



Comprehensive School Improvement Plan

Taylor Mill Elementary School

Kenton County

Mrs. Melody Stacy
5907 Taylor Mill Rd
Covington, KY 41015

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		16.16 TM School_Equity_Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

At Taylor Mill Elementary, our largest Gap population is students from poverty. This percentage has risen over the last several years and has just recently qualified us as a full Title 1 school. This along with the fact that we have fairly low teacher turnover means that we have to a significant portion of our teachers who have taught at our school during this change. 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.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

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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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		16.17 TM School_Equity_Goals

Equitable access to effective educators must be reflected 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 teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Novice Reduction

Measurable Objective 1:

collaborate to reduce the percentage of students scoring at the novice level in reading and math from a combined percentage of 24.6% in 2016 to 19% by 09/30/2017 as measured by KPREP results.

Strategy1:

Data Analysis - A focus on ensuring all student needs are being met will be supported through data analysis. Data will be analyzed at all levels, including school, grade-level, classroom, and student data. This analysis will be supported through professional learning and meetings with staff members throughout the school year.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Administration

Activity - Growth Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

Strategy2:

Instructional Program - Our instructional program will be analyzed and improved so that it is aligned with the KCAS and is best meeting the needs of our students in order to decrease the number of students scoring in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000 - General Fund	Administration

Activity - RTI Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0 - General Fund	Administration

Goal 2:

Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 55.6% in 2016 to 67.6% by 09/30/2017 as measured by school report card delivery target.

Strategy1:

Teacher Professional Learning - A focus will be made on increasing teacher effectiveness through professional learning, coaching and feedback.

Category: Professional Learning & Support

Research Cited:

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Activity - Instructional Monitoring & Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improved instruction through professional learning and monitoring and specific coaching feedback through targeted PPR Walks specifically around instructional priorities and quality instructional indicators	Professional Learning	08/10/2016	06/01/2017	\$0 - General Fund	Administration

Activity - Teacher Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional priorities to increase teacher clarity, high expectations, and feedback supported by professional development, PLCs, weekly staff newsletter.	Professional Learning	08/01/2016	06/01/2017	\$0 - General Fund	Administration

Strategy2:

Instructional Program - The reading and math instructional programs will be improved and aligned to ensure fidelity to the KCAS and needs of all students are being met. This will include Tier 1 core programs along with Tiers 2 and 3 interventions.

Category: Learning Systems

Research Cited:

Activity - Instructional Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue regular flexible grouping of students through data reviewed in RTI	Academic Support Program	08/10/2016	06/01/2017	\$0 - General Fund	Administration

Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A new math program will be implemented that will address core math instruction at K-5 along with Tiers 2 and 3 math interventions. This program alignment will help ensure the transition from primary to intermediate is meeting students needs, particularly addressing 3rd grade proficiency.	Academic Support Program	01/01/2017	06/01/2017	\$60000 - General Fund	Administration

Goal 3:

Gap

Measurable Objective 1:

collaborate to increase achievement for all Gap students so that the percent of proficient and distinguished in reading increases from 42.5% in 2016 to 58.9% by 09/30/2017 as measured by school report card delivery targets.

Strategy1:

Data Analysis - A focus on ensuring all student needs are being met will be supported through data analysis. Data will be analyzed at all

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levels, including school, grade-level, classroom, and student data. This analysis will be supported through professional learning and meetings with staff members throughout the school year.

Category: Continuous Improvement

Research Cited:

Activity - Growth Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Administration

Strategy2:

Instructional Program - Our instructional program will be analyzed and improved so that it is aligned with the KCAS and is best meeting the needs of our gap students.

Category: Continuous Improvement

Research Cited:

Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000 - General Fund	Administration

Activity - RTI Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

SBDM Council members

Teacher Leader members

Administration team

Relationship Building

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 2.86

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

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

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

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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

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

Advocacy

Overall Rating: 2.33

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 2.67

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

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

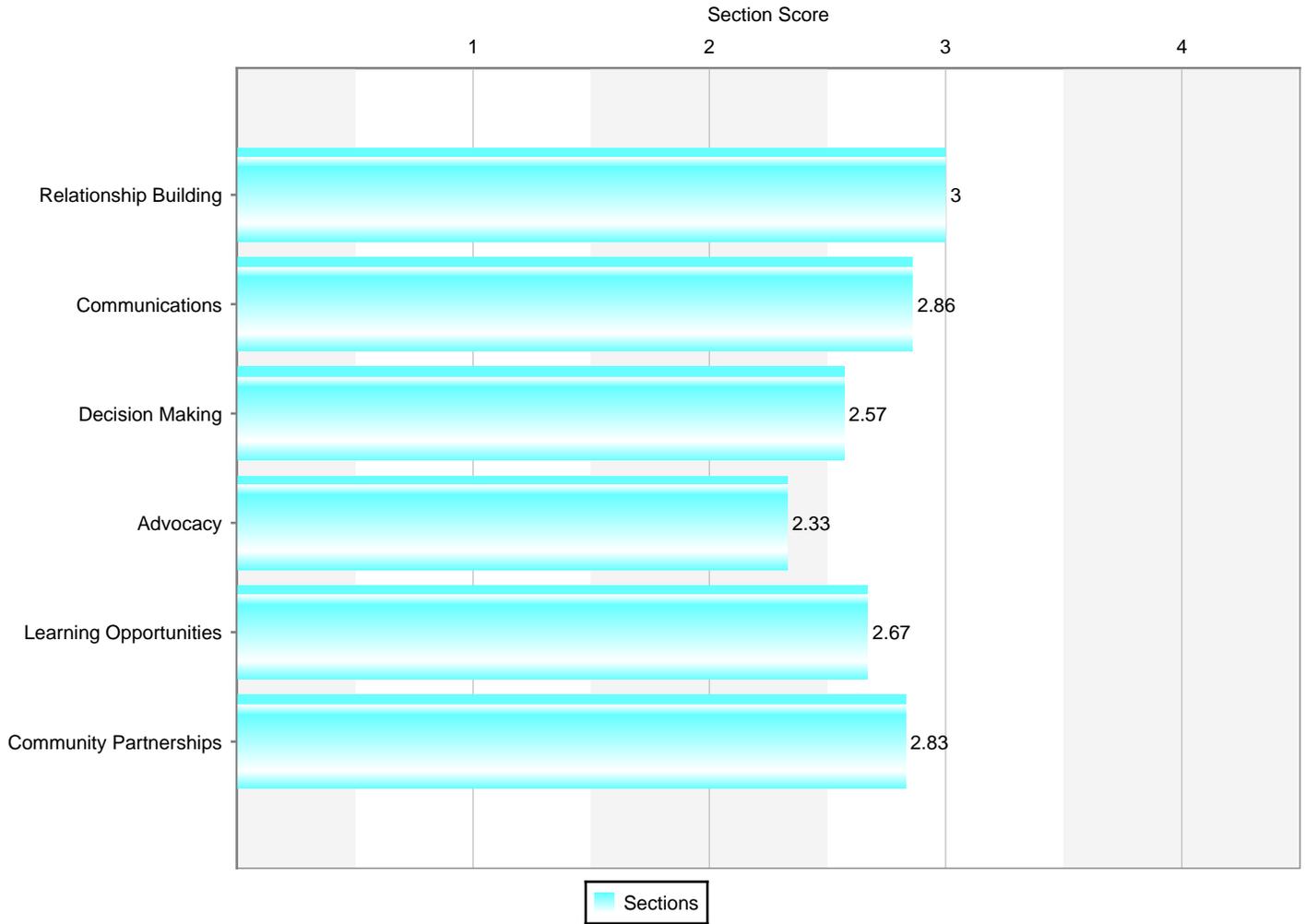
Reflection

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

Our school plan has integrated multiple data to prioritize needs and then involved stakeholders in the data to identify next steps and resources needed to improve student achievement.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We used a variety of groups and meetings to develop our school improvement plan. Along with the entire staff being involved in data analysis and determination of next steps through both PLCs, faculty meetings, and professional development sessions, there was an identified group of teacher leaders who analyzed data and gave feedback, as well. Further, the SBDM council was used to analyze data, reflect on staff's analysis and then give feedback to goals, objectives, and activities.

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

Our SBDM, committees, administrative team, teacher leader team, and staff work to review data, goals, objectives, and strategies. The SBDM double council is made up of 4 parents, 6 teachers, 1 assistant principal and 1 principal. Each grade level has a teacher representative on teacher leader team. Together these members and committees analyze the data to find strengths and weaknesses of our results. The information gained through the analysis is then used to determine the next steps needed in the CSIP.

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

During the entire process, all groups mentioned have been given updated analysis, next steps, goals, objectives, and activities. Within each step, feedback is requested and then revisions are made. After all revisions have been made, the final draft of the CSIP is brought before the SBDM committee for approval. Once the approval of SBDM is complete the plan is shared and discussed with all staff members and stakeholders in its final form. The plan is then shared/available via our website, PLC meetings, faculty meetings and PTA meetings throughout the year.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Our data analysis involves all stakeholders and all levels of data including school, grade, class/teacher, and student data. This information allows us to identify our strengths and weaknesses and informs next steps.

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?

Our writing scores have continued to improve and our program reviews continue to be an area of strength. Within achievement, our math scores increased along with our math growth.

Opportunities for Improvement

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

Our overall achievement declined and, in particular, our reading achievement decreased. We need to improve our gap proficiency for both reading and math and need to work to decrease our novice scores across content areas. This data analysis has been given careful consideration and informed the entirety of our CSIP.

Conclusion

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

We are dedicated to continuous improvement and developing our instructional practices in all areas. We will continue to research best practices and analyze what we are currently doing to ensure we are meeting the needs of all of our students.

CSIP Goals & Plans 2016-17

Overview

Plan Name

CSIP Goals & Plans 2016-17

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	Novice Reduction	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$60000
2	TELL	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$22880
3	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$1000
4	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Program Review	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$8500
6	Proficiency	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$60000
7	Gap	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$60000

Goal 1: Novice Reduction

Measurable Objective 1:

collaborate to reduce the percentage of students scoring at the novice level in reading and math from a combined percentage of 24.6% in 2016 to 19% by 09/30/2017 as measured by KPREP results.

Strategy 1:

Instructional Program - Our instructional program will be analyzed and improved so that it is aligned with the KCAS and is best meeting the needs of our students in order to decrease the number of students scoring in the novice range.

Category: Continuous Improvement

Activity - RTI Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0	General Fund	Administration

Activity - Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000	General Fund	Administration

Strategy 2:

Data Analysis - A focus on ensuring all student needs are being met will be supported through data analysis. Data will be analyzed at all levels, including school, grade-level, classroom, and student data. This analysis will be supported through professional learning and meetings with staff members throughout the school year.

Category: Continuous Improvement

Activity - Growth Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0	No Funding Required	Administration

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Administration

Goal 2: TELL

Measurable Objective 1:

collaborate to increase the percent of teachers who strongly agree that the administration focuses on teacher leadership from 20% to 30% by 05/31/2017 as measured by Tell Survey results.

Strategy 1:

Communication - A focus will be made on two-way communication among all staff members. This will include various components that will allow for stakeholders to be engaged and informed in all decisions made.

Category: Stakeholder Engagement

Activity - Communication Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A communication plan will be developed and communicated to all staff members. This plan will include both ways for staff members to get communication from administration and be able to communicate back. Among the plan will be to develop and administer monthly teacher survey, share results and next steps with staff.	Policy and Process	07/01/2016	06/30/2017	\$11440	District Funding	Administration

Strategy 2:

Leadership Capacity - Teacher leadership capacity will be built among all staff members through various professional learning opportunities and leadership roles.

Category: Professional Learning & Support

Activity - Teacher Leader Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher leader team will be developed using feedback from staff members. This team will consist of representatives from various grade levels and departments among the staff and will meet weekly to discuss both operational and instructional decisions. There will also be a focus on developing the leadership capacity among these teacher leaders in order to affect sustainable change throughout the staff.	Professional Learning	07/01/2016	06/30/2017	\$11440	District Funding	Administration Teacher Leaders

Activity - Teacher Leadership Capacity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, during formal and informal meetings, professional developments, and in weekly staff communications, resources and activities will be shared to support building leadership capacity among all staff members.	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Administration

Goal 3: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready for Kindergarten from 61.6% to 64% by 09/30/2017 as measured by Brigance Results (100% of students screened with Brigance Assessment).

Strategy 1:

Vertical Alignment - There will be a focus on vertical alignment from the preschool program, kindergarten, and grades 1-5. This alignment will occur during professional development, PLCs, and be supported with instructional feedback.

Category: Continuous Improvement

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers will have regular PLCs with each other and administration weekly and then will be joined periodically by the kindergarten teachers. This will allow for alignment to school priorities as well as discussion of student needs among preschool and kindergarten programs.	Professional Learning	08/10/2016	06/01/2017	\$0	No Funding Required	Administration
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool staff will participate in professional learning that is focused on the needs of preschool students in order to increase the effectiveness of the preschool program.	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Administration
Activity - Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional feedback that aligns with K-5 program will be given to Preschool teachers	Professional Learning	08/10/2016	06/30/2017	\$0	No Funding Required	Administration

Strategy 2:

Communication - There will be a communication plan developed that will include families who have upcoming Kindergarten students.

Category: Stakeholder Engagement

Activity - Communication Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After Kindergarten registration, a focused communication plan will be implemented. This plan will send out resources for families in order to educate parents on what Kindergarten readiness is and how to help prepare their children to be Kindergarten ready.	Parent Involvement	02/01/2017	08/09/2017	\$0	No Funding Required	Administration FRYSC

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Activity - FRYSC resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC will provide "Tiger Cub" gifts to newborn siblings of current students. This gift will include books for the new children.	Community Engagement	01/01/2017	06/30/2017	\$1000	FRYSC	FRYSC

Goal 4: Wellness Plan

Measurable Objective 1:

collaborate to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 06/30/2017 as measured by survey results.

Strategy 1:

Professional Learning - During staff professional development, activities will be developed to ensure awareness of school and district wellness plans

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During staff professional development and in weekly staff communications, activities and resources will be shared to ensure staff awareness of school and district wellness plans.	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Administration

Goal 5: Program Review

Measurable Objective 1:

collaborate to increase our schools GCWL proficient standards from 3.7 in 2016 to 8.0 (Proficient) by 06/01/2017 as measured by Program Review state report.

Strategy 1:

World Language Chinese Program - We will partner with the University of Kentucky's Confucius Institute to begin a Chinese program. This will include the addition of a native Chinese teacher which will allow for both instruction in Mandarin and cultural awareness.

Category: Continuous Improvement

Activity - Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration with Chinese teacher so that Chinese culture integrated into other specials classes	Other - Global Awareness	10/01/2016	06/01/2017	\$500	General Fund	Chinese Teacher Specials Teachers

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Activity - Culture Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chinese culture workshops will be offered to 3-5 grades by Chinese teacher and experts brought in through Confucius Institute	Other - Global Awareness	01/01/2017	06/01/2017	\$0	General Fund	Chinese Teacher Administration

Activity - Chinese Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with Confucius Institute to hire full-time, native Chinese teacher who will offer weekly Mandarin lessons to K-2 students	Academic Support Program	10/03/2016	06/01/2017	\$8000	General Fund	Administration

Activity - Family Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a focus on the education of benefits of early second language acquisition as well as communication of the curriculum implemented.	Parent Involvement	10/01/2016	06/01/2017	\$0	No Funding Required	Administration Chinese teacher

Goal 6: Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 55.6% in 2016 to 67.6% by 09/30/2017 as measured by school report card delivery target.

Strategy 1:

Teacher Professional Learning - A focus will be made on increasing teacher effectiveness through professional learning, coaching and feedback.

Category: Professional Learning & Support

Activity - Teacher Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based instructional priorities to increase teacher clarity, high expectations, and feedback supported by professional development, PLCs, weekly staff newsletter.	Professional Learning	08/01/2016	06/01/2017	\$0	General Fund	Administration

Activity - Instructional Monitoring & Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improved instruction through professional learning and monitoring and specific coaching feedback through targeted PPR Walks specifically around instructional priorities and quality instructional indicators	Professional Learning	08/10/2016	06/01/2017	\$0	General Fund	Administration

Strategy 2:

Instructional Program - The reading and math instructional programs will be improved and aligned to ensure fidelity to the KCAS and needs of all students are being

Comprehensive School Improvement Plan

Taylor Mill Elementary School

met. This will include Tier 1 core programs along with Tiers 2 and 3 interventions.

Category: Learning Systems

Activity - Instructional Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue regular flexible grouping of students through data reviewed in RTI	Academic Support Program	08/10/2016	06/01/2017	\$0	General Fund	Administration

Activity - Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A new math program will be implemented that will address core math instruction at K-5 along with Tiers 2 and 3 math interventions. This program alignment will help ensure the transition from primary to intermediate is meeting students needs, particularly addressing 3rd grade proficiency.	Academic Support Program	01/01/2017	06/01/2017	\$60000	General Fund	Administration

Goal 7: Gap

Measurable Objective 1:

collaborate to increase achievement for all Gap students so that the percent of proficient and distinguished in reading increases from 42.5% in 2016 to 58.9% by 09/30/2017 as measured by school report card delivery targets.

Strategy 1:

Instructional Program - Our instructional program will be analyzed and improved so that it is aligned with the KCAS and is best meeting the needs of our gap students.

Category: Continuous Improvement

Activity - RTI Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Administration

Activity - Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000	General Fund	Administration

Strategy 2:

Data Analysis - A focus on ensuring all student needs are being met will be supported through data analysis. Data will be analyzed at all levels, including school,

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grade-level, classroom, and student data. This analysis will be supported through professional learning and meetings with staff members throughout the school year.

Category: Continuous Improvement

Activity - Growth Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0	No Funding Required	Administration

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication Plan	A communication plan will be developed and communicated to all staff members. This plan will include both ways for staff members to get communication from administration and be able to communicate back. Among the plan will be to develop and administer monthly teacher survey, share results and next steps with staff.	Policy and Process	07/01/2016	06/30/2017	\$11440	Administration
Teacher Leader Team	A teacher leader team will be developed using feedback from staff members. This team will consist of representatives from various grade levels and departments among the staff and will meet weekly to discuss both operational and instructional decisions. There will also be a focus on developing the leadership capacity among these teacher leaders in order to affect sustainable change throughout the staff.	Professional Learning	07/01/2016	06/30/2017	\$11440	Administration Teacher Leaders
Total					\$22880	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Leadership Capacity	Throughout the year, during formal and informal meetings, professional developments, and in weekly staff communications, resources and activities will be shared to support building leadership capacity among all staff members.	Professional Learning	07/01/2016	06/30/2017	\$0	Administration
Family Communication	There will be a focus on the education of benefits of early second language acquisition as well as communication of the curriculum implemented.	Parent Involvement	10/01/2016	06/01/2017	\$0	Administration Chinese teacher
RTI Meetings	There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0	Administration

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Growth Meetings	Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0	Administration
Communication Plan	After Kindergarten registration, a focused communication plan will be implemented. This plan will send out resources for families in order to educate parents on what Kindergarten readiness is and how to help prepare their children to be Kindergarten ready.	Parent Involvement	02/01/2017	08/09/2017	\$0	Administration FRYSC
RTI Meetings	There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0	Administration
Growth Meetings	Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0	Administration
PLCs	Preschool teachers will have regular PLCs with each other and administration weekly and then will be joined periodically by the kindergarten teachers. This will allow for alignment to school priorities as well as discussion of student needs among preschool and kindergarten programs.	Professional Learning	08/10/2016	06/01/2017	\$0	Administration
Professional Learning	During staff professional development and in weekly staff communications, activities and resources will be shared to ensure staff awareness of school and district wellness plans.	Professional Learning	07/01/2016	06/30/2017	\$0	Administration
Professional Learning	Preschool staff will participate in professional learning that is focused on the needs of preschool students in order to increase the effectiveness of the preschool program.	Professional Learning	07/01/2016	06/30/2017	\$0	Administration
RTI Alignment	The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0	Administration
Instructional Feedback	Instructional feedback that aligns with K-5 program will be given to Preschool teachers	Professional Learning	08/10/2016	06/30/2017	\$0	Administration
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Chinese Teacher	Collaborate with Confucius Institute to hire full-time, native Chinese teacher who will offer weekly Mandarin lessons to K-2 students	Academic Support Program	10/03/2016	06/01/2017	\$8000	Administration

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Math Program	A new math program will be implemented that will address core math instruction at K-5 along with Tiers 2 and 3 math interventions. This program alignment will help ensure the transition from primary to intermediate is meeting students needs, particularly addressing 3rd grade proficiency.	Academic Support Program	01/01/2017	06/01/2017	\$60000	Administration
Instructional Groupings	Continue regular flexible grouping of students through data reviewed in RTI	Academic Support Program	08/10/2016	06/01/2017	\$0	Administration
RTI Alignment	The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0	Administration
Culture Workshops	Chinese culture workshops will be offered to 3-5 grades by Chinese teacher and experts brought in through Confucius Institute	Other - Global Awareness	01/01/2017	06/01/2017	\$0	Chinese Teacher Administration
Integration	Collaboration with Chinese teacher so that Chinese culture integrated into other specials classes	Other - Global Awareness	10/01/2016	06/01/2017	\$500	Chinese Teacher Specials Teachers
Teacher Professional Learning	Research-based instructional priorities to increase teacher clarity, high expectations, and feedback supported by professional development, PLCs, weekly staff newsletter.	Professional Learning	08/01/2016	06/01/2017	\$0	Administration
Math Program	The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000	Administration
Instructional Monitoring & Feedback	Improved instruction through professional learning and monitoring and specific coaching feedback through targeted PPR Walks specifically around instructional priorities and quality instructional indicators	Professional Learning	08/10/2016	06/01/2017	\$0	Administration
Math Program	The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000	Administration
Total					\$188500	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC resources	FRYSC will provide "Tiger Cub" gifts to newborn siblings of current students. This gift will include books for the new children.	Community Engagement	01/01/2017	06/30/2017	\$1000	FRYSC
Total					\$1000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who 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.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

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

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

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.	N/A		

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		

Comprehensive School Improvement Plan

Taylor Mill Elementary School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	School page: http://www.kenton.kyschools.us/38/Home CSIP link: http://www.kenton.kyschools.us/docs/CSIP%2015-16.pdf	

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

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

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

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

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

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Taylor Mill Elementary School

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

TELL

Measurable Objective 1:

collaborate to increase the percent of teachers who strongly agree that the administration focuses on teacher leadership from 20% to 30% by 05/31/2017 as measured by Tell Survey results.

Strategy1:

Leadership Capacity - Teacher leadership capacity will be built among all staff members through various professional learning opportunities and leadership roles.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Leader Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher leader team will be developed using feedback from staff members. This team will consist of representatives from various grade levels and departments among the staff and will meet weekly to discuss both operational and instructional decisions. There will also be a focus on developing the leadership capacity among these teacher leaders in order to affect sustainable change throughout the staff.	Professional Learning	07/01/2016	06/30/2017	\$11440 - District Funding	Administration Teacher Leaders

Activity - Teacher Leadership Capacity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year, during formal and informal meetings, professional developments, and in weekly staff communications, resources and activities will be shared to support building leadership capacity among all staff members.	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Administration

Strategy2:

Communication - A focus will be made on two-way communication among all staff members. This will include various components that will allow for stakeholders to be engaged and informed in all decisions made.

Category: Stakeholder Engagement

Research Cited:

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Activity - Communication Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A communication plan will be developed and communicated to all staff members. This plan will include both ways for staff members to get communication from administration and be able to communicate back. Among the plan will be to develop and administer monthly teacher survey, share results and next steps with staff.	Policy and Process	07/01/2016	06/30/2017	\$11440 - District Funding	Administration

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

Goal 1:

Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP Proficiency scores from 55.6% in 2016 to 67.6% by 09/30/2017 as measured by school report card delivery target.

Strategy1:

Teacher Professional Learning - A focus will be made on increasing teacher effectiveness through professional learning, coaching and feedback.

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Monitoring & Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improved instruction through professional learning and monitoring and specific coaching feedback through targeted PPR Walks specifically around instructional priorities and quality instructional indicators	Professional Learning	08/10/2016	06/01/2017	\$0 - General Fund	Administration

Activity - Teacher Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional priorities to increase teacher clarity, high expectations, and feedback supported by professional development, PLCs, weekly staff newsletter.	Professional Learning	08/01/2016	06/01/2017	\$0 - General Fund	Administration

Strategy2:

Instructional Program - The reading and math instructional programs will be improved and aligned to ensure fidelity to the KCAS and needs of all students are being met. This will include Tier 1 core programs along with Tiers 2 and 3 interventions.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

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Activity - Instructional Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue regular flexible grouping of students through data reviewed in RTI	Academic Support Program	08/10/2016	06/01/2017	\$0 - General Fund	Administration

Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A new math program will be implemented that will address core math instruction at K-5 along with Tiers 2 and 3 math interventions. This program alignment will help ensure the transition from primary to intermediate is meeting students needs, particularly addressing 3rd grade proficiency.	Academic Support Program	01/01/2017	06/01/2017	\$60000 - General Fund	Administration

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready for Kindergarten from 61.6% to 64% by 09/30/2017 as measured by Brigance Results (100% of students screened with Brigance Assessment).

Strategy1:

Vertical Alignment - There will be a focus on vertical alignment from the preschool program, kindergarten, and grades 1-5. This alignment will occur during professional development, PLCs, and be supported with instructional feedback.

Category: Continuous Improvement

Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will have regular PLCs with each other and administration weekly and then will be joined periodically by the kindergarten teachers. This will allow for alignment to school priorities as well as discussion of student needs among preschool and kindergarten programs.	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool staff will participate in professional learning that is focused on the needs of preschool students in order to increase the effectiveness of the preschool program.	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Administration

Activity - Instructional Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional feedback that aligns with K-5 program will be given to Preschool teachers	Professional Learning	08/10/2016	06/30/2017	\$0 - No Funding Required	Administration

Strategy2:

Communication - There will be a communication plan developed that will include families who have upcoming Kindergarten students.

Category: Stakeholder Engagement

Research Cited:

Activity - FRYSC resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC will provide "Tiger Cub" gifts to newborn siblings of current students. This gift will include books for the new children.	Community Engagement	01/01/2017	06/30/2017	\$1000 - FRYSC	FRYSC

Activity - Communication Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Kindergarten registration, a focused communication plan will be implemented. This plan will send out resources for families in order to educate parents on what Kindergarten readiness is and how to help prepare their children to be Kindergarten ready.	Parent Involvement	02/01/2017	08/09/2017	\$0 - No Funding Required	Administration FRYSC

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 for Kindergarten from 61.6% to 64% by 09/30/2017 as measured by Brigance Results (100% of students screened with Brigance Assessment).

Strategy1:

Communication - There will be a communication plan developed that will include families who have upcoming Kindergarten students.

Category: Stakeholder Engagement

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Research Cited:

Activity - FRYSC resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC will provide "Tiger Cub" gifts to newborn siblings of current students. This gift will include books for the new children.	Community Engagement	01/01/2017	06/30/2017	\$1000 - FRYSC	FRYSC

Activity - Communication Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Kindergarten registration, a focused communication plan will be implemented. This plan will send out resources for families in order to educate parents on what Kindergarten readiness is and how to help prepare their children to be Kindergarten ready.	Parent Involvement	02/01/2017	08/09/2017	\$0 - No Funding Required	Administration FRYSC

Strategy2:

Vertical Alignment - There will be a focus on vertical alignment from the preschool program, kindergarten, and grades 1-5. This alignment will occur during professional development, PLCs, and be supported with instructional feedback.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool staff will participate in professional learning that is focused on the needs of preschool students in order to increase the effectiveness of the preschool program.	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Administration

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will have regular PLCs with each other and administration weekly and then will be joined periodically by the kindergarten teachers. This will allow for alignment to school priorities as well as discussion of student needs among preschool and kindergarten programs.	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

Activity - Instructional Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional feedback that aligns with K-5 program will be given to Preschool teachers	Professional Learning	08/10/2016	06/30/2017	\$0 - No Funding Required	Administration

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:

Gap

Measurable Objective 1:

collaborate to increase achievement for all Gap students so that the percent of proficient and distinguished in reading increases from 42.5% in 2016 to 58.9% by 09/30/2017 as measured by school report card delivery targets.

Strategy1:

Data Analysis - A focus on ensuring all student needs are being met will be supported through data analysis. Data will be analyzed at all levels, including school, grade-level, classroom, and student data. This analysis will be supported through professional learning and meetings with staff members throughout the school year.

Category: Continuous Improvement

Research Cited:

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Administration

Activity - Growth Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

Strategy2:

Instructional Program - Our instructional program will be analyzed and improved so that it is aligned with the KCAS and is best meeting the needs of our gap students.

Category: Continuous Improvement

Research Cited:

Activity - RTI Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

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Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000 - General Fund	Administration

Goal 2:

Novice Reduction

Measurable Objective 1:

collaborate to reduce the percentage of students scoring at the novice level in reading and math from a combined percentage of 24.6% in 2016 to 19% by 09/30/2017 as measured by KPREP results.

Strategy1:

Instructional Program - Our instructional program will be analyzed and improved so that it is aligned with the KCAS and is best meeting the needs of our students in order to decrease the number of students scoring in the novice range.

Category: Continuous Improvement

Research Cited:

Activity - RTI Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0 - General Fund	Administration

Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000 - General Fund	Administration

Strategy2:

Data Analysis - A focus on ensuring all student needs are being met will be supported through data analysis. Data will be analyzed at all levels, including school, grade-level, classroom, and student data. This analysis will be supported through professional learning and meetings with staff members throughout the school year.

Category: Continuous Improvement

Research Cited:

Activity - Growth Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

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Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap

Measurable Objective 1:

collaborate to increase achievement for all Gap students so that the percent of proficient and distinguished in reading increases from 42.5% in 2016 to 58.9% by 09/30/2017 as measured by school report card delivery targets.

Strategy1:

Data Analysis - A focus on ensuring all student needs are being met will be supported through data analysis. Data will be analyzed at all levels, including school, grade-level, classroom, and student data. This analysis will be supported through professional learning and meetings with staff members throughout the school year.

Category: Continuous Improvement

Research Cited:

Activity - Growth Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning through data analysis will be supported through PLCs. Teachers will then lead growth meetings with an administrator to discuss student growth, proficiency, and instructional next steps. This will also allow for teacher reflection.	Professional Learning	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a focus on data analysis to ensure correct student placement. This will occur through meetings with administration and staff members involved in intervention programs along with district support staff.	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Administration

Strategy2:

Instructional Program - Our instructional program will be analyzed and improved so that it is aligned with the KCAS and is best meeting the

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needs of our gap students.

Category: Continuous Improvement

Research Cited:

Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation of a new math program will allow additional supports to be offered to students in Tier 2 and Tier 3	Academic Support Program	01/01/2017	06/01/2017	\$60000 - General Fund	Administration

Activity - RTI Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interventions available and offered to our Tier 2 and Tier 3 students will be aligned and communicated to all staff members.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Administration

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase our schools GCWL proficient standards from 3.7 in 2016 to 8.0 (Proficient) by 06/01/2017 as measured by Program Review state report.

Strategy1:

World Language Chinese Program - We will partner with the University of Kentucky's Confucius Institute to begin a Chinese program. This will include the addition of a native Chinese teacher which will allow for both instruction in Mandarin and cultural awareness.

Category: Continuous Improvement

Research Cited:

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Activity - Chinese Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with Confucius Institute to hire full-time, native Chinese teacher who will offer weekly Mandarin lessons to K-2 students	Academic Support Program	10/03/2016	06/01/2017	\$8000 - General Fund	Administration

Activity - Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with Chinese teacher so that Chinese culture integrated into other specials classes	Other - Global Awareness	10/01/2016	06/01/2017	\$500 - General Fund	Chinese Teacher Specials Teachers

Activity - Family Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be a focus on the education of benefits of early second language acquisition as well as communication of the curriculum implemented.	Parent Involvement	10/01/2016	06/01/2017	\$0 - No Funding Required	Administration Chinese teacher

Activity - Culture Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chinese culture workshops will be offered to 3-5 grades by Chinese teacher and experts brought in through Confucius Institute	Other - Global Awareness	01/01/2017	06/01/2017	\$0 - General Fund	Chinese Teacher Administration

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 625 students in the heart of Northern Kentucky. We provide instruction to preschool through fifth grade. Our newly adopted school vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations."

Our staff is excited to recognize 4 Nationally Board Certified Teachers, and 100% of our teaching staff qualifies as "Highly Qualified". Students receive a rigorous core curriculum throughout the day that is tied to the Kentucky Core Academic Standards. This rigorous core instruction is supported by research-based interventions including Read 180, System 44, iRead, Read to Achieve, enVision Math, and Compass Learning. Core math, ELA, science, and social studies is combined with art, music/drama, library, computer lab, and PE to make up our daily schedule. All students in grade K-5 are assessed using Measures of Academic Progress (MAP).

Positive behavior programs and PBIS procedures encourage our students to "ROAR" each day in all settings--Respect Others and yourself, Always do your best, and Responsibility counts!

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 newly adopted vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." With new administration on staff this year, we are in the process of fleshing out exactly what living out this vision means to us day in and day out with a focus on committing to this shared vision along with developing our shared learning. There is a focus on developing teachers as leaders both within Taylor Mill, in our community and among the educational community abroad. Our commitment to meeting our learners' academic, social, and emotional needs and ensuring that all of our students succeed is at our core.

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.

Taylor Mill is proud to be a Proficient and Progressing school. We are celebrating the success of this while looking to the future with a goal of being a Distinguished school.

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

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

Reading and math are content areas we continue to grow and improve scores. Science and Social Studies are definite strengths for Taylor Mill students. Areas we want to continue improvement include: writing, math, co-teaching, understanding KCAS to a deeper level and moving student growth toward proficient/distinguished levels by providing more rigorous Tier I instruction to all students.

Additional Information

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

Taylor Mill is proud to house an excellent Family Resource Center that offers support to our students and families. The FRC provides a variety of family nights to inform parents and reach out to the TME community. All Pro Dads, Muffins with Mom, parent coupon classes and more are offered to our parents monthly. Along with our guidance counselor, the FRC coordinator celebrates students who are "On a Roll". Our FRC also has implemented literacy nights, after school Music and Movement program, and Family Fun Nights. PTA was thrilled, and busy, with the return of the Winter Wonderland Luncheon. Our double SBDM council supports the following student and community activities at Taylor Mill as well: Arts Week, Red Ribbon Week, Jump Rope for Heart, Walk for Water, Leadership, Student Council, TM News, STLP, guidance (large and small group), FRC, All-Pro Dad's program, Intramurals, Energy Wise Club, Science Club, Drama Club, Taylor Mill Choir, Honors Choir, Lego League, Cardio Club, Girls on the Run, One to One Reading, Hanner's Heroes, Republic Student Bank, Social Studies Fair, Science Fair, Boy/Girl Scouts including Daisy/Brownies/Webelos, Elementary Basketball League, Bowling, Volleyball, WTMS Morning News, Odyssey of the Mind and Lego League.

We are fortunate that our students may live and attend elementary through high school in the same community. This close proximity supports strong relationships between home and school. We are proud to share we have aligned our school colors to match our feeder middle and high school's colors. Parents, teacher and students are excited to "bleed blue" as their future middle and high school match our school colors at Taylor Mill.