



Comprehensive School Improvement Plan

Taylor Mill Elementary School
Kenton County School District

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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 2014. 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 650 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". We are extremely proud to be named a Proficient/Progressing school and a High Progress School. In 2013 Taylor Mill was ranked 99th among the 736 elementary schools, propelling us 132 spots to now fall within the top 100 schools.

Students receive a rigorous curriculum throughout the day. Read 180, System 44, Reading Counts, Reading Intervention, Read to Achieve, English Language Learner services, Math Counts, Do The Math, Compass Learning, FASTT Math, Number Talks, are among the multitude of research based programs offered at Taylor Mill. RTI blocks in reading and math, differentiation in all subject areas, as well as Art, Music/Drama, 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 tests identify strengths/weaknesses of each student which then drives instruction and interventions of direct instruction. This year we are excited to offer support for students who find themselves in the apprentice range. Typically you will find, extra support teachers are available for struggling students and for gifted/ high achieving students. Knowing all students need support, strategies and academic guidance, we felt it was prudent to hire an Interventionist to focus on the students in the middle range. The role of this teacher is to provide academic and instructional support in the areas of reading and math for 3rd, 4th, and 5th grade students falling in the apprentice range. We want every child to succeed. Having an interventionist as an addition to our intermediate team of teachers will ensure all students have an opportunity for individualized skills and lessons. Vocabulary and comprehension will add a focused instruction for students. We are fortunate to now be able to support our novice range students with our Title Assist teacher and assistant. Using data and dialogue from weekly RTI Administration Team meetings, the teachers are sure to focus on the needs of novice/at risk students.

Positive behavior programs and KYCID procedures encourage our students to "ROAR" each day in all settings -- Respect Others and yourself, Always do your best, and Responsibility counts! This year we have also adopted the motto, "Kindness Matters" as a school wide focus.

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 curriculum throughout the day. RTI blocks in reading and math, Drama, differentiation in all subject areas, 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 tests identify strengths/weaknesses of each student which then drives instruction and interventions of direct instruction. 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 one 5th grade student participating in PREP+ Math at Woodland Middle School. At Taylor Mill: we have 16 students in Project ASCENT, 36 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 KYCID procedures encourage our students to "ROAR" each day in all settings -- Respect Others and yourself, Always do your best, and Responsibility counts! This year we have also adopted the motto, "Kindness Matters" as a 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.

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.

Being identified as a Proficient/Progressing and a High Progress School is very exciting. Our focus and deliberacy on writing, reading and math has proven worth while. Improvement in the areas of writing, reading and math were proven on our KPREP scores school wide. Writing gap improved from 11.1%, proficient/distinguished in 2012 to 33.3% in 2013 (district 31.7% and state at 27.4%). Reading gap improved from 36.5% to 45.9% and our math gap improved from 33.0% to 40.0%.

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 purchase of the Schoolwide Writing Curriculum kits for K-5 and Grammar kits for 1-5 grades assisted with our achievements and areas of improvements.

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 areas are areas we continue to improve scores. Science is a definite strength for Taylor Mill students.

Areas we want to improve include: writing, co-teaching, understanding KCAS to a deeper level and moving student growth toward proficient/distinguished levels.

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, Muffin with Mom, parent cooking 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.

PTA was thrilled, and busy, with the return of the fall festival and the Winter Wonderland Luncheon. Our double council SBDM 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, 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, and Lego League. We are excited to add "Tiger Trotters" to our activities at Taylor Mill provided by a grant. Once a week in the fall semester and twice a week in the spring semester, 4th and 5th grade students will run with the goal of competing in a 5K.

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 have state contenders at the Reflections PTA Program. In 2013-14 Taylor Mill added an Odyssey of the Mind Team.

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 now match our school colors at Taylor Mill.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School Improvement Plan

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: 2 Strategies: 2 Activities: 2	Organizational	\$0
2	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	K-Prep Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Program Review	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$5000
5	K-Prep 3rd Grade Proficiency	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$63679
6	Achievement Gap	Objectives: 3 Strategies: 3 Activities: 5	Organizational	\$12000
7	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Tell Survey- Professional Development

Measurable Objective 1:

collaborate to to implement effective process to support teachers to lead professionally through Instructional Practices from 77.4% to 90% by 06/01/2015 as measured by the Tell Survey..

Strategy 1:

Providing Instruction - PD offerings within our own building

PLC meeting topics

Modeling lessons

Coaching opportunities

Teacher learning walks

Research Cited: Tell Survey 2013

Activity - PLC learning community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for teachers instructional coaching, professional learning communities improvements in instructional practices	Professional Learning	08/14/2013	06/30/2014	\$0	No Funding Required	Teacher Leaders and Leadership Team District Consutants and Support Staff Teachers

Measurable Objective 2:

collaborate to Provided supports instructional coaching/ professional learning communities by 06/30/2014 as measured by the TELL Survey results.

Strategy 1:

TELL Survey- Coaching - Provide supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. Taylor Mill Administrative Team will lead PLC's to better embrace the current research based education trends and topics, provide oportunities for teachers to present and lead the meetings and or utilize the district resources to bring in consultants to train-the-trainers, and increase the opportunities for our teachers to showcase their expertise and improve instruction.

Activity - TELL- PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provided instructional coaching/professional learning communities to improvements in instructional practices by teachers.	Professional Learning	08/14/2013	08/01/2014	\$0	No Funding Required	Administrative Team District Consultants Teachers
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Goal 2: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for Kindergarten from 49% in 2013 to 51% by 09/30/2014 as measured by Brigance Results.

Strategy 1:

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

Activity - Kindergarten Readiness Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/01/2013	06/06/2014	\$0	No Funding Required	Teachers (Pre-school/ Kindergarten), Leadership team and parents/families Family Resource Center Coordinator

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.

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	08/01/2013	06/06/2014	\$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 56.0% in 2013 to 66.2% by 10/01/2014 as measured by school report card delivery targets.

Strategy 1:

Differentiation of Instruction - Teachers will be trained to enhance instruction in KCAS strategies in PLC's. RTI administration team will meet weekly to discuss student success and offer teacher support.

Activity - Daily Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily RTI groups for Reading and Math Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0	No Funding Required	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0	No Funding Required	Administration Team Teachers

Goal 4: Program Review

Measurable Objective 1:

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collaborate to increase our schools writing average overall score from 7.0 (Needs Improvement) in 2012 to 8.0 (Proficient). by 06/30/2014 as measured by program review state report.

Strategy 1:

School Wide Writing - Writing will be a focus in all grade levels and subject areas. Writing curriculum with a focus on vocabulary and grammar will be emphasized through Schoolwide Writing Curriculum. 3.8 Paragraph writing strategy will guide student writing.

Activity - Schoolwide Writing Fundamentals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the stages of writing and best practices of the Daily 5 Structure, 3 modes of writing including 3.8 Paragraph Development for Expository Writing.	Professional Learning	08/01/2013	06/06/2014	\$5000	General Fund	Administrative Team, District Consultants, and Teachers

Measurable Objective 2:

collaborate to increase our school's A and H overall average from 5.4 in 2013 to 8 by 06/30/2014 as measured by program review state report.

Strategy 1:

A&H Improvement - Weekly/Monthly updates and monitoring of Program review status will take place

Activity - A&H activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special teachers and classroom teachers will include in lesson plans and instruction including Arts and Humanities. Enrichment activities with gifted and talented students occur weekly. Clubs after school will also target these areas. guest speakers, school wide assemblies, WTME News, enrichment activities and clubs, monthly committee meetings and artifact collection	Direct Instruction	08/01/2013	06/06/2014	\$0	No Funding Required	Special Area Teachers Classroom Teachers Program Review Committee Administrative Team District Consultants- once per trimester

Measurable Objective 3:

collaborate to increase our school's PLCS overall average score from 5.2 in 2013 to 8 by 06/30/2014 as measured by program review state report.

Strategy 1:

PLCS Improvement - Weekly/Monthly updates and monitoring of Program review status will take place

Activity - PLCS Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>.Special teachers and classroom teachers will include in lesson plans and instruction including Practical Living. Enrichment activities with gifted and talented students occur weekly. Clubs after school will also target these areas such as WTMS morning news, TM bank, Energy Wise, family Fun Night and Wellness Committee activities</p> <p>Lesson Plans, Bank, Morning News, Wellness Committee Activities</p>	Direct Instruction	08/01/2013	06/06/2014	\$0	No Funding Required	<p>Special Area Teachers Classroom Teachers Program Review Committee Administrative Team</p> <p>District Consultants- once per trimester</p>
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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 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy 1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title Assist team

Activity - Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540	Title I Part A	Administrative Staff Title Assist Team

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875	Title I Part A	Administrative Staff Intervention Team

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy 1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist. Read Naturally, DIBELS,

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DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - 3rd Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264	Title I Part A	Administrative Team Title Assist Teacher

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000	Title I Part A	Administrative Team Intervention Team

Goal 6: Achievement Gap

Measurable Objective 1:

collaborate to increase achievement for Free and Reduced students so that the percentage of proficient and distinguished in writing increases from 35.2%% in 2013 to 38.7% by 10/01/2014 as measured by school report card delivery targets.

Strategy 1:

Writing Proficiency - Writing will be school wide focus.

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The admin team with district consultants and teachers will revise the Taylor Mill Literacy Plan. This Literacy Plan will provide school wide expectations for all areas of Literacy with emphasis on writing. in a one page format with clear expectations for each grade level.	Policy and Process	08/01/2013	06/06/2014	\$0	No Funding Required	Admin team, consultants and teachers

Activity - Writing Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school is encouraging more writing in all grade levels and all subject areas by featuring student work, monthly principal prompts, 6 on demand prompts with effective feedback (live scoring). Principals collect student work, PLC discussions are focused on the writing, and recognition of writers.	Academic Support Program	08/01/2013	06/06/2014	\$0	No Funding Required	Adminstrators

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Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be purchased to support student achievement in identified eligible students.	Technology	10/01/2013	06/06/2014	\$12000	Title I Part A	Administrators

Measurable Objective 2:

collaborate to increase achievement for students with disabilities in reading from 20.0% to 39.6% by 10/01/2014 as measured by school report card delivery targets.

Strategy 1:

Students with Disabilities in Reading - Teachers will focus on improving reading strategies in special education small groups/individualized instruction. System 44, Read 180, Read Naturally, Reading Mastery, Orton Gillingham, EdMark Reading, Great Leaps, SRA, Unique Learning, Frye Sight Words, New Mark Learning- Everyday Interventions Comprehension Activities, Rewards Reading

Research Cited: Research Based Programs

Activity - Specially Designed Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on improving reading strategies in special education small groups/individualized instruction. System 44, Read 180, Read Naturally, Reading Mastery, Orton Gillingham, EdMark Reading, Great Leaps, SRA, Unique Learning, Frye Sight Words, New Mark Learning- Everyday Interventions Comprehension Activities, Rewards Reading	Direct Instruction	08/14/2013	06/06/2014	\$0	No Funding Required	Special Education Teachers

Measurable Objective 3:

collaborate to increase achievement for students with disabilities in math from 25.5% to 44.5% by 10/01/2014 as measured by school report card delivery targets.

Strategy 1:

Students with Disabilities in Math - Teachers will focus on improving math strategies in special education small groups/individualized instruction

Do the Math, EdMark Math Intervention Activities, Math Line, FASTT math, Compass Learning, SumDog, Small group manipulatives, and Touch Math

Research Cited: Research Based

Activity - Specialized Instruction in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do the Math, EdMark Math Intervention Activities, Math Line, FASTT math, Compass Learning, SumDog, Small group manipulatives, and Touch Math	Direct Instruction	08/01/2013	06/06/2014	\$0	No Funding Required	Special Education Teachers

Goal 7: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% by 05/30/2020 as measured by evaluation results.

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Strategy 1:

PGES - Ensure all leadership is knowledgeable of TPGES components and expectations.

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	01/06/2014	05/30/2015	\$0	No Funding Required	Administrators

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/06/2014	05/30/2015	\$0	No Funding Required	Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TELL- PLCs	Provided instructional coaching/professional learning communities to improvements in instructional practices by teachers.	Professional Learning	08/14/2013	08/01/2014	\$0	Administrative Team District Consultants 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	08/01/2013	06/06/2014	\$0	Preschool and Kindergarten teachers Administrators
Writing Activities	The school is encouraging more writing in all grade levels and all subject areas by featuring student work, monthly principal prompts, 6 on demand prompts with effective feedback (live scoring). Principals collect student work, PLC discussions are focused on the writing, and recognition of writers.	Academic Support Program	08/01/2013	06/06/2014	\$0	Adminstrators
Specialized Instruction win Math	Do the Math, EdMark Math Intervention Activities, Math Line, FASTT math, Compass Learning, SumDog, Small group manipulatives, and Touch Math	Direct Instruction	08/01/2013	06/06/2014	\$0	Special Education Teachers
PLC learning community	Provide opportunities for teachers instructional coaching, professional learning communities improvements in instructional practices	Professional Learning	08/14/2013	06/30/2014	\$0	Teacher Leaders and Leadership Team District Consultants and Support Staff Teachers

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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	08/01/2013	06/06/2014	\$0	Teachers (Pre-school/Kindergarten), Leadership team and parents/families Family Resource Center Coordinator
Professional Development	Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0	Administration Team Teachers
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	01/06/2014	05/30/2015	\$0	Administrators
A&H activities	Special teachers and classroom teachers will include in lesson plans and instruction including Arts and Humanities. Enrichment activities with gifted and talented students occur weekly. Clubs after school will also target these areas. guest speakers, school wide assemblies, WTME News, enrichment activities and clubs, monthly committee meetings and artifact collection	Direct Instruction	08/01/2013	06/06/2014	\$0	Special Area Teachers Classroom Teachers Program Review Committee Administrative Team District Consultants- once per trimester

Comprehensive School Improvement Plan

Taylor Mill Elementary School

Daily Differentiation	Daily RTI groups for Reading and Math Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher
PLCS Improvement	.Special teachers and classroom teachers will include in lesson plans and instruction including Practical Living. Enrichment activities with gifted and talented students occur weekly. Clubs after school will also target these areas such as WTMS morning news, TM bank, Energy Wise, family Fun Night and Wellness Committee activities Lesson Plans, Bank, Morning News, Wellness Committee Activities	Direct Instruction	08/01/2013	06/06/2014	\$0	Special Area Teachers Classroom Teachers Program Review Committee Administrative Team District Consultants- once per trimester
Professional Learning and Support	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/06/2014	05/30/2015	\$0	Administrators
Specially Designed Reading Instruction	Teachers will focus on improving reading strategies in special education small groups/individualized instruction. System 44, Read 180, Read Naturally, Reading Mastery, Orton Gillingham, EdMark Reading, Great Leaps, SRA, Unique Learning, Frye Sight Words, New Mark Learning- Everyday Interventions Comprehension Activities, Rewards Reading	Direct Instruction	08/14/2013	06/06/2014	\$0	Special Education Teachers
Literacy Plan	The admin team with district consultants and teachers will revise the Taylor Mill Literacy Plan. This Literacy Plan will provide school wide expectations for all areas of Literacy with emphasis on writing. in a one page format with clear expectations for each grade level.	Policy and Process	08/01/2013	06/06/2014	\$0	Admin team, consultants and teachers
Total					\$0	

Comprehensive School Improvement Plan

Taylor Mill Elementary School

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Schoolwide Writing Fundamentals	Teachers will be trained in the stages of writing and best practices of the Daily 5 Structure, 3 modes of writing including 3.8 Paragraph Development for Expository Writing.	Professional Learning	08/01/2013	06/06/2014	\$5000	Administrative Team, District Consultants, and Teachers
Total					\$5000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000	Administrative Team Intervention Team
Do the Math	Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540	Administrative Staff Title Assist Team
Interventions	Technology will be purchased to support student achievement in identified eligible students.	Technology	10/01/2013	06/06/2014	\$12000	Administrators
3rd Reading	Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264	Administrative Team Title Assist Teacher
Interventions	Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875	Administrative Staff Intervention Team
Total					\$75679	

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?**

KPREP Delivery Target Report 2011-2012 revealed overall writing is an area of deficit at Taylor Mill Elementary. With pride, the 2012-13 school year revealed our writing score is no longer a deficit area but an area of growth. The question is now, what will we adjust to continue to improve student success in writing overall and to maintain the growth?

Implementing a consistent school wide writing program from K-5 methodically guiding teachers and students through each stage of the writing process to provide a range of writing for a variety of tasks purposes and audiences. We are adding Schoolwide Grammar Kits 1-5th grade as well.

The data did inform us that we were above the district and state average, 1.6 points above the district and 5.9 points above the state in writing scores.

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?

For the past 4 testing cycles Taylor Mill has shown growth each year in the areas of reading, math and our overall score. This year our School Ranking increased by 132 positions placing us 99 out of 730 Elementary Schools. This advanced us to a Proficient -Highly Progressing School. We met our Annual Measurable Objectives (AMO). Catapulting Taylor Mill to the top 10% of improvement overall.

-Taylor Mill ranked 2nd in our district a mere 1.9 points behind the top ranking school. This is due to our growth overall.

-We earned an 86 percentile score on KPREP test for 2012-2013 overall score. In 2009 we were at the 70th percentile, 2010 at 53rd percentile, 2011 at 64th percentile, and last year in 2012 we were at the Needs Improvement Classification of 69th percentile. This is a growth of 17 percentile points.

-Our Accountability Performance Points in the area of Achievement was 24.1, Gap 15.1, Growth 29.0. Totaling a 68.2 overall score. We are only 4 percentile points away from being a Distinguished School.

-In the area of Writing we showed great growth from 11.1 to 33.3 (a growth of 22.2). Reading achievement was 80.3

-Winner of the iPad Cart Grant made available by the BOE.

-TIC PBIS results improved from 77% to 82%

-Administrators and/or District Consultants held weekly focused PLC's where we worked together to disaggregate data, write a new ELA Policy, teach strategies and model current practices for our teachers to take back to the classroom and provide resources that could be used immediately with students.

-We designed a professional development plan in writing with the Northern KY Co-Op where we had a laser focus on writing. We made sure our staff knew the 3 Modes of Writing and every child was writing across content areas. Teachers submitted student writing pieces based on the continuum for feedback and showcasing.

-We purchased the entire series of Do the Math. Teachers used it with validity grades 2-5th for RTI small and large group instruction. Taylor Mill was an observation site for other teachers in our district to see this series in action.

-Writer of the Week Block features student writing. Students were guests on the live morning WTMS news to read their writing. Writing was showcased every week.

-School Wide Spot Light on Writing where the principal selected a topic/prompt for students. We provided selected times for students to write throughout our school.

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

-Weekly Kid, Writing and/or Crate Talks during team meetings. Where teachers and staff shared information about our student's academic needs and made a plan of action to address those needs.

-Monthly RTI meetings with administrators and support staff. The information from Kid Talks was used to implement the next step for students.

-School Wide On Demand Assessments were held monthly, focusing on KPREP test like material and grade appropriate testing strategies in Reading, Writing and/or Math starting in November.

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:

In Math 23% of our GAP students fell in the Novice category. We will target these students 4 days a week in small RTI groups using Do The Math. The Title 1 teacher and assistant will support struggling/at risk students in small RTI groups daily. Computer assisted math programs will be utilized to build basic skills and strengthen number sense.

Reading skills for students, primarily in the 3-5th grades, will be supported by Title 1 teaching team in and out of the classroom. Small group RTI will occur daily with research based programs such as Read Naturally and Read 180/ System 44. RTA and Reading Intervention will address early primary students.

-Target our Novice and Apprentice students which make up 54% of our Reading accountability scores.

-LDC Module in 4th and 5th grade will enrich classroom core instruction tying together ELA/Social Studies and ELA/Science. This cross curricular approach will bring real world situations into our everyday instruction.

-Our Novice and Apprentice GAP group make up 66.7% of our total GAP writing score. Schoolwide Writing curriculum and our Interventionist will target this group in whole, small and RTI groups.

-Vocabulary instruction in all content areas is being implemented in 3rd, 4th and 5th grades.

Conclusion

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

Overall, writing is the area of emphasis for Taylor Mill Elementary teachers and students. The revision of our SBDM Writing policy was a place to begin. We will implement our new Writing curriculum, Schoolwide Series, and the grammar kits. Principal Prompts will be provided to K-5 to showcase student writing each month. Reading and Math instruction will continue to be a priority in every classroom every day. Our teachers will continue to grow as professionals and facilitators in these areas of curriculum.

Our next steps continue to include providing PLC's, job embedded professional development, and resources to our teachers to implement the writing program. Building the foundations of a strong school wide writing community will require time, continued support, commitment and resources. Student writing will have a myriad of opportunities occur across content and grade levels. Students will be recognized for their efforts.

Embracing a school wide master schedule will allow our staff to adhere to specific and purposeful instructional times. Staff will maximize RTI groups and serve students in areas of academic need.

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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	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	N/A	

Comprehensive School Improvement Plan

Taylor Mill Elementary School

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	N/A	

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

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		

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		

Comprehensive School Improvement Plan

Taylor Mill Elementary School

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		

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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		

Comprehensive School Improvement Plan

Taylor Mill Elementary School

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		

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 and linked to our district 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 specialist 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		

Comprehensive School Improvement Plan

Taylor Mill Elementary School

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		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators 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		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I targeted assistance programs as outlined in Section 1115 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required targeted assistance planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Activities to Ensure Students Meet State Standards

Activities to Ensure Students Meet State Standards

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 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title Assist team

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	09/04/2012	06/07/2013	\$15000 - Title I Part A	Administrative Staff Title Assist Team

Goal 2:

Achievement Gap

Measurable Objective 1:

collaborate to increase achievement for Free and Reduced students so that the percentage of proficient and distinguished in writing increases from 35.2%% in 2013 to 38.7% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Writing Proficiency - Writing will be school wide focus.

Research Cited:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

Activity - Writing Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is encouraging more writing in all grade levels and all subject areas by featuring student work, monthly principal prompts, 6 on demand prompts with effective feedback (live scoring). Principals collect student work, PLC discussions are focused on the writing, and recognition of writers.	Academic Support Program	09/03/2012	06/07/2013	\$0 - No Funding Required	Adminstrators

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The admin team with district consultants and teachers will revise the Taylor Mill Literacy Plan. This Literacy Plan will provide school wide expecations for all areas of Literacy with emphasis on writing.	Policy and Process	08/14/2013	06/30/2014	\$0 - No Funding Required	Admin team, consultants and teachers

Narrative:

In order to provide support to students falling in the at-risk and/or novice areas in reading and math, Taylor Mill will use the Title Assist program to support identified students. A part time Title Assist teacher will instruct reading three days a week in 2nd through 5th grades using Read Naturally. A full time Title assistant will support the math needs of our students in 1st through 5th grades using Scholastic: Do the Math. Data will be obtained weekly and brought to the RTI Adminstrative Team meeting to discuss the strategies used to ensure they are meeting the targeted needs of each student. If data does not show improvement/growth, the student will be considered for an alternate research based program or a SAT referral. Weekly progress monitoring and school/state assessments will compile data that will guide the Title team throughout the year.

Component 2: School Planning

Component 3: Effective Methods and Instructional Strategies

Component 4: Coordinate and Support Regular Program

Component 5: Instruction by Highly Qualified Teachers and Paraeducators

Component 6: High Quality Professional Development

Component 7: Parent Involvement

Component 8: Coordination and Integration of Programs

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I targeted assistance programs as outlined in Section 1115 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required targeted assistance planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Activities to Ensure Students Meet State Standards

Activities to Ensure Students Meet State Standards

Goal 1:

K-Prep 3rd Grade Proficiency

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist. Read Naturally, DIBELS, DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000 - Title I Part A	Administrative Team Intervention Team

Activity - 3rd Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264 - Title I Part A	Administrative Team Title Assist Teacher

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title Assist team

Research Cited:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875 - Title I Part A	Administrative Staff Intervention Team

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540 - Title I Part A	Administrative Staff Title Assist Team

Narrative:

In our first year in receiving our Title I funds we hired a full time assistant and a part time teacher to focus on at risk students in reading and in math. Reading and math interventions are provided daily in 1st through 5th grades using research based programs. We collect progress monitoring data weekly. The RTI team reviews the data weekly ensure students are making gains. After 6 data points or 12 weeks, each student's progress will be reviewed to see if the intervention program needs to be adjusted. We also administer MAP 3 times a year, which gives us an overview to student progress.

Component 2: School Planning

School Planning

Goal 1:

K-Prep Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 56.0%in 2013 to 66.2% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Differentiation of Instruction - Teachers will be trained to enhance instruction in KCAS strategies in PLC's. RTI admistration team will meet weekly to discuss student success and offer teacher support.

Research Cited:

Activity - Daily Differentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily RTI groups for Reading and Math Intervention Specialist Teacher, full timeTitle Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full timeTitle Assist Instructional Assistant, part time Title teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0 - No Funding Required	Administration Team Teachers

Goal 2:

K-Prep 3rd Grade Proficiency

Measurable Objective 1:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist.

Read Naturally, DIBELS, DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - 3rd Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264 - Title I Part A	Administrative Team Title Assist Teacher

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000 - Title I Part A	Administrative Team Intervention Team

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title Assist team

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540 - Title I Part A	Administrative Staff Title Assist Team

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875 - Title I Part A	Administrative Staff Intervention Team

Narrative:

We used the following data sources: MAP, K-PREP and DIBELS to develop Targeted Assistance Services. We identified the area to be reading and math in grades 1-5. The RTI team which consists of principal, assistant principal, guidance counselor, and school psychologist monitors the identification of Title 1 students. The Title I teacher and assistant follow research based programs to offer pull out services to students as well as a collaborative classroom approach. Title 1 services are services of sufficient size and scope to provide quality supplemental instruction to participating students.

Component 3: Effective Methods and Instructional Strategies

Effective Methods and Instructional Strategies

Goal 1:

K-Prep Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 56.0%in 2013 to 66.2% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Differentiation of Instruction - Teachers will be trained to enhance instruction in KCAS strategies in PLC's. RTI admistration team will meet weekly to discuss student success and offer teacher support.

Research Cited:

Activity - Daily Differentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily RTI groups for Reading and Math Intervention Specialist Teacher, full timeTitle Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full timeTitle Assist Instructional Assistant, part time Title teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0 - No Funding Required	Administration Team Teachers

Goal 2:

K-Prep 3rd Grade Proficiency

Measurable Objective 1:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title Assist team

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540 - Title I Part A	Administrative Staff Title Assist Team

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875 - Title I Part A	Administrative Staff Intervention Team

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist.

Read Naturally, DIBELS, DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - 3rd Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264 - Title I Part A	Administrative Team Title Assist Teacher

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000 - Title I Part A	Administrative Team Intervention Team

Narrative:

Title I teachers and paraeducators use scientifically based strategies daily. We also utilize Do The Math Program and Read Naturally Program as the primary research based programs. The targeted students also use the individualized pathways created in Compass Learning. These pathways are based on MAP data and are tailored to the area of need in reading and math for each student. The achievement gap will be eliminated between various groups of participating students, as we individualize small group instruction to identified students. The needs of low-achieving Title I students will be met through research based programs and weekly progress monitoring. Summer school opportunities will be available for Title I students. The identified students are provided supplemental instruction to minimize removal from regular classrooms during regular school hours through our collaborative model.

Component 4: Coordinate and Support Regular Program

Coordinate and Support Regular Program

Goal 1:

K-Prep Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 56.0%in 2013 to 66.2% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Differentiation of Instruction - Teachers will be trained to enhance instruction in KCAS strategies in PLC's. RTI admistration team will meet weekly to discuss student success and offer teacher support.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0 - No Funding Required	Administration Team Teachers

Activity - Daily Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily RTI groups for Reading and Math Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher

Goal 2:

K-Prep 3rd Grade Proficiency

Measurable Objective 1:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title Assist team

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540 - Title I Part A	Administrative Staff Title Assist Team

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875 - Title I Part A	Administrative Staff Intervention Team

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist.

Read Naturally, DIBELS, DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - 3rd Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264 - Title I Part A	Administrative Team Title Assist Teacher

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000 - Title I Part A	Administrative Team Intervention Team

Narrative:

Taylor Mill Elementary school will attempt to ease participating Title I students' transition from early childhood programs to elementary school programs through open house events, Jump Start events, and FRC community trainings. The Title I supplemental services coordinate with the regular education programs through collaboration models, team meetings and data analysis meetings. Title I staff and regular education staff jointly plan, on a regular basis, to meet the academic needs of the identified Title I students during PLC meetings, team meetings and faculty meetings.

Component 5: Instruction by Highly Qualified Teachers and Paraeducators

Instruction by Highly Qualified Teachers and Paraeducators

Goal 1:

Tell Survey- Professional Development

Measurable Objective 1:

collaborate to Provided supports instructional coaching/ professional learning communities by 06/30/2014 as measured by the TELL Survey results.

Strategy1:

TELL Survey- Coaching - Provide supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. Taylor Mill Administrative Team will lead PLC's to better embrace the current research based education trends and topics, provide opportunities for teachers to present and lead the meetings and or utilize the district resources to bring in consultants to train-the-trainers, and increase the opportunities for our teachers to showcase their expertise and improve instruction.

Research Cited:

Activity - TELL- PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provided instructional coaching/professional learning communities to improvements in instructional practices by teachers.	Professional Learning	08/14/2013	08/01/2014	\$0 - No Funding Required	Administrative Team District Consultants Teachers

Measurable Objective 2:

collaborate to to implement effective process to support teachers to lead professionally through Instructional Practices from 77.4% to 90% by 06/01/2015 as measured by the Tell Survey..

Strategy1:

Providing Instruction - PD offerings within our own building

PLC meeting topics

Modeling lessons

Coaching opportunities

Teacher learning walks

Research Cited: Tell Survey 2013

Comprehensive School Improvement Plan

Taylor Mill Elementary School

Activity - PLC learning community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for teachers instructional coaching, professional learning communities improvements in instructional practices	Professional Learning	08/14/2013	06/30/2014	\$0 - No Funding Required	Teacher Leaders and Leadership Team District Consultants and Support Staff Teachers

Narrative:

Our Title I teacher is highly qualified and is certified in the grade levels in which she is teaching. Our Title I paraeducator is highly qualified and has a college degree. All staff, classified and certified, must receive up to 24 hours of professional development to improve the skills used to assist with student learning. The training is centered around KCAS standards and is based on researched based strategies.

Component 6: High Quality Professional Development

High Quality Professional Development

Goal 1:

Tell Survey- Professional Development

Measurable Objective 1:

collaborate to Provided supports instructional coaching/ professional learning communities by 06/30/2014 as measured by the TELL Survey results.

Strategy1:

TELL Survey- Coaching - Provide supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. Taylor Mill Administrative Team will lead PLC's to better embrace the current research based education trends and topics, provide opportunities for teachers to present and lead the meetings and or utilize the district resources to bring in consultants to train-the-trainers, and increase the opportunities for our teachers to showcase their expertise and improve instruction.

Research Cited:

Activity - TELL- PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provided instructional coaching/professional learning communities to improvements in instructional practices by teachers.	Professional Learning	08/14/2013	08/01/2014	\$0 - No Funding Required	Administrative Team District Consultants Teachers

Measurable Objective 2:

collaborate to to implement effective process to support teachers to lead professionally through Instructional Practices from 77.4% to 90% by 06/01/2015 as measured by the Tell Survey..

Strategy1:

Providing Instruction - PD offerings within our own building

PLC meeting topics

Modeling lessons

Coaching opportunities

Teacher learning walks

Research Cited: Tell Survey 2013

Comprehensive School Improvement Plan

Taylor Mill Elementary School

Activity - PLC learning community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for teachers instructional coaching, professional learning communities improvements in instructional practices	Professional Learning	08/14/2013	06/30/2014	\$0 - No Funding Required	Teacher Leaders and Leadership Team District Consultants and Support Staff Teachers

Goal 2:

K-Prep Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 56.0%in 2013 to 66.2% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Differentiation of Instruction - Teachers will be trained to enhance instruction in KCAS strategies in PLC's. RTI administration team will meet weekly to discuss student success and offer teacher support.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0 - No Funding Required	Administration Team Teachers

Activity - Daily Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily RTI groups for Reading and Math Intervention Specialist Teacher, full timeTitle Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full timeTitle Assist Instructional Assistant, part time Title teacher

Goal 3:

K-Prep 3rd Grade Proficiency

Measurable Objective 1:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title

Assist team

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540 - Title I Part A	Administrative Staff Title Assist Team

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875 - Title I Part A	Administrative Staff Intervention Team

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist.

Read Naturally, DIBELS, DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000 - Title I Part A	Administrative Team Intervention Team

Activity - 3rd Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264 - Title I Part A	Administrative Team Title Assist Teacher

Narrative:

Professional development (PD) is planned to improve the instruction in the focus/content areas for Title I and other staff. It is based on KCAS standards and research based strategies. Title 1 staff have been trained in reading and math. Training is provided for the specific programs they are using. Data analysis is used to guide the planning of training in the area that teachers need. During this data analysis discussion and questions lead to further PD instruction and trainings. All PD sessions are tied to the Comprehensive School Improvement Plan. The PD that is offered is followed up through PLC meetings. PLC meetings are lead by administrators, central office consultants and national consultants trained in the intervention programs. Student progress will be monitored and this will allow us to see if the strategies shared in PD sessions are being used. We will also use learning walks to observe implementation of new learning.

Component 7: Parent Involvement

Parent Involvement

Goal 1:

K-Prep Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 56.0%in 2013 to 66.2% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Differentiation of Instruction - Teachers will be trained to enhance instruction in KCAS strategies in PLC's. RTI admistration team will meet weekly to discuss student success and offer teacher support.

Research Cited:

Activity - Daily Differentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily RTI groups for Reading and Math Intervention Specialist Teacher, full timeTitle Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full timeTitle Assist Instructional Assistant, part time Title teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0 - No Funding Required	Administration Team Teachers

Goal 2:

K-Prep 3rd Grade Proficiency

Measurable Objective 1:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title

Assist team

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875 - Title I Part A	Administrative Staff Intervention Team

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540 - Title I Part A	Administrative Staff Title Assist Team

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist.

Read Naturally, DIBELS, DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000 - Title I Part A	Administrative Team Intervention Team

Activity - 3rd Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264 - Title I Part A	Administrative Team Title Assist Teacher

Narrative:

Title 1 Parents were invited to our parent night. At the Family Literacy Night, parents were invited to read to their children and to use the technology students use throughout the school day. A training was offered on how to understand assessments such as KPREP and MAP. Parent conferences are also held to train parents on reading and understanding the assessment information that comes home. The FRC advisory council also has a parent of a Title 1 student as a member on the advisory committee. The FRC Committee plans many of these parent trainings/ activities. The district offered a Title 1 night and the principal, FRC Coordinator and parent of a Title 1 student worked on the Compact, Parent Involvement Policy and Evaluation of our Parent Involvement Program. Teachers were trained on how to lead positive parents conferences and resources were provided on this subject. Title 1 staff work with the FRC coordinator to plan parent nights and use her as a resource when they see identified students' needs arise.

Component 8: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

K-Prep Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP proficiency scores from 56.0%in 2013 to 66.2% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Differentiation of Instruction - Teachers will be trained to enhance instruction in KCAS strategies in PLC's. RTI admistration team will meet weekly to discuss student success and offer teacher support.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0 - No Funding Required	Administration Team Teachers

Activity - Daily Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily RTI groups for Reading and Math Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher

Goal 2:

K-Prep 3rd Grade Proficiency

Measurable Objective 1:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title Assist team

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875 - Title I Part A	Administrative Staff Intervention Team

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540 - Title I Part A	Administrative Staff Title Assist Team

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist.

Read Naturally, DIBELS, DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - 3rd Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264 - Title I Part A	Administrative Team Title Assist Teacher

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000 - Title I Part A	Administrative Team Intervention Team

Narrative:

The Tier I, II, and III structure of the academic program allows for the coordination of funding sources to meet the individual needs of all students. Title I staff and regular classroom teachers collaborate to provide a quality program to each identified child to increase student achievement.

School Safety Diagnostic

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	Attached	TM Safety Plan

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Sept. 17, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 17, 2013	

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	September 25, 2013: First Responders dates of SBDM review September 17, 2013	

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	August 12, 2013 We reviewed as much as we had completed on the plan. Next year, our policy will include completion and review of our plan by local authorities by July 1 and reviewed with staff on Opening Day.	

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
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Comprehensive School Improvement Plan

Taylor Mill Elementary School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 25, 2013	

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

Label	Assurance	Response	Comment	Attachment
12.	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
13.	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		

Label	Assurance	Response	Comment	Attachment
14.	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		

Compliance and Accountability - Elementary 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 2014. 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 TELL KY Survey results.

Goal 1:

Tell Survey- Professional Development

Measurable Objective 1:

collaborate to to implement effective process to support teachers to lead professionally through Instructional Practices from 77.4% to 90% by 06/01/2015 as measured by the Tell Survey..

Strategy1:

- Providing Instruction - PD offerings within our own building
- PLC meeting topics
- Modeling lessons
- Coaching opportunities
- Teacher learning walks

Research Cited: Tell Survey 2013

Activity - PLC learning community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for teachers instructional coaching, professional learning communities improvements in instructional practices	Professional Learning	08/14/2013	06/30/2014	\$0 - No Funding Required	Teacher Leaders and Leadership Team District Consultants and Support Staff Teachers

Measurable Objective 2:

collaborate to Provided supports instructional coaching/ professional learning communities by 06/30/2014 as measured by the TELL Survey results.

Strategy1:

TELL Survey- Coaching - Provide supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. Taylor Mill Administrative Team will lead PLC's to better embrace the current research based education trends and topics, provide opportunities for teachers to present and lead the meetings and or utilize the district resources to bring in consultants to train-the-trainers, and increase the opportunities for our teachers to showcase their expertise and improve instruction.

Research Cited:

Comprehensive School Improvement Plan

Taylor Mill Elementary School

Activity - TELL- PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provided instructional coaching/professional learning communities to improvements in instructional practices by teachers.	Professional Learning	08/14/2013	08/01/2014	\$0 - No Funding Required	Administrative Team District Consultants 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 56.0% in 2013 to 66.2% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Differentiation of Instruction - Teachers will be trained to enhance instruction in KCAS strategies in PLC's. RTI administration team will meet weekly to discuss student success and offer teacher support.

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, PDs, best practices and classroom plans/structures. Teacher will utilize KCAS standards and timelines to implement support systems like RTA, RI, READ 180, System 44, Number Talks, Daily 5 structure, Do The Math, along with modeling lessons, coaching, learning walks and goal setting to provide direct instruction to students in their differentiated RTI Reading and Math daily groups.	Professional Learning	06/03/2013	06/13/2014	\$0 - No Funding Required	Administration Team Teachers

Activity - Daily Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily RTI groups for Reading and Math Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher will deliver researched based instruction in the areas of reading and math to at-risk students. Homework help will be offered first thing each morning to struggling students, and small RTI groups will be addressed as needed throughout the daily schedule.	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Teachers, support staff, leadership team and district consultants Intervention Specialist Teacher, full time Title Assist Instructional Assistant, part time Title teacher

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All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and ready) for Kindergarten from 49% in 2013 to 51% by 09/30/2014 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.

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	08/01/2013	06/06/2014	\$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.

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	08/01/2013	06/06/2014	\$0 - No Funding Required	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 49% in 2013 to 51% by 09/30/2014 as measured by Brigance Results.

Strategy1:

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

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	08/01/2013	06/06/2014	\$0 - No Funding Required	Teachers (Pre-school/Kindergarten), Leadership team and parents/families Family Resource Center Coordinator

Strategy2:

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.

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	08/01/2013	06/06/2014	\$0 - No Funding Required	Preschool and Kindergarten teachers Administrators

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

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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 50.5% in 2013 to 55.5% by 10/01/2014 as measured by school report card next generation learner achievement for 3rd grade.

Strategy1:

Do the Math - Students will receive "Do the Math" instruction daily provided by teachers and to specific students in small groups in Title Assist team

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data, students were selected to be in a small group to receive instruction with the "Do the Math" Program. Student data is reviewed once a month to check the progress of the student in math.	Academic Support Program	08/01/2013	06/06/2014	\$17540 - Title I Part A	Administrative Staff Title Assist Team

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10875 - Title I Part A	Administrative Staff Intervention Team

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 61.2 in 2013 to 65.1% by 10/01/2014 as measured by School Report Card Next Generation Achievement for 3rd Grade.

Strategy1:

3rd Grade Reading - Implement research based reading strategies through Title Assist teacher, Title Assist assistant, and Interventionist.

Read Naturally, DIBELS, DAZE, and READ 180

Research Cited: Research Based Reading Programs

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs and trainings will be researched and purchased in order to increase student achievement for identified eligible students.	Academic Support Program	10/01/2013	06/06/2014	\$10000 - Title I Part A	Administrative Team Intervention Team

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Activity - 3rd Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve Reading skills through small group instruction provided by Title Assist teacher	Direct Instruction	10/01/2013	06/06/2014	\$25264 - Title I Part A	Administrative Team Title Assist Teacher

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 in reading from 20.0% to 39.6% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Students with Disabilities in Reading - Teachers will focus on improving reading strategies in special education small groups/individualized instruction. System 44, Read 180, Read Naturally, Reading Mastery, Orton Gillingham, EdMark Reading, Great Leaps, SRA, Unique Learning, Frye Sight Words, New Mark Learning- Everyday Interventions Comprehension Activities, Rewards Reading
Research Cited: Research Based Programs

Activity - Specially Designed Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on improving reading strategies in special education small groups/individualized instruction. System 44, Read 180, Read Naturally, Reading Mastery, Orton Gillingham, EdMark Reading, Great Leaps, SRA, Unique Learning, Frye Sight Words, New Mark Learning- Everyday Interventions Comprehension Activities, Rewards Reading	Direct Instruction	08/14/2013	06/06/2014	\$0 - No Funding Required	Special Education Teachers

Measurable Objective 2:

collaborate to increase achievement for students with disabilities in math from 25.5% to 44.5% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Students with Disabilities in Math - Teachers will focus on improving math strategies in special education small groups/individualized instruction
Do the Math, EdMark Math Intervention Activities, Math Line, FASTT math, Compass Learning, SumDog, Small group manipulatives, and Touch Math
Research Cited: Research Based

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Activity - Specialized Instruction win Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, EdMark Math Intervention Activities, Math Line, FASTT math, Compass Learning, SumDog, Small group manipulatives, and Touch Math	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Special Education Teachers

Measurable Objective 3:

collaborate to increase achievement for Free and Reduced students so that the percentage of proficient and distinguished in writing increases from 35.2%% in 2013 to 38.7% by 10/01/2014 as measured by school report card delivery targets.

Strategy1:

Writing Proficiency - Writing will be school wide focus.

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be purchased to support student achievement in identified eligible students.	Technology	10/01/2013	06/06/2014	\$12000 - Title I Part A	Administrators

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The admin team with district consultants and teachers will revise the Taylor Mill Literacy Plan. This Literacy Plan will provide school wide expectations for all areas of Literacy with emphasis on writing. in a one page format with clear expectations for each grade level.	Policy and Process	08/01/2013	06/06/2014	\$0 - No Funding Required	Admin team, consultants and teachers

Activity - Writing Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school is encouraging more writing in all grade levels and all subject areas by featuring student work, monthly principal prompts, 6 on demand prompts with effective feedback (live scoring). Principals collect student work, PLC discussions are focused on the writing, and recognition of writers.	Academic Support Program	08/01/2013	06/06/2014	\$0 - No Funding Required	Administrators

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

Goal 1:

Program Review

Comprehensive School Improvement Plan

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Measurable Objective 1:

collaborate to increase our schools writing average overall score from 7.0 (Needs Improvement) in 2012 to 8.0 (Proficient). by 06/30/2014 as measured by program review state report.

Strategy1:

School Wide Writing - Writing will be a focus in all grade levels and subject areas. Writing curriculum with a focus on vocabulary and grammar will be emphasized through Schoolwide Writing Curriculum. 3.8 Paragraph writing strategy will guide student writing.

Research Cited:

Activity - Schoolwide Writing Fundamentals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the stages of writing and best practices of the Daily 5 Structure, 3 modes of writing including 3.8 Paragraph Development for Expository Writing.	Professional Learning	08/01/2013	06/06/2014	\$5000 - General Fund	Administrative Team, District Consultants, and Teachers

Measurable Objective 2:

collaborate to increase our school's A and H overall average from 5.4 in 2013 to 8 by 06/30/2014 as measured by program review state report.

Strategy1:

A&H Improvement - Weekly/Monthly updates and monitoring of Program review status will take place

Research Cited:

Activity - A&H activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special teachers and classroom teachers will include in lesson plans and instruction including Arts and Humanities. Enrichment activities with gifted and talented students occur weekly. Clubs after school will also target these areas. guest speakers, school wide assemblies, WTME News, enrichment activities and clubs, monthly committee meetings and artifact collection	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Special Area Teachers Classroom Teachers Program Review Committee Administrative Team District Consultants- once per trimester

Measurable Objective 3:

collaborate to increase our school's PLCS overall average score from 5.2 in 2013 to 8 by 06/30/2014 as measured by program review state report.

Strategy1:

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PLCS Improvement - Weekly/Monthly updates and monitoring of Program review status will take place

Research Cited:

Activity - PLCS Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
.Special teachers and classroom teachers will include in lesson plans and instruction including Practical Living. Enrichment activities with gifted and talented students occur weekly. Clubs after school will also target these areas such as WTMS morning news, TM bank, Energy Wise, family Fun Night and Wellness Committee activities Lesson Plans, Bank, Morning News, Wellness Committee Activities	Direct Instruction	08/01/2013	06/06/2014	\$0 - No Funding Required	Special Area Teachers Classroom Teachers Program Review Committee Administrative Team District Consultants- once per trimester