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17.18 TM CSIP Phase II: Diagnostic_12012017_14:10

Equitable Access to Effective Educators School

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

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Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. NOTE: Attachments Required At Taylor Mill Elementary, our largest Gap population is students from poverty. This percentage has risen over the last several years and now qualifies us as a full Title 1 school. This along with the fact that we have fairly low teacher turnover means that we are able to build strong relationships with both our students and their families. A changing school population means changing student needs. This will require training for experienced staff as well as an induction plan for new staff members. Also, our working conditions data for school leadership and community engagement are high, while our managing student conduct data is lower and will require strategic focus in order to address.

ATTACHMENTS Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your school's barriers to ensuring equitable access to effective educators for the students most at- risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the reasons why these barriers exist. NOTE: Attachments Optional One barrier that is clear in the hiring of quality teachers is low number of teachers who are certified in special education and preschool areas. These are both areas that have strong implications for the success of students with a high level of needed support which is why it is so important to be able to hire staff members who are dedicated, knowledgeable, and highly proficient at their craft. When an opening occurs in these areas, the number of qualified applicants is so low compared to that of an opening in a general education area.

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Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures

within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.

- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below. ***Goals should be set high enough to encourage and inspire increased effort while still being attainable. NOTE: Attachments Optional Objective 1: We will collaborate to increase the average combined reading and math KPREP Proficiency scores from 57.4% in 2017 to 65.5% in 2019 as measured by school report card delivery target. • KCWP 2: Design and Deliver Instruction • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Professional development based on researched best practices, weekly staff insides, walkthroughs w aligned feedback Ongoing, job-embedded PD

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Admin, Teachers \$0 Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Focus on PLC structure w reflection Ongoing, job-embedded PD Admin, Curriculum Consultant, Teachers

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Strategies and Activities:

Identify at least one strategy and activity to address each goal identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section. ***The purpose is to ensure that equitable access to effective educators is incorporated into school planning. NOTE: Attachments Optional Enable students to develop leadership roles within the classroom. Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children. Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.v

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Taylor Mill Elementary School ATTACHMENT SUMMARY

Attachment Name Description Item(s)

17.18 TM School Equity Data FY18

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