06/01/2016	\$17540	Principals, Teachers, Consultants
Total					\$17540	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness Jump Start	Increase program activities to engage family involvement and prepare children for Kindergarten. Teachers (Pre-school/ Kindergarten), FRC, and Leadership team members will collaborate to provide information to incoming Kindergarten parents/families that will prepare children to transition into kindergarten. We will give parents proven, research based activities and strategies that will improve K readiness skills.	Parent Involvement	02/08/2016	08/08/2016	\$2000	Teachers (Pre-school/Kindergarten), Leadership team and parents/families Family Resource Center Coordinator
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	08/19/2015	06/01/2016	\$0	Leadership Team and Wellness Committee
Ongoing monitoring/feedback	Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Direct Instruction, Academic Support Program	08/19/2015	10/03/2016	\$0	Principals, Teachers, Consultants

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Classroom Walks/Observations	Principals will provide ongoing feedback and coaching for teachers through classroom walks/observations.	Academic Support Program	08/19/2015	06/01/2017	\$0	Principals and Teachers
Intentional Lesson Planning	Teachers will use the lesson plan nonnegotiables that come out of the review of the literacy plan.	Academic Support Program	01/05/2016	06/01/2016	\$0	Principals, Consultants, Teachers
Further Learning on AH Rubric/Process	Share revised information with teachers on the AH rubric. We want to ensure all stakeholders understand the rubrics, as well as the evidence and rationales.	Professional Learning	01/05/2015	06/01/2016	\$0	Administration, Curriculum Coach, and Program Committee of teachers, Lead AH Teacher
Progress Monitoring	We have one PLC per month devoted to reviewing student data.	Academic Support Program	08/19/2015	06/01/2016	\$0	Principals, Teachers, Consultants
Ongoing monitoring/feedback	Principals will help support teachers and provide ongoing feedback and coaching through classroom walks, observations, and PLC meetings. Our goal of this revision process and through monitoring and feedback/support is to improve our core instruction in reading.	Academic Support Program	02/01/2016	06/01/2016	\$0	Principals, Consultants, and Teachers
Teacher Collaboration	Preschool teaching staff will collaborate with Kindergarten teachers to better understand and prepare students for the expectations and transitions for kindergarten. Vertical and horizontal planning will allow for discussion and preparation to ensure collaboration. This information will be shared by teachers to help parents prepare their child for kindergarten.	Professional Learning	08/19/2015	06/01/2016	\$0	Preschool and Kindergarten teachers Administrators
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Our staff meets regularly to analyze student data. We examine information/data in order to determine content areas that we may need to improve or change our instructional strategies. We also look at areas of strength that we want to continue our current successful strategies.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Taylor Mill Elementary is growing overall in the testing trend. Growing overall from 53rd percentile in 2011-12 to 67th percentile in 2014-15 school year.

In 2014-15:

-78th percentile standing in KY

-Proficient/Progressing School Classification

-Writing Scores showed significant growth in achievement rising from 50% to 76.5%

-54.9% of our students scored Proficient & Distinguished in writing

-High apprentice writing students were assigned a teacher to conference and meet with throughout the stages of a writing piece. All teachers were assigned a "Tiger Buddy" students to work with on writing

-Writing across the Contents and writing for a purpose in all classrooms

-School wide Writing Response to Intervention scheduled for all students K-5

-Scoring and analyzing student writing at all grade levels through Professional Learning Communities and Team Meetings

-Researched based program Step up to Writing is used for Tier II and Tier III students

-Increased teacher modeling and sharing of what Distinguished writing looks and sounds like to increase the number of Proficient and Distinguished scores on KPREP

- Title I Curriculum Coach shared and modeled writing strategies with all staff

-Frequency of Live Scoring in classrooms

-School wide use of the 3.8 organizer, Four Square model and paragraph writing

-Rainbow Revision of student writing used at all grade levels

-School wide acronyms/attack plans for writing;along with graphic organizers

-Writer of the Week Block for posting of student writing

- Morning News broadcasted students sharing writing

- School wide On Demand Assessments were given to focus on KPREP test like material and grade appropriate testing strategies in Reading, Writing and/or Math

- Social Studies scores increased from 89.1% to 95.6%

- 73.5% of TME students scored Proficient & Distinguished in Social Studies

- Flashbacks as morning bell ringer work include Social Studies content area information

- Reading scores increased from 78.5% to an 84.8%

- 65.3% of TME students scored Proficient & Distinguished in Reading

- School wide Response to Intervention schedule was implemented

- Continued System 44/Read 180 and Read to Achieve as student interventions in the area of reading

- MAP DesCartes used with teachers and students to dig deeper in to reading skill deficits

- Small group reading in each classroom

- Daily 5 components continued to be addressed and studied by teachers in order to deliver Daily 5 instruction in the primary grades

- MAP goal setting was done with every primary student in Reading and Math. Intermediate students goal set in all MAP subject areas. Goals were celebrated and when achieved students were given the opportunity to autograph the MAP Wall of Fame.

- Weekly RTI meetings with team and administrators

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Following school wide data analysis, it was discovered that Math is a targeted area for Taylor Mill. The overall Math score dropped in math for 2014-15 by 9 points to 62.8%. 55.4% of our students scored in the Novice and Apprentice category for Math.

We have initiated the following strategies to improve in this area:

- Title I Curriculum Coach shares/models math strategies with teachers K-5

- Number Talks is used in all grade levels

- Do the Math is being used as an intervention/enrichment for students

- Do the Math in grades 1-5 is used as a support for basic Math numeracy and fluency

- Enrichment Math small groups are held with our G/T teacher bi-weekly for students in grades four and five who are identified ready for enrichments

- Students goal set Math skills using MAP

- Teachers use RIT bands and DesCartes to help guide instruction for student Math skills

- Number Talks is used intentionally in both primary and intermediate grades

- Weekly RTI and Team Meetings are held to discuss student Math data and instructional needs

- Title I classes are held for small group Math instruction for the lowest performing students in math

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Overall, Math is the area of emphasis for Taylor Mill Elementary. We continue to implement our school wide Do the Math program as an intervention and/or enrichment based on student needs. Teachers also include Number Talks as part of Math instruction. We will continue to incorporate the strategies shared by our Curriculum Coach to increase our level of rigorous Tier I Math instruction and reduce the number of Novice/ intervention math students.

Our next steps will include developing teacher's knowledge of math strategies through job embedded professional development. We will provide the resources to our teachers through PLC's. We will help build the foundation for strong math teachers and students. Reading, Writing and Math instruction will continue to be a priority in every classroom each day. We also have a Master School Schedule that includes Response to Intervention in all three subject areas for all students K-5. As we move forward we will need to provide students more opportunities to explore numeracy, math fluency and build their foundation of math.

KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Tell Survey- Professional Development

Measurable Objective 1:

collaborate to ensure provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to to improvements in instructional practices by teachers from 77% in 2015 to 85% by 06/01/2017 as measured by the Tell Survey..

Strategy1:

PLC Meetings - Teachers and administration meet at least twice per month during planning. During this time we provide opportunities for job embedded professional development, ongoing data review, share student work, etc.

Category: Professional Learning & Support

Research Cited:

Activity - Classroom Walks/Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will provide ongoing feedback and coaching for teachers through classroom walks/observations.	Academic Support Program	08/19/2015	06/01/2017	\$0 - No Funding Required	Principals and Teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

K-Prep Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 55%in 2015 to 63% by 10/03/2016 as measured by school report card delivery targets.

Strategy1:

Quality of Instruction - Principals and Teachers will review and refine quality instruction indicators such as: effective use of learner targets, accountable talk, student engagement, use of formative assessment, and differentiated instruction. Through PLC meetings, faculty meetings, team planning days, and work with the consultants we will review, refine, and provide necessary supports in the above area to

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Taylor Mill Elementary School

increase our core instruction and ultimately student achievement.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have one PLC per month devoted to reviewing student data.	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Principals, Teachers, Consultants

Activity - Ongoing monitoring/feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Academic Support Program Direct Instruction	08/19/2015	10/03/2016	\$0 - No Funding Required	Principals, Teachers, Consultants

Measurable Objective 2:

collaborate to reduce the percentage of students scoring at the novice level in reading and math from a combined percentage of 14% in 2015 to 10%. by 10/03/2016 as measured by KPREP scores and the school report card.

Strategy1:

Quality of Instruction - Principals and Teachers will review and refine quality instruction indicators such as: effective use of learner targets, accountable talk, student engagement, use of formative assessment, and differentiated instruction. Through PLC meetings, faculty meetings, team planning days, and work with the consultants we will review, refine, and provide necessary supports in the above area to increase our core instruction and ultimately student achievement.

Category: Professional Learning & Support

Research Cited: Best Practice

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have one PLC per month devoted to reviewing student data.	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Principals, Teachers, Consultants

Activity - Ongoing monitoring/feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Academic Support Program Direct Instruction	08/19/2015	10/03/2016	\$0 - No Funding Required	Principals, Teachers, Consultants

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All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for Kindergarten from 54.7% in 2015 to 58% by 09/30/2016 as measured by Brigance Results.

Strategy1:

Preschool and Kindergarten teacher collaboration - The teachers will collaborate to understand the strengths of each other's programs and align vertically and horizontally to best improve instruction.

Category: Early Learning

Research Cited:

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teaching staff will collaborate with Kindergarten teachers to better understand and prepare students for the expectations and transitions for kindergarten. Vertical and horizontal planning will allow for discussion and preparation to ensure collaboration. This information will be shared by teachers to help parents prepare their child for kindergarten.	Professional Learning	08/19/2015	06/01/2016	\$0 - No Funding Required	Preschool and Kindergarten teachers Administrators

Strategy2:

Parent communication and education - We will work with parents to help get their child ready for school.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase program activities to engage family involvement and prepare children for Kindergarten. Teachers (Pre-school/ Kindergarten), FRC, and Leadership team members will collaborate to provide information to incoming Kindergarten parents/families that will prepare children to transition into kindergarten. We will give parents proven, research based activities and strategies that will improve K readiness skills.	Parent Involvement	02/08/2016	08/08/2016	\$2000 - Title I Schoolwide	Teachers (Pre-school/Kindergarten), Leadership team and parents/families Family Resource Center Coordinator

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The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for Kindergarten from 54.7% in 2015 to 58% by 09/30/2016 as measured by Brigance Results.

Strategy1:

Preschool and Kindergarten teacher collaboration - The teachers will collaborate to understand the strengths of each other's programs and align vertically and horizontally to best improve instruction.

Category: Early Learning

Research Cited:

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teaching staff will collaborate with Kindergarten teachers to better understand and prepare students for the expectations and transitions for kindergarten. Vertical and horizontal planning will allow for discussion and preparation to ensure collaboration. This information will be shared by teachers to help parents prepare their child for kindergarten.	Professional Learning	08/19/2015	06/01/2016	\$0 - No Funding Required	Preschool and Kindergarten teachers Administrators

Strategy2:

Parent communication and education - We will work with parents to help get their child ready for school.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase program activities to engage family involvement and prepare children for Kindergarten. Teachers (Pre-school/ Kindergarten), FRC, and Leadership team members will collaborate to provide information to incoming Kindergarten parents/families that will prepare children to transition into kindergarten. We will give parents proven, research based activities and strategies that will improve K readiness skills.	Parent Involvement	02/08/2016	08/08/2016	\$2000 - Title I Schoolwide	Teachers (Pre-school/Kindergarten), Leadership team and parents/families Family Resource Center Coordinator

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

K-Prep 3rd Grade Proficiency

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 44.9% in 2015 to 50% by 10/03/2016 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Quality Instruction - Principals and Teachers will review and refine quality instruction indicators such as: effective use of learner targets related to standards, accountable talk, student engagement, use of formative assessment, and differentiated instruction. Through PLC meetings, faculty meetings, team planning days, and work with the consultants we will review, refine, and provide necessary supports in the above areas to increase our core instruction and ultimately student achievement.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Ongoing Monitoring/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Academic Support Program	08/19/2015	06/01/2016	\$17540 - Title I Part A	Principals, Teachers, Consultants

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 66.4 in 2015 to 70% by 10/03/2016 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

Quality Instruction - Principals and Teachers will review and refine quality instruction indicators such as: effective use of learner targets related to standards, accountable talk, student engagement, use of formative assessment, and differentiated instruction. Through PLC meetings, faculty meetings, team planning days, and work with the consultants we will review, refine, and provide necessary supports in the above areas to increase our core instruction and ultimately student achievement.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Ongoing Monitoring/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will provide ongoing feedback and support through classroom walks, observations, and PLC meetings.	Academic Support Program	08/19/2015	06/01/2016	\$17540 - Title I Part A	Principals, Teachers, Consultants

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Achievement Gap

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the percentage of proficient and distinguished in reading increases from 23.8% in 2015 to 37.4% by 06/01/2016 as measured by school report card delivery targets.

Strategy1:

Revised Literacy Plan/Expectations - The admin team with consultants and teachers will review and revise the school Literacy expectations and Literacy Plan. Out of these expectations we will establish guidelines or nonnegotiables to be used for lesson planning for consistency and to ensure the components of the plan are intentionally being planned for instruction.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Intentional Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the lesson plan nonnegotiables that come out of the review of the literacy plan.	Academic Support Program	01/05/2016	06/01/2016	\$0 - No Funding Required	Principals, Consultants, Teachers

Activity - Ongoing monitoring/feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will help support teachers and provide ongoing feedback and coaching through classroom walks, observations, and PLC meetings. Our goal of this revision process and through monitoring and feedback/support is to improve our core instruction in reading.	Academic Support Program	02/01/2016	06/01/2016	\$0 - No Funding Required	Principals, Consultants, and Teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

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Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase our schools AH proficient standards from 7.8 in 2015 to 8.0 (Proficient) by 06/01/2016 as measured by program review state report.

Strategy1:

AH Program Review Increase - Administrators and teachers will continue to consistently submit scheduled artifacts and evidence.

Category: Continuous Improvement

Research Cited:

Activity - Further Learning on AH Rubric/Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share revised information with teachers on the AH rubric. We want to ensure all stakeholders understand the rubrics, as well as the evidence and rationales.	Professional Learning	01/05/2015	06/01/2016	\$0 - No Funding Required	Administration, Curriculum Coach, and Program Committee of teachers, Lead AH Teacher

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	TME was a Title Assist School for 2014-15.	

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	NA	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	NA	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	NA	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

KDE Comprehensive School Improvement Plan

Taylor Mill Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Administrative Team: Principal, Assistant Principal, School Counselor, School Psychologist and Family Resource Coordinator\

SBDM Committee

Title I Assist Team: Certified Teacher and Classified Instructional Assistant

Response to Intervention Team: Administrative representative, Title I Team representative, Read to Achieve teacher, Special Education teacher, FRC

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

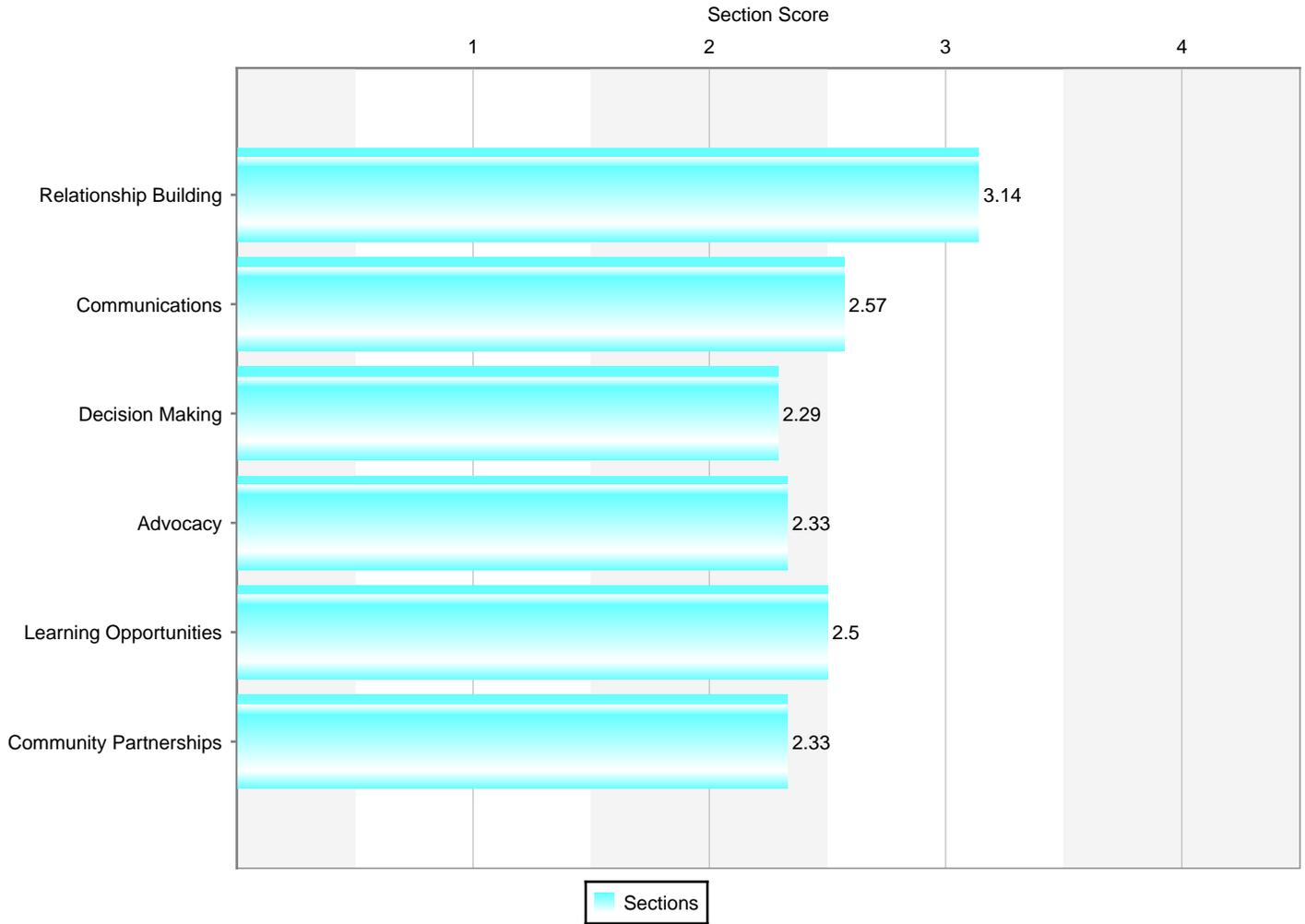
Reflection of Strengths: Communication, Relationships and Decision Making

Reflection of Area of Improvements: Advocating for students, Community/Business Partners, and Learning Opportunities

We continually reflect on all areas that we need growth in. Our staff and SBDM is using data from many sources to refine our school and our success. We also collaborate with other administrators, schools and Parent Teacher Organizations to gain new insight and ways of doing things.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

SBDM members and administration team met to analyze the analysis of our KPREP data. The principal and faculty shared our findings with our SBDM who then drilled deeper through the data and determinations to then decide what was working and what was a possible hindrance of student success and achievements. Other data our staff and SBDM used, in conjunction with our RtI team, included: MAP, READ 180, System 44, Brigrance, PBIS, DIBELS, Title Assist, and RTA data. All of this analysis was used to plan our CSIP in order to make the necessary changes to continue a school wide focus toward proficiency.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The faculty along with the administration, looked at testing data results as a "whole" and then again more thoroughly as grade level teams. Teachers and administration scoured through the data to find the reasons behind our growth, our strengths and our weaknesses. Each stakeholder is invited to participate and share their ideas/feedback with the SBDM committee, other standing school committees and/or principal.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

After final adoption of the CSIP from our SBDM council the plan is shared via our website, faculty meeting, PLC meetings and PTA meetings.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	SBDM approved the plan on September 15, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Adopted on September 15, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 2015 reviewed by District Safety Officer, Teal Nally and First Responders. Sept. 15, 2015 by Taylor Mill SBDM	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Opening Day: August 17, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Taylor Mill Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Augusts 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 21, 2015 August 28, 2015 September 15, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

The increase of students/families qualifying for Free and Reduced meals. This percentage has continued to climb over the past few years at Taylor Mill Elementary.

What sources of data were used to determine the barriers?

- Free and Reduced data
- Students with Disabilities data
- Family Resource Coordinator data
- District Homeless Contact
- Office Discipline Referral data
- PBIS data
- English Learner data
- GAP group assessment data
- Title I Assist data
- School Report Card data

What are the root causes of those identified barriers?

We are now a Title I school based on meeting the 40% criteria for Free and Reduced Meals. Our enrollment in the Free and Reduced Meal has fluctuated between 42-46% throughout the year. The family dynamic has seen a major change for our student population. We currently have many students being raised by family members other than their parent(s).

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Our school has 6.1% of new and KTIP teachers. Only 8 teachers in our building have less than 3 years teaching experience. The average number of teaching experience is 12.60 years for our building.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Taylor Mill Elementary has a SBDM council. Our SBDM has established a consultation policy. Students are assigned to classes based upon that policy with teacher input and administrative feedback. We insure that all classrooms are equally distributed with all types of learners (gifted/talented, EL, Special Education, high, medium and low levels). All teachers are provided with on-going professional learning.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

The SBDM consultation policy is used to help determine student assignments. Student placement decisions are based on several factors such as academics, social/emotional, KPREP, MAP, SRI, SPI, teacher records, Common Assessments, etc.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

First and foremost, data analysis is used to gain insight to the needs of staffing. Our building is given an allocation for teachers yearly. We then work with our SBDM to determine the best staffing accommodations for our students. Once we reach consensus on the staffing needs committees are formed for interviews of any open position. The committee then interviews and recommends the best candidate based on our need.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

First and foremost, data analysis is used to gain insight to the needs of staffing. Our building is given an allocation for teachers yearly. We then work with our SBDM to determine the best staffing accommodations for our students. Once we reach consensus on the staffing needs committees are formed for interviews of any open position. The committee then interviews and recommends the best candidate based on our need.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Taylor Mill Elementary recognizes and rewards our teachers for effective instructional practices. We regularly provided written feedback

through our school tours, walks and district PPR Walks. Our school Newsletter and Memo recognizes teachers for accomplishments. The district also recognizes teachers for achievements through the district web site and the annual Excellence in Education Dinner. The Board of Education honors teachers/staff monthly and by the WOW (what Outstanding Work) Award.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

New teachers are provided support at both the district and school level. New teachers have an orientation hosted by the district to gain insight of our district initiatives, as well as, professional learning. We provide a more specific procedural and professional learning experience for all of our new teachers at the building level. We also partner new teachers with a mentor teacher in their grade level. All new teachers complete the KY Teacher Internship Program and are provided a resource teacher, university representative and an administrator for their first year of teaching. This provides a foundation for new teachers to build their understanding of teaching requirements. District consultants also work with new teachers at Taylor Mill Elementary frequently. Working with consultants offers more strategic support for new teachers as they add to their teaching tools.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Taylor Mill Elementary follows the PGES guidelines. Through PPR Walks, Tours, Monthly Walks and Observations we gather data. The data helps to drive the professional learning for our staff. We also used data gained from the district level as well. We share effective teaching strategies with our staff in PLC's, team meetings, individual professional growth plans, support and assistance meetings to help teachers improve performance and meet the expectations of PGES. Administrators also attend Curriculum Instruction and Assessment meetings monthly. Our district consultants and Central Office Staff share information, coach and train administrators to carry the information back to their specific buildings. We also calibrate our professional practices rubric, build our teaching tool boxes and consult with one another as professionals to insure we are providing the professional learning needed for all teachers.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

The 2015 TELL Survey results indicated that only 9% of teachers felt that they had been provided ongoing Professional Learning opportunities to work with colleagues in order to refine teaching practices. We will refine and increase this measure of the TELL Survey to 60% by 5/31/15.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Objective:

Collaborate to increase the percentage of teachers to work with colleagues to refine teaching practices from 9% in 2013 according to the TELL Survey to 60% in 2013.

Strategies:

School Administrators will support time for teachers to refine teaching practices with colleagues.

Activities:

PLC's

Faculty Meetings

Team Meetings

Team Work Days each Trimester

School visits

Use of District Consultants

Use of school wide Title I Consultant

Teacher Leaders

LEAD teacher

Recognition of instruction and student learning practices

Flip Teaching

News Cast and Sharing of student work

Family Nights by teams

Collaboration of student work