



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09222022_12:37

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students:*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Carrie Holloway 9/22/22



2022-23 Phase One: Executive Summary for
Schools_09222022_12:50

2022-23 Phase One: Executive Summary for Schools

Taylor Mill Elementary School
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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Taylor Mill Elementary, a nationally recognized Model PLC School, is a Title 1 school, home to around 470 students in the heart of Northern Kentucky. We provide instruction to preschool through fifth grade. Our school vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." As a Solution Tree Model PLC school we focus on learning, building a collaborative culture, and are results-oriented. 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, Read Live, Read to Achieve, enVision Math, ST Math and Moby Max. Core math, ELA, science, and social studies is combined with Art, Music/Drama, Innovations and Library, PE, and a collaborative Enrichment Day 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 be safe, be responsible, and be respectful. We begin each day with a morning meeting that continues throughout the day, interweaving a connected SEL curriculum that teaches positive leadership skills while utilizing the Choose Love and Second Steps curriculum. Additionally, we nurture and unleash each of our staff's and students' genius by ensuring we all know and feel we belong. For the 2021-22 school year, Taylor Mill welcomed a whole new leadership team with a new principal, assistant principal, and school counselor. This allowed for a renewed focus on the school vision/mission and goals and this continues as we enter our second year as a team.

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.

As a Model PLC school, we are continually focused on our four pillars of mission, vision, core values and our school goals. Our vision statement is "At Taylor Mill Elementary School, we inspire passionate learners, create a community of leaders, and challenge ourselves to exceed expectations." The faculty and staff at Taylor Mill are focused on living out our shared vision along with our school-wide instructional priorities. 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. We have added monthly classroom guidance lessons to help provide additional support for our students social and emotional needs. We share our ROAR expectations every morning to help set the

tone for the day as we are looking to find our students showing Respect, being On-task, demonstrating high Achievement and Responsibility in everything they try every day.

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.

At Taylor Mill, we are celebrating our successes while looking to the future. Over the past three years, Taylor Mill has had a plethora of experiences offered to our students. Our Academic Team is competitive in the District Governor's Cup and Quick Recall. We also have had a number of individual winners at the Kenton County Spelling Bee, Governors Cup, and Presidential Awards for Academic Excellence. At Taylor Mill, students have the opportunity to participate in the following programs: Governor's Cup/Academic Team competitions, Literacy Night, Intramural Sports, Boy/Girl Scouts, Fourth and Fifth Grade Chorus, Elementary Basketball League, Volleyball, Energy-Wise Team, Honor Choir, Girls on the Run, Let Me Run and Student Technology Leadership Program. Student recognition includes Leaders of the Week, Schoolwide Spelling Bee, Fifth Grade Recognition, and KSA Testing Recognition. We celebrate and recognize students and staff through Positive Office Referrals that are submitted by staff members to recognize those going above and beyond. Our students participate in three Club Days each semester. Each teacher coordinates a club around one of their interests such as yoga, puzzles, Legos, Harry Potter, science topics, and many more. The clubs meet for once a month for three months to get a deep dive into their club. Staff share their passions through the clubs they lead and students get to select their club based on their interests via a Google form. The Taylor Mill staff is focused on improving literacy instruction and creating an environment that is literacy focused. The school leadership team has put an emphasis on integrating literacy into schoolwide activities by using classroom read-alouds by guest readers to support initiatives like ways to improve our school and a food drive for Hunger and Homelessness Awareness Week.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report_09222022_12:40

2022-23 Phase One: School Safety Report

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2022-23 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes - August 11, 2022 9:00am

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for Schools_10172022_14:25

2022-23 Phase Two: The Needs Assessment for Schools

Taylor Mill Elementary School
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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

At Taylor Mill Elementary, our SBDM Council, Teacher Voice team, grade level Professional Learning Communities, content area task groups and all staff are involved in reviewing, analyzing, and applying data results to determine priorities from this year's needs assessment. As a whole staff and at grade level PLCs, we reviewed last year's end of the year data (Spring DIBELS, Spring MAP) at the beginning of the new school year to review where students ended prior to summer break. We then analyze initial Fall results of MAP, DIBELS, Reading Foundational/ Inventory benchmarking in September/October in grade level PLCs, at Literacy and Math task groups, and at afterschool Data Dig meetings. Whole school data is reviewed in Teacher Voice meetings to get a good overall view. Benchmarking data is documented in grade level data dashboards and meeting discussions are documented in PLC agendas/notes. Strategies and plans are created for next steps in student instruction. Yearly state assessment data is reviewed and analyzed in late October at Teacher Voice and in grade level PLCs as well as with the school's Site Based Council. Data is used to create instructional plans for groups of students

focused on student growth. Teachers meet weekly in PLCs to review and analyze student data on weekly Common Formative Assessments (CFAs) as well as on District Common Summative Assessments. Results from CFAs are reviewed weekly and teachers use results to make changes to instruction. Results from District Common Assessments are reviewed after each unit of instruction to determine which students mastered which standards and how to use needs based instruction to reteach standards to students who did not master the standards. Results from District Common Assessments are reviewed in Performance Matters and plans are documented in PLC data analyzers. Comparison data from District Common Assessments are reviewed with teachers in PLCs and shared in a common Google folder. Spring MAP, DIBELS and Reading Inventory benchmarking results are reviewed in April/May with a focus on student growth over the school year. The school's Multi-tiered System of Support Team (MTSS) meets weekly to review student concerns, to create plans for struggling students and review Response to Intervention (RTI) data for students receiving Needs Based Instruction as well as Tier II and Tier III interventions. Teachers regularly submit progress monitoring data for review and feedback. End of Round meetings are held every 6-10 weeks depending on the Tier level to review student progress and make any changes in intervention plans. The PBIS team meets monthly to review behavior data and review expectations and plans to improve overall student supports. Behavior and attendance data are shared with staff monthly to compare with previous years.

Review of Previous Plan

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

Proficiency Goal 1a: We will collaborate to increase the Reading Proficiency scores from 56.6% in 2019 to 78.3% in 2024 as measured by the KSA scores.

Objective 1: We will collaborate to increase the average Reading Proficiency score from 56.6% to 65.3% in 2022 as measured by KSA scores.

2022 KSA scores showed average Reading Proficiency score was 53%

Teachers at Taylor Mill Elementary receive ongoing, job-embedded PD in the area of Cycle of Quality Instruction and teachers are given feedback on monthly walk-throughs by administrators and district leadership. The monitoring of walk-through feedback for trends by administrators is done monthly and teachers are provided support through embedded professional development to address the trends (specifically students working cooperatively to process ideas and teachers adjusting instruction based on the student products). Teachers make lesson planning adjustments during weekly PLCs, monitored by teachers and administrators based on the results of the student work analysis in weekly PLCs by teachers and administrators. At Taylor Mill, MTSS PLCs are held every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, where data is monitored by Administrators, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist). Adjustments are made to student interventions based on the progress they are making. Teachers and administrators are monitoring data on weekly CFAs and

District Common Assessments in weekly PLCs. Schoolwide Common Assessment data is reviewed in PLC Task Group (monthly) and Reading data is reviewed in Literacy Task Group (monthly).

All of these activities gave us a more clear understanding of our current literacy practices. An area of concern that consistently appeared throughout the school year was students struggling with reading fluency. This trend was apparent in our 3rd grade Transition Readiness results, DIBELS, and MAP Reading scores. Actions were taken over the summer to get a head start on this year's plan to have teachers participate in Orton Gillingham training to support teachers in their learning about the Foundational Reading skills that our students were lacking. Sixteen staff members were trained over the summer and more are currently signed up to receive the online training during this school year. Three teachers are participating in the state LETRS training. By focusing on improving teacher understanding and efficacy of the foundational literacy skills and implementation of OG strategies and Heggerty strategies in all grades K-2, our goal is to close the fluency gap, which in turn allows classroom focus at the 3rd-5th grade level to focus on continued reading fluency at a higher level as well as a focus on comprehending high-level texts.

Proficiency Goal 1b: We will collaborate to increase the Math Proficiency scores from 61.5% in 2021 to 80.75% in 2024 as measured by the KSA scores.

Objective 1: We will collaborate to increase the average Math Proficiency score from 61.5% to 69.2% in 2022 as measured by KSA scores.

2022 KSA scores showed average Math Proficiency score was 52%

Teachers at Taylor Mill Elementary receive ongoing, job-embedded PD in the area of Cycle of Quality Instruction and teachers are given feedback on monthly walk-throughs by administrators and district leadership. The monitoring of walk-through feedback for trends by administrators is done monthly and teachers are provided support through embedded professional development to address the trends (specifically students working cooperatively to process ideas and teachers adjusting instruction based on the student products). Teachers make lesson planning adjustments during weekly PLCs, monitored by teachers and administrators based on the results of the student work analysis in weekly PLCs by teachers and administrators. At Taylor Mill, MTSS PLCs are held every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, where data is monitored by Administrators, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist). Adjustments are made to student interventions based on the progress they are making. Teachers and administrators are monitoring data on weekly CFAs and District Common Assessments in weekly PLCs. Schoolwide Common Assessment data is reviewed in PLC Task Group (monthly).

All of these activities led us to determine that there was a need to develop a task group to focus on our whole school next steps in math. Over the summer, teachers tested out new resources to determine if these resources would impact student understanding. A new Math Task Group was formed in August and work has started

on reviewing instructional resources while beginning to look at data to see trends. This new task group will help in creating the activities for this coming year's plan.

Separate Academic Indicator Goal 2a: We will collaborate to increase the Science Proficiency scores from 35.5% in 2019 to 67.75% in 2024 as measured by KSA data.

Objective 1 We will collaborate to increase the Science Proficiency scores from 35.5% to 48.4% in 2022 as measured by KSA data.

2022 KSA scores showed average Science Proficiency score was 29%

Teachers at Taylor Mill Elementary receive ongoing, job-embedded PD in the area of Cycle of Quality Instruction and teachers are given feedback on monthly walk-throughs by administrators and district leadership. The monitoring of walk-through feedback for trends by administrators is done monthly and teachers are provided support through embedded professional development to address the trends (specifically students working cooperatively to process ideas and teachers adjusting instruction based on the student products). Teachers make lesson planning adjustments during weekly PLCs, monitored by teachers and administrators based on the results of the student work analysis in weekly PLCs by teachers and administrators. Our plan to monitor data on CFA and District Common Assessment was slowed down as we did not make as much progress on the development of CFAs or common assessments at the district level for every grade level. Our 4th grade had CFAs that were teacher created but they had not been vetted at the district level. Our 4th grade had some district common assessments but not for all units of instruction. As we continue in the development phase of these assessments, our plan for this year is to incorporate more assessments into more grade levels as they are created for district use. Our teachers will be taking part in the development process of this work, which they had not previously participated in. We have also determined the need for a school level task group focused on Science to assist in the evaluation of quality instructional resources and analysis of trends in student data.

Separate Academic Indicator Goal 2b: We will collaborate to increase the Writing Proficiency scores from 53.1% in 2019 to 76.5% in 2024 as measured by KSA data.

Objective 1 We will collaborate to increase the Writing KSA proficiency scores from 53.1% to 62.5% in 2022 as measured by KSA data.

2022 KSA scores showed average Writing Proficiency score was 64%

Teachers at Taylor Mill Elementary receive ongoing, job-embedded PD in the area of Cycle of Quality Instruction and teachers are given feedback on monthly walk-throughs by administrators and district leadership. The monitoring of walk-through feedback for trends by administrators is done monthly and teachers are provided support through embedded professional development to address the trends (specifically students working cooperatively to process ideas and teachers adjusting instruction based on the student products). Teachers make lesson planning adjustments during weekly PLCs, monitored by teachers and administrators based on the results of the student work analysis in weekly PLCs by teachers and

administrators. Student data from scrimmages are reviewed and calibrated in PLCs and in Literacy Task Group (monthly).

All of these activities gave us a more clear understanding of our current writing practices. Our writing lead participated in district wide meetings to better understand the standards and level of tasks that students need to be exposed to. Our writing lead also participated in Smekens Writing Conference where she gained additional resources that were presented to the staff and then purchased for the school to follow as a curriculum resource/guide for instructional planning for all grade levels, not just 5th grade. At the beginning of the year, time was given for teachers to discuss and plan for the year on how to incorporate these new resources into their current curriculum timeline. Our writing is reviewed as a part of the Literacy Task Group and progress on implementation and evaluation of this as an instructional resource will be part of this year's plan.

Achievement Gap Objective 1 We will collaborate to increase Reading Proficiency scores for students with disabilities from 22% in 2021 to 27% in 2022 as measured by KSA scores.

2022 KSA scores showed average Reading Proficiency score for students with disabilities was 17%

Teachers at Taylor Mill Elementary receive ongoing, job-embedded PD in the area of Cycle of Quality Instruction and teachers are given feedback on monthly walk-throughs by administrators and district leadership. The monitoring of walk-through feedback for trends by administrators is done monthly and teachers are provided support through embedded professional development to address the trends (specifically students working cooperatively to process ideas and teachers adjusting instruction based on the student products). Teachers make lesson planning adjustments during weekly PLCs, monitored by teachers and administrators based on the results of the student work analysis in weekly PLCs by teachers and administrators. At Taylor Mill, Special Education team PLCs are held monthly to review student data. Teachers and administrators are monitoring data on weekly CFAs and District Common Assessments in weekly PLCs. Schoolwide Common Assessment data is reviewed in PLC Task Group (monthly) and Reading data is reviewed in Literacy Task Group (monthly). Data review of student progress and next steps occur at Special Education Team PLCs (monthly) with special education teachers and administrators.

All of these activities gave us a more clear understanding of our current literacy practices. An area of concern that consistently appeared throughout the school year was students struggling with reading fluency. This trend was apparent in our 3rd grade Transition Readiness results, DIBELS, and MAP Reading scores. Actions were taken over the summer to get a head start on this year's plan to have teachers participate in Orton Gillingham training to support teachers in their learning about the Foundational Reading skills that our students were lacking. Sixteen staff members were trained over the summer and more are currently signed up to receive the online training during this school year. Three teachers are participating in the state LETRS training. By focusing on improving teacher understanding and efficacy of the foundational literacy skills and implementation of OG strategies and

Heggerty strategies in all grades K-2, our goal is to close the fluency gap, which in turns allows classroom focus at the 3rd-5th grade level to focus on continued reading fluency at a higher level as well as a focus on comprehending high level texts. Our new plan has already started to include data reviews specifically for students with disabilities is now occurring through the grade level analyzers as well as through Performance Matters reports used by special education teachers to track progress of students with disabilities.

Achievement Gap Objective 2 We will collaborate to increase Math Proficiency scores for students with disabilities from 34.1% in 2021 to 39% in 2022 as measured by KSA scores.

2022 KSA scores showed average Math Proficiency score for students with disabilities was 17%

Teachers at Taylor Mill Elementary receive ongoing, job-embedded PD in the area of Cycle of Quality Instruction and teachers are given feedback on monthly walk-throughs by administrators and district leadership. The monitoring of walk-through feedback for trends by administrators is done monthly and teachers are provided support through embedded professional development to address the trends (specifically students working cooperatively to process ideas and teachers adjusting instruction based on the student products). Teachers make lesson planning adjustments during weekly PLCs, monitored by teachers and administrators based on the results of the student work analysis in weekly PLCs by teachers and administrators. Teachers and administrators are monitoring data on weekly CFAs and District Common Assessments in weekly PLCs. Schoolwide Common Assessment data is reviewed in PLC Task Group (monthly). Data review of student progress and next steps occur at Special Education Team PLCs (monthly) with special education teachers and administrators.

All of these activities led us to determine that there was a need to develop a task group to focus on our whole school next steps in math. Over the summer, teachers tested out new resources to determine if these resources would impact student understanding. A new Math Task Group was formed in August and work has started on reviewing instructional resources while beginning to look at data to see trends. This new task group will help in creating the activities for this coming year's plan.

Growth Goal 4a: We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Reading from 59% in 2021 to 79.5% in 2024 as measured by school MAP assessment data.

Growth Objective 1 We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Reading from 59% in 2021 to 67.2% in 2022 as measured by school MAP assessment data.

Percentage of students showing typical growth on MAP Reading Fall-Fall Growth in Fall 2022 was 60.6%

Teachers at Taylor Mill Elementary receive ongoing, job-embedded PD in the area of Cycle of Quality Instruction and teachers are given feedback on monthly walk-throughs by administrators and district leadership. The monitoring of walk-through

feedback for trends by administrators is done monthly and teachers are provided support through embedded professional development to address the trends (specifically students working cooperatively to process ideas and teachers adjusting instruction based on the student products). Teachers make lesson planning adjustments during weekly PLCs, monitored by teachers and administrators based on the results of the student work analysis in weekly PLCs by teachers and administrators. At Taylor Mill, MTSS PLCs are held every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, where data is monitored by Administrators, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist). Adjustments are made to student interventions based on the progress they are making. Teachers and administrators are monitoring data on weekly CFAs and District Common Assessments in weekly PLCs. Schoolwide Common Assessment data is reviewed in PLC Task Group (monthly) and Reading data is reviewed in Literacy Task Group (monthly).

MAP data was reviewed at the beginning of the school year to identify student who were performing at less than the 40th percentile and student growth from Fall 21-22 was reviewed to determine student growth. As we continue to use this data to make instructional decisions, we have already begun to look at the Student Growth quadrants to identify students who are Low Achievement/Low Growth, as well as High Achievement/Low Growth to plan appropriate interventions for students during Reading WIN time to ensure that students are getting what they need in order to show growth.

Growth Goal 4b: We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Math from 61% in 2021 to 80.5% in 2024 as measured by school MAP assessment data.

Growth Objective 1 We will collaborate to increase the percentage of students showing typical Growth Fall-Spring on MAP in Math from 61% in 2021 to 68.8% in 2022 as measured by school MAP assessment data.

Percentage of students showing typical growth on MAP Math Fall-Fall Growth in Fall 2022 was 62%

Teachers at Taylor Mill Elementary receive ongoing, job-embedded PD in the area of Cycle of Quality Instruction and teachers are given feedback on monthly walk-throughs by administrators and district leadership. The monitoring of walk-through feedback for trends by administrators is done monthly and teachers are provided support through embedded professional development to address the trends (specifically students working cooperatively to process ideas and teachers adjusting instruction based on the student products). Teachers make lesson planning adjustments during weekly PLCs, monitored by teachers and administrators based on the results of the student work analysis in weekly PLCs by teachers and administrators. At Taylor Mill, MTSS PLCs are held every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, where data is monitored by Administrators, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist). Adjustments are made to student interventions based on the progress they are making. Teachers and administrators are monitoring data on weekly CFAs and

District Common Assessments in weekly PLCs. Schoolwide Common Assessment data is reviewed in PLC Task Group (monthly).

MAP data was reviewed at the beginning of the school year to identify student who were performing at less than the 40th percentile and student growth from Fall 21-22 was reviewed to determine student growth. As we continue to use this data to make instructional decisions, we have already begun to look at the Student Growth quadrants to identify students who are Low Achievement/Low Growth, as well as High Achievement/Low Growth to plan appropriate interventions for students during Math WIN time to ensure that students are getting what they need in order to show growth.

Goal 5: Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 39% in 2020 to 60% in 2023 as indicated on the Impact Ky Working Conditions Survey.

Objective 1 Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 39% in 2020 to 45% in 2022.

The percentage of teachers feeling that professional development opportunities are relevant to the content that they teach was at 33% in 2022.

The activities planned to impact this goal/objective were: review of grade level MAP data in PLCs by teachers and administrators, review of District Common Assessment data in PLCs by teachers and administrators, Schoolwide MAP data review by staff in professional development opportunities, Review of Schoolwide District Common Assessment data in PLC Task Group and Literacy Task Group, High level tasks revised in grade level PLCs prior to being given to students, Student products reviewed in PLCs for analysis of rigor of tasks and next steps in instruction, and Analysis of teacher walkthrough feedback by administrators.

These activities did not impact teacher feelings that the professional development offered were relevant to what they teach. As the Professional Development plan for the 22-23 school year was created, we decided to take a completely different approach. The PD Task Group was created and this group determined the needs of the building and created the PD plan based on the needs of the teachers. Teachers were given more choice and less mandated schoolwide professional development. Teachers were given the flexibility to choose district content professional development, Orton Gillingham training, EdCamp opportunities, etc. that were more tailored to their individual needs. We will continue this process during this school year by having the content task groups determine the needs for the school.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

On 2020-21 KPREP 44.9% of students were Proficient/Distinguished in Reading, 22% of students with disabilities were Proficient/Distinguished. On 2021-22 KSA, 53% of students were Proficient/Distinguished in Reading, 17% of students with disabilities were Proficient/Distinguished. Taylor Mill Elementary saw an increase in the total percentage of students scoring P/D but saw a decrease in the percentage of students with disabilities scoring P/D.

On 2020-21 KPREP 52.5% of students were Proficient/Distinguished in Math, 34.1% of students with disabilities were Proficient/Distinguished. On 2021-22 KSA, 52% of students were Proficient/Distinguished in Math, 17% of students with disabilities were Proficient/Distinguished.

Overall, Taylor Mill Elementary saw no change in the number of students Proficient/Distinguished but saw a decrease in the number of students with disabilities scoring Proficient/Distinguished.

From Fall 2020 to Spring 2021 Math, 61% of students met or exceeded typical growth. When looking at Fall 2021 to Fall 2022 Math, 62% of students met or exceeded typical growth. From Fall 2020 to Spring 2021 Reading, 59.1% of students met or exceeded typical growth. From Fall 2021 to Fall 2022 Reading, 60.6% of students met or exceeded typical growth. Taylor Mill Elementary saw a slight increase in the percentage of students achieving Growth in MAP in both areas.

During the 21-22 school year, Taylor Mill saw 112 discipline referrals. Currently, we are already seeing an increase in referrals in comparison to where we were last year. Our PBIS task group is already addressing this through initiatives that were started in the beginning of October.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.

- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current State -

KAS

- 53% of students were Proficient/Distinguished in Reading in Spring 2022 which includes

45% of 3rd graders, 50% of 4th graders, and 62% of 5th graders. This is below the district average of 59% but above the state average of 45%.

-52% of students were Proficient/Distinguished in Math in Spring 2022 which includes

44% of 3rd graders, 43% of 4th graders, and 68% of 5th graders. This is below the district average of 56% and above the state average of 38%.

- On KSA 2022, Separate Academic Indicator scores were a strength for Taylor Mill with 64% of students scoring Proficient/Distinguished in Combined Writing and 62% of students scoring Proficient/Distinguished in Social Studies.

Example of Non-Academic Current State:

-On the student survey given on the 2022 KSA, between 92-97% of students felt like their school is a caring place, that they feel a part of their school, and that all of their teachers make them feel welcome in class. These areas were the highest rated responses on the student survey and present evidence of the overall culture and climate of the school. Areas identified for teacher reflection and work on through our PBIS/SEL Committee would include reflecting on the students' perceptions about "All students are treated the same if they break school rules" and "Adults from my school stay calm when dealing with bad behavior". Between 22-34% of students disagreed with those statements. As we continue to work on creating a safe, fair, engaging learning environment for all students, these are areas that we will work to continue to improve upon.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

According to 2022 KSA data and MAP data, reading is an overall priority area for Taylor Mill Elementary with 53% of students scoring Proficient/Distinguished in KSA Reading and 61% of students showing growth in Reading MAP. The percentage of students with disabilities scoring Proficient/Distinguished in KSA Reading was 17% which was below both the state and district average. The percentage of economically disadvantaged students scoring Proficient/Distinguished was 41% compared to 49% of Non-economically disadvantaged students scoring Proficient and Distinguished.

According to 2022 KSA data and MAP data, math is an overall priority area for Taylor Mill Elementary with 52% of students scoring Proficient/Distinguished in KSA Math and 62% of students showing growth in Math MAP. The percentage of students with disabilities scoring Proficient/Distinguished in KSA Math was 17% which was below both the state and district average. The percentage of economically disadvantaged students scoring Proficient/Distinguished was 35% compared to 51% of Non-economically disadvantaged students scoring Proficient and Distinguished.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

On 2022 Spring KSA, Math for 5th graders was a strength with 68% of students scoring Proficient/ Distinguished. This grade level was above the state and district average. On 2022 Spring KSA, Reading scores for 5th graders was a strength with 62% of students scoring Proficient/Distinguished, which was above both the district and state average. Strategies and resources used in 5th grade is being shared in both Literacy and Math task group meetings to ensure vertical alignment and best practices are being used across grade levels.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Taylor Mill Elementary will continue to work in PLCs and in task group meetings to review, refine, and provide necessary supports. The areas we are focusing on is including high level tasks in every classroom, every subject, every day. This ensures the use of learning targets, student engagement strategies, formative assessment, and students receiving feedback from teachers. Teachers use a schoolwide common formative assessment reflection system that includes reflection on instructional strategies as well as identification of students who need additional support. Taylor Mill continues to work on improvements to our MTSS system to systemically analyze data to ensure that research based interventions are in place for students who are performing below grade level. We will continue our focus on high expectations while valuing positive relationships with students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Taylor Mill School Key Elements 22-23		

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Grade level teachers participate in summer professional development on standards deconstruction, common assessment revisions, and the creation of banks of items for common formative assessments. Teachers use weekly PLCs to preview assessments and revise to increase rigor as well as to ensure that questions are meeting the intent of the standards. All teachers follow district created timelines and units. These have been created with teacher input and consultant support. Research based interventions are in place for students who need them. Tier I instruction is ensured through the use of the district timeline and district common assessments. Data from common assessments are reviewed and compared to other schools in the district to determine areas of strength and standards that need re-teaching.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	All students receive weekly common formative assessments in reading and math. Teacher design common tasks for all subject areas and compare student products and results. Teachers use KY Through Course Tasks for science in all grade levels. All grade levels use district wide common assessments and analyze the results of these to improve instruction and ensure that student needs are being met.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Formative and summative data on common assessments are reviewed across grade levels in weekly PLCs. Teachers complete reflection sheets, identifying strengths/areas of growth, as well as percentage of students meeting goal. Faculty Meetings and content area task groups are used to
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	

Key Elements of the Teaching and Learning Environment - School

	analyze MAP/KSA as well as other benchmarking data. MAP data is reviewed and analyzed after fall and spring benchmarking. KSA data is analyzed in the fall to reflect on student performance from the previous school year. Students in grades K-3 have DIBELS data as well as Scholastic Reading Foundational and Reading Inventory scores that are analyzed to help determine if a student is in need of academic intervention.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	PLCs are held twice weekly to review common formative and summative data. MTSS data is reviewed every 6-10 weeks to determine progress on interventions that are in place.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Taylor Mill Elementary uses PBIS to help students understand and develop their understanding of rules as well as how their behavior impacts others. Students participate in morning meetings daily to create a nurturing learning community. Classroom guidance and SEL lessons are used to support the character development of all students.



2022-23 Phase Two: School Assurances_10172022_14:14

2022-23 Phase Two: School Assurances

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive School Improvement Plan_12082022_07:44

2022-23 Phase Three: Comprehensive School Improvement Plan

Taylor Mill Elementary School
Carrie Holloway
5907 Taylor Mill Rd
Covington, Kentucky, 41015
United States of America

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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attachment

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to

reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)

Taylor Mill Elementary School

- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Taylor Mill 2022 Comprehensive School Improvement Plan		

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress
 - o Quality of School Climate and Safety
- The required goals for high schools include the following:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress
 - o Quality of School Climate and Safety
 - o Postsecondary Readiness
 - o Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1a: We will collaborate to increase the Reading Proficiency scores from 53% in 2022 to 62% in 2025 as measured by the KSA scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase the average Reading Proficiency score from 53% to 56% in 2023 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction	\$0
			Walkthroughs with aligned feedback	Teachers given feedback on walkthroughs	
				Monitoring of walk through feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	
	KCWP 5: Design, Align and Deliver Support	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure with analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	\$0
		Ensure that collaborative processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students (Tier I)	Analysis of student work and data on assessments during PLCs to check for standards alignment and rate of student proficiency	Student work analysis in weekly PLCs by teachers and admin	\$0
		Ensure appropriate academic interventions are taking place and monitored to meet the needs of all students	Focus on MTSS PLCs aligning academic skill deficits to interventions based off of data collected and periodically reviewing progress monitoring data to make changes as needed	Standards deconstruction in weekly PLCs with documentation of standards in lesson plans	\$0
				MTSS PLCs - Every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, data monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist)	\$0
				Monitoring of students in Needs Based groups to determine if progress is being made or if adjustments need to be made	

Goal 1a: We will collaborate to increase the Reading Proficiency scores from 53% in 2022 to 62% in 2025 as measured by the KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Monitoring data through Performance Matters on weekly CFAs and District Common Assessments in weekly PLCs – Ongoing Refinement of CFA to ensure alignment to standards Schoolwide Common Assessment data review in PLC Task Group (monthly) Reading data reviewed in Literacy Task Group (monthly)	\$0

Goal 1b: We will collaborate to increase the Math Proficiency scores from 52% in 2022 to 61% in 2025 as measured by the KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase the average Math Proficiency score from 52% to 55% in 2023 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Professional development based on researched best practices and Cycle of Quality Instruction, Walkthroughs with aligned feedback Focus on PLC structure with analysis of data and how teachers respond to data through lesson planning	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	\$0

Goal 1b: We will collaborate to increase the Math Proficiency scores from 52% in 2022 to 61% in 2025 as measured by the KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that collaborative processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students (Tier I)	Analysis of student work and data on assessments during PLCs to check for standards alignment and rate of student proficiency	Student work analysis in weekly PLCs by teachers and admin	\$0
	KCWP 5: Design, Align and Deliver Support	Ensure appropriate academic interventions are taking place and monitored to meet the needs of all students	Focus on MTSS PLCs aligning academic skill deficits to interventions based off of data collected and periodically reviewing progress monitoring data to make changes as needed	Standards deconstruction in weekly PLCs with documentation of standards in lesson plans MTSS PLCs – Every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, data monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist) Monitoring of students in Needs Based groups to determine if progress is being made or if adjustments need to be made	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Monitoring data through Performance Matters on weekly CFAs and District Common Assessments in weekly PLCs – Ongoing. Refinement of CFA to ensure alignment to standards Schoolwide Common Assessment data review in PLC Task Group (monthly) Reading data reviewed in Math Task Group (monthly)	\$0

2: Separate Academic Indicator

Goal 2a: We will collaborate to increase the Science Proficiency scores from 31% in 2022 to 45% in 2025 as measured by KSA data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 We will collaborate to increase the Science Proficiency scores from 31% to 36% 2023 as measured by KSA data.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, Walkthroughs with aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs	\$0
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure with analysis of data and how teachers respond to data through lesson planning	Monitoring of walk through feedback for trends by admin and sharing with staff in weekly newsletter	
		Ensure summative assessments increase student achievement	Analysis of student data on District Common Assessments during PLCs	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	
	KCWP 3: Design and Deliver Assessment Literacy			Monitoring data on District Common Assessments in weekly PLCs – Ongoing	\$0
				Schoolwide Common Assessment data review in PLC Task Group (monthly) and Science/Social Studies Task Group (monthly)	
	KCWP 5: Design, Align and Deliver Support	Include the use of resources to support best practice strategies	Implementation of instructional resources aligned with science standards across grade levels	Review of instructional resources in Science/Social Studies Task Group for alignment to science standards	\$0
		Resources are aligned to needs in order to make all systems work together for continuous improvement and success	Vertical alignment of instructional resources	Recommendation from Task Group for use of instructional resources at different grade levels to match standards Review of instructional resources in Science/Social Studies Task Group for vertical alignment	

Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 64% in 2022 to 73% in 2025 as measured by KSA data.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 We will collaborate to increase the Writing KSA proficiency scores from 64% to 67% in 2023 as measured by KSA data.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, Walkthroughs with aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin and sharing with staff in weekly newsletter
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure with analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin
		Students participate in writing scrimmage opportunities throughout the year to provide work samples for teacher calibration and plan for actionable next steps in instruction	Analysis of student work sample using standards based scoring Planning for actionable next steps for students	Student data from scrimmages reviewed and calibrated in PLCs and in Literacy Task Group (monthly) Lesson planning adjustments during weekly PLCs, monitored by teachers and admin
				Funding
				\$0

Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 62% in 2022 to 71% in 2025 as measured by KSA data.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 We will collaborate to increase the Social Studies KSA proficiency scores from 62% to 65% in 2023 as measured by KSA data.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, Walkthroughs with aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs
				Funding
				\$0

Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 62% in 2022 to 71% in 2025 as measured by KSA data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
3: Achievement Gap	KCWP 3: Design and Deliver Assessment Literacy	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure with analysis of data and how teachers respond to data through lesson planning	Monitoring of walk through feedback for trends by admin and sharing with staff in weekly newsletter	\$0
		Ensure summative assessments increase student achievement	Analysis of student data on District Common Assessments during PLCs	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	
				Monitoring data on District Common Assessments in weekly PLCs - Ongoing	\$0
				Schoolwide Common Assessment data review in PLC Task Group (monthly) and Science/Social Studies Task Group (monthly)	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 We will collaborate to increase Reading Proficiency scores for students with disabilities from 17% in 2022 to 22% in 2023 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, walkthroughs with aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin and shared in weekly newsletter	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 We will collaborate to increase Math Proficiency scores for students with disabilities from 17% in 2022 to 22% in 2023 as measured by KSA scores.		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure with analysis of data and how teachers respond to data through lesson planning	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	\$0
		Ensure that collaborative processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students (Tier I)	Analysis of student data on assessments during PLCs to check for standards alignment and rate of student proficiency	Student data analysis in weekly PLCs by teachers and admin	\$0
		Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Monitoring data in Performance Matters on weekly CFAs and District Common Assessments in weekly PLCs Data on Reading Common Assessments tracked, accommodations discussed at SPED PLCs Schoolwide Common Assessment data review in PLC Task Group (monthly)	\$0
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 5: Design, Align, Deliver Support Processes	Ensure that students with disabilities are making progress on academic goals as based on their individual student needs	Analysis of student progress on IEP goals during Special Education Team PLCs	Data review of student progress and next steps – Special Education Team PLCs (monthly) with special education teachers and admin	\$0
Objective 2 We will collaborate to increase Math Proficiency scores for students with disabilities from 17% in 2022 to 22% in 2023 as measured by KSA scores.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Professional development based on researched best practices and Cycle of Quality Instruction, walkthroughs with aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Focus on PLC structure with analysis of data and how teachers respond to data through lesson planning	Monitoring of walk through feedback for trends by admin and shared in weekly newsletter	\$0
		Ensure that collaborative processes are in place to guarantee Tier 1 instruction and assessments meet the intent of the standard and meet the needs of all students (Tier 1)	Analysis of student data on assessments during PLCs to check for standards alignment and rate of student proficiency	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	\$0
		Ensure formative and summative assessments increase student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Student data analysis in weekly PLCs by teachers and admin	\$0
				Data on Math Common Assessments tracked, accommodations discussed at SPED PLCs	\$0
				Schoolwide Common Assessment data review in PLC Task Group (monthly)	
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 5: Design, Align, Deliver Support Processes	Ensure that students with disabilities are making progress on academic goals as based on their individual student needs	Analysis of student progress on IEP goals during Special Education Team PLCs	Data review of student progress and next steps - Special Education Team PLCs (monthly) with special education teachers and admin	\$0

4: English Learner Progress

Goal 4: We will collaborate to ensure that 100% of students taking the ACCESS for EL students show growth from the previous year on the annual assessment by 2025.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: We will collaborate to increase EL students reading proficiency on the annual ACCESS Reading assessment from the previous year to have 100% of students showing growth on their Scale Score.	KCWP 5: Design, Align and Deliver Support	Ensure appropriate academic interventions are taking place and monitored to meet the needs of all students	Focus on MTSS PLCs aligning academic skill deficits to interventions based off of data collected and periodically reviewing progress monitoring data to make changes as needed	MTSS PLCs - Every 6-8 weeks for Tier III and every 8-10 weeks for Tier II, data monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist) Monitoring of students in Needs Based groups to determine if progress is being made or if adjustments need to be made
	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments for EL students	Professional development based on researched best practices from the KCSD EL Handbook, walkthroughs with aligned feedback	Ongoing, job-embedded PD in strategies from the district EL Handbook Teachers given feedback on walkthroughs Monitoring of walk through feedback for trends by admin and shared in weekly newsletter
				Funding
				\$0
				\$0

5: Quality of School Climate and Safety

Goal 5 We will collaborate to increase our overall indicator score from "high" in 2022 to "very high" in 2025 by increasing the index score on the Quality of School Climate to 85 and Safety Survey to 80 by 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase overall Quality of School Climate index score from 81.3 in 2022 to 82.5 in 2023.	KCWP 6 Strategic Establish Learning Culture and Environment	Ensure intentional recognition of students for attendance at trimester celebration for students in all grades Intentional Social Emotional Learning strategies implemented to increase welcoming of students every morning through greetings at the door and creating classroom community through morning meetings	Analysis of student attendance by Reducing Barriers to Learning team Embedded professional development based on researched best practices for Social Emotional Learning, Morning Meetings, and Restorative Practices	Attendance data from trimesters Ongoing, job-embedded PD in the area of Restorative Practices Teachers given feedback on walkthroughs of weekly SEL lessons or daily morning meetings	\$0 - PTA support
Objective 2: We will collaborate to increase overall Safety Survey index score from 76.7 in 2022 to 77.8 in 2023.	KCWP 6 Strategic Establish Learning Culture and Environment	Intentional Social Emotional Learning strategies implemented to increase acceptance of diverse opinions and to encourage student safety when sharing their opinions	Embedded professional development based on researched best practices for Social Emotional Learning, Accountable Talk Strategies, Morning Meetings, and Restorative Practices	Ongoing, job-embedded PD in the area of Restorative Practices Teachers given feedback on walkthroughs of weekly SEL lessons or daily morning meetings	\$0

6: Other

Goal 6: Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 33% in 2022 to 50% in 2026 as indicated on the Impact Ky Working Conditions Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 33% in 2022 to 42% in 2024.	KCWP 1: Design and Deploy Standards	Assuring that the current curriculum is valid, aligned to standards, and supports instruction and assessment	Teacher implementation of strategies from district content cadre work on standards, District Common Assessments, and instructional resources	Lesson plans review during instructional walks to ensure curriculum timelines and district resources and curriculum maps are being followed High level tasks done in every lesson, every day monitored through data from teacher walk throughs on Element 1 in the Cycle of Quality Instruction	\$0
	KCWP 2: Design and Deliver Instruction	Professional Development to assist in ensuring that teachers are determining the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target Professional Development to assist in ensuring that teachers are gaining a deeper understanding of the standards and aligning assessments to the standards	Implementation of high yield strategies in lessons based on the Cycle of Quality Instruction Teacher implementation of content related instructional strategies and resources	Analysis of teacher walkthrough feedback by administrators and ideas shared through weekly newsletter Teacher Professional Development hours are based on individual teacher needs, differentiated by content and grade level as well as overall instructional needs of the school	\$0