



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09182024_16:50

2024-2025 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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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 2024-2025 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Carrie Holloway 9/18/2024



2024-2025 Phase One: Executive Summary for Schools_09182024_16:56

2024-2025 Phase One: Executive Summary for Schools

Taylor Mill Elementary School
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2024-2025 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 500 students in the heart of Northern Kentucky. We provide instruction to preschool through fifth grade students. Our student population is approximately 87.5% White (Non-Hispanic) and 12.5% being made up of students with Hispanic, Two or More Races, and African American ethnicities. Our school population is made up of about 47.8% economically disadvantaged families. We are a CEP school and all students receive free breakfast and lunch. The Taylor Mill community has a total population close to 7000 people. The demographics of the community are about 97.75% White (Non-Hispanic) and 2.25% combined Hispanic, African American, and Two or More Races. We currently have approximately 68 staff members. For the 2023-24 school year, Taylor Mill leadership team continued to remain focused on the school vision/mission and goals. Our school is a 1:1 device school with all students have access to Chromebooks. All teachers have been trained on best practices around technology integration and usage with students and our school has an Instructional Technology Coach that helps support technology integration through coaching of teachers. For the 23-24 school year, the use of Amplify CKLA as our reading instructional resource was introduced. This allowed teachers to start vertically aligning instruction in reading, and utilize assessment data in real-time to see what standards students were mastering and those that needed additional remediation. Taylor Mill has a small but mighty PTA that has set big goals for the 23-24 school year to add seating in the school courtyard as an outdoor classroom.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The school improvement planning process involves stakeholders at various levels and is a team approach. Feedback from our survey of parents conducted in conjunction with our Family Resource Center Coordinator helps us to identify areas of need for our families. Our school uses a teacher voice team made up of leaders from each grade level team. This teacher voice team works on using the information from the survey to help identify areas for improvement. Once the areas have been identified, the school leadership team works on developing goals and objectives and then presents them to the staff and SBDM council for consideration and feedback. This team approach helps to ensure that stakeholders are invested in the school improvement process.

A major stakeholder group for Taylor Mill Elementary are the parents and families of our students. Our families are very supportive of the school and regularly attend student performances like choir and musical performances, class plays, Veterans Day assembly, as well as participate in literacy and STEAM nights and field day. Our families are our students' biggest fans and supporters. Our parents are ready to plan and volunteer their time for PTA sponsored events like the book fairs, Elf Boutique, Bubble Run, and our 5th grade celebration. We have two parents that serve on our SBDM council and are actively involved in the school improvement plan process, the school budget, and improving school policies and procedures all while monitoring the academic progress of students at a schoolwide level throughout the year. These parents on the SBDM council represent our parent and family population as a whole and have been very dedicated to remaining focused on student improvement and engagement.

Another important stakeholder group for Taylor Mill Elementary is our student population. We take student voice and choice very seriously and know that their ideas matter. Our school has a Principal's Leadership Council made up of a group of 5th grade students that meet weekly to work on leadership skills and planning projects, events, and assemblies involving the whole school population. This group is service-minded and works on school improvement projects like improving the outdoor courtyard to serve an outdoor classroom, writing positive notes to staff, and deciding spirit days to encourage school spirit. Students are regularly allowed to share ideas on how to improve their own school experience through classroom visits by school leadership, opportunities to brainstorm ideas on our interactive bulletin board, and deciding on classroom rewards that they have earned.

Our school continues to work on increasing community partnerships. Our Taylor Mill Family Resource Center Coordinator plays a huge role in helping develop these relationships. We do continue to strengthen our partnership with the Kenton County Library as they help plan literacy classroom visits, provide resources for families, participate in school literacy nights and provide books for students use at home. We partner with the Northern Kentucky Education Council to provide One to One Readers, volunteers who come in weekly to read and work on sight words with struggling readers. They are involved in supporting our literacy improvement plan. We are involved with the Childrens Home of Northern Kentucky as they provide in-school as well as outside of school therapy for our students and families as this supports our goal for students' emotional well being. Our Family Resource Coordinator helps our school with local food pantries and churches who are willing to work to provide weekly food bags for families, help around holidays to provide full family meals and support with clothing and gifts as needed. These community stakeholders help to support the overall improvement of our school. Taylor Mill has an active and thriving All Pro Dads chapter that hosts monthly events for students and their "dad".

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how

stakeholders are involved in its development.

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. Our Sticky Core Values are Mind in Boat, Just like Roosevelt, Turn the Ship Around and the Genius of And. These core values are reviewed every year at the beginning of the school year as a way to center ourselves on our mission as well as to explain to new staff how we operate as a staff. Our programs embody our school's purpose as we strive to ensure that 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 core curriculum resources such as Amplify CKLA, enVisions math. All grades receive core instruction in math, ELA, science, and social studies which are combined with Art, Music/Drama, Innovations (STEM) and Library, and PE to make up our daily schedule. We are committed to meeting individual student needs. Tiered interventions including Orton Gillingham, Heggerty, technology programs such as Read Live and IXL. 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 supports and PBIS procedures encourage our students to ROAR by showing Respect, being On Task, demonstrating Achievement and Responsibility. 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 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. Our stakeholders are involved through planning and participation in our Site Based Decision Making Council, our school PTA, and numerous volunteer opportunities. Our parents are actively involved in developing and supporting our programs. Our PTA actively supports our ROAR PBIS expectations by providing weekly Blue ticket rewards and coins for the book vending machine for Gold level ticket rewards for meeting and exceeding expectations as well as providing rewards for our trimester celebrations where students are recognized for meeting their trimester behavior, academic, and growth goals.

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, Fourth and Fifth Grade Chorus, Elementary Basketball League, Volleyball, Energy-Wise Team, Girls on the Run, Let Me Run, Principal's Leadership Council, and Student Technology Leadership Program. Student recognition includes Leaders of the Week, Schoolwide Spelling Bee, Fifth Grade Recognition, MAP 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, the use of the One to One Readers program, and the addition of a book vending machine for weekly student rewards and celebration of student birthdays sponsored by our PTA. On the 2023 Kentucky State Assessment, Taylor Mill achieved a "green" rating for achievement on the end of the year assessment. Our school is focused on improving our achievement and demonstrating growth on the state assessment with a goal of improving reading and math achievement for all students in order to achieve the highest rating, "blue", for the state assessment. Our students take NWEA's MAP assessment twice a year and our goals continue to be on monitoring student growth and achievement on this universal screener in the areas of math and reading. We continue to strive to find ways for students to be involved in leadership opportunities.

Over the next three years, we continue to strive to improve overall student growth and achievement in math and literacy. We will continue to focus on ensuring that we are providing opportunities for our students to be actively involved in school through clubs, sports, and other activities to help strengthen their connection and sense of belonging to the school community. We will continue to improve in areas around student mental health and well-being as we continue to learn best practices involving Restorative Practices to better support the Social Emotional learning of our students. Our school action plan is focused on improving student achievement in both reading and math, especially for students with disabilities.

Over the past three years, on the Kentucky Summative Assessment,

- TME data shows an increase in students scoring Proficient or Distinguished in Math from 52% in
- TME data shows an increase in students with disabilities scoring Proficient or Distinguished from
- In Reading, TME data shows an increase in students scoring Proficient or Distinguished from 53%
- In Reading, TME data shows an increase in students with disabilities scoring Proficient or Distinguished from

We have been intentionally focused on student performance on the MAP assessments in the fall and spring to look for patterns in achievement and growth

for our students, as well as identifying students who need additional support through our MTSS process.

- In the Fall of 2023, our students averaged at the 63%tile in achievement with 54% of students sc
- By the Spring of 2024, our students averaged at the 69%tile in achievement with 59% of student
- In the Fall of 2024, our students averaged at the 68% in achievement with 59% of students scori
- In the Fall of 2023, our students averaged at the 65%tile in achievement with 57% of students sc
- By the Spring of 2024, our students averaged at the 69%tile in achievement with 61% of student
- In the Fall of 2024, our students averaged at the 69% in achievement with 62% of students scor

Teachers use unit common assessments and common formative assessment to monitor student progress on grade level standards throughout the school year using Performance Matters to help analyze student performance.

Additional Information

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

Taylor Mill is committed to growth for all students and to reducing barriers for students. Our school is committed to a leader-leader model and teacher participation in task groups, Teacher Voice committees, and leading through enriching the practices of fellow teachers through a commitment to true Professional Learning Communities in all areas of our school. Our MTSS team meets weekly to monitor student progress, problem solve, and monitor the effectiveness of our intervention program. Our MTSS team also leads professional development to strengthen skills in teaching foundational literacy skills, essential skills in math, as well as in new technology programs that our students will be utilizing to practice their skills. Teachers continue to focus on learning more about Restorative Practices and how to best embed that into our Social Emotional Learning and our PBIS expectations. We routinely incorporate Restorative Questions with students, repairing relationships after incidents, using apologies, and reflections with students to really build empathy and a sense of belonging in our classrooms and school community.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase One: School Safety Report_09182024_16:52

2024-2025 Phase One: School Safety Report

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2024-2025 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, most recent date of review was July 24, 2024

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

Yes, August 8, 2024

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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2024-2025 Phase Two: The Needs Assessment for Schools_10152024_09:01

2024-2025 Phase Two: The Needs Assessment for Schools

Taylor Mill Elementary School
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2024-2025 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 they will address 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 as you conducted 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 were documented.

At Taylor Mill Elementary, our SBDM Council, Teacher Voice team which includes a representative leader from all teams, grade level Professional Learning Communities, content area task groups and all staff are involved in reviewing, analyzing, and applying data results to determine priorities for 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 and Reading Foundational/Inventory scores, Spring MAP, Spring IXL Diagnostic) 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 Growth, MAP Fluency, and IXL Math Diagnostic benchmarking in September/October in grade level PLCs, at Literacy and Math task groups, and at afterschool Data Dig meetings. The whole school data is reviewed in Teacher Voice meetings to get a good overall view of our school's progress and to get whole school input. Discussions are documented in team lead notes and reviewed in PLCs.

Benchmarking data is documented in our school-level data dashboard and meeting discussions and next steps are documented in each grade level's PLC agendas/notes and in each task group's notes. Strategies and plans are created for next steps in student instruction.

Individual KSA scores are discussed in 3rd-5th grade PLCs with the prior year's teachers and the current year's teachers. We reflect back on how we performed as well as looking at how our current students did in order to prepare for the upcoming state assessments. Individual students scores are documented in the school data dashboard and are aligned with any prior year's scores and the MAP projected proficiency results. Quality Control Data is reviewed at the school leadership meeting to check for discrepancies. When individual student scores are released, they are reviewed with students through transition ready conferences and with parents during student-led conferences. Schoolwide celebrations occur when the data is publicly released to share our results with all stakeholders - students, staff, families, and the community. Yearly state assessment data trends and categorical breakdowns are reviewed and analyzed in October at Teacher Voice, in grade level PLCs, and with the school's Site Based Council. Data is used for current 4th and 5th graders to triangulate with other data in order to create instructional plans for groups of students focused on student growth. In Teacher Voice, as a part of the CSIP planning process, data is reviewed as well as student survey results. In November at our data dig faculty meeting, KSA indicator scores, change scores, trends, and next steps are discussed and documented in grade level planning documents.

Teachers meet weekly in PLCs to review and analyze student data on weekly Common Formative Assessments (CFAs) and 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. Winter MAP Fluency and IXL Diagnostic data is reviewed in January to monitor student progress and make instructional changes. Spring MAP Growth and MAP Fluency benchmarking results are reviewed in April/May with a focus on student growth over the school year. Data surrounding our school goals is reviewed with the Site Based Council at monthly meetings. 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 6-8 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 support. Behavior and attendance data are shared with staff monthly to compare with previous years to identify trends and put plans in place for students.

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?

Goal 1: Reading and Math

Goal 1a: We will collaborate to increase Reading Proficiency scores from 58% in 2023 to 65% in 2026 as measured by KSA scores.

Objective 1: We will collaborate to increase the average Reading Proficiency score from 58% to 61% in 2024 as measured by KSA scores.

2024 KSA scores showed 65% of students scoring Proficient/Distinguished in Reading.

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 walkthroughs 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 and led to our success. Actions were taken over the summer to get a head start on this year's plan by having teachers attend the Kentucky Read to Succeed Conference and UFLI training. Three teachers completed the state LETRS training Cohort I while we have added three new teachers and the assistant principal are participating in the state LETRS training Cohort II. Three additional teachers have been added to Cohort III. The school principal has completed LETRS training online as a part of the Read to Achieve grant. By focusing on improving teacher understanding and efficacy of the foundational literacy skills and implementation of Orton Gillingham 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 be on continued reading fluency at a higher level as well as on comprehending high level texts. An area of concern that consistently appeared throughout the school year was students struggling with reading fluency. This trend was apparent in our 5th grade Transition Readiness results, and MAP Growth and

Fluency Reading scores. This year, our teachers have all been trained in best practices in Reading Strategies, Secret Stories, and UFLI. Teachers are working on refining common formative assessments and lesson plans using the HQIR Amplify CKLA for the second year.

Goal 1b: We will collaborate to increase Math Proficiency scores from 60% in 2023 to 67% in 2026 as measured by KSA scores.

Objective 2: We will collaborate to increase the average Math Proficiency score from 60% to 63% in 2024 as measured by KSA scores.

2024 KSA scores showed 63% of students scoring Proficient/Distinguished in Math..

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 walkthroughs 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, 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 gave us a more clear understanding of our current numeracy practices and led to our success. A new Math Task Group was formed last year and work was started on reviewing instructional resources while beginning to look at data to see trends. This new task group created math schoolwide activities promoting student fact fluency. The team decided that IXL would provide us with a diagnostic tool as well as progress monitoring tools to monitor student progress based on their individual diagnostic. Teachers received training last school year on how to best implement the program to see growth in students based on their individual paths in the program targeting their skill deficits in math and how to use Group Jams to monitor student progress in real time. The IXL Diagnostic was used three times during the school year to monitor student progress and make instructional decisions. We added a new small group intervention program, Bridges, to help support students struggling with number sense and place value concepts. Select teachers received training on how to implement Bridges and used it for small group interventions. An area of concern that consistently appeared throughout the school year was students struggling with number and operations. Realizing the importance of reviewing concepts to keep them fresh for students, this school year

started with teachers working on intentional planning of spiral reviews of math concepts at all grade levels.

Goal 2 Science, Social Studies, and Writing

Goal 2a: We will collaborate to increase the Science Proficiency scores from 37% in 2023 to 44% in 2026 as measured by KSA data.

Objective 1 We will collaborate to increase the Science Proficiency scores from 37% to 40% in 2024 as measured by KSA data.

2024 KSA scores showed 48% of students scoring Proficient/Distinguished in Science.

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 walkthroughs 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. This past year, teachers on the Science and Social Studies Task Group determined that resources like Generation Genius, Brain Pop, and Mystery Science would be beneficial for all teachers. During Task Group meetings, teachers shared implementation ideas and how to best support students understanding in science using these resources. All grade levels had District Common Assessments in Science for the first time. Assessment data was analyzed to identify student performance by domain. With the common assessments have been implemented for a year, our plan for this year was to start writing common formative assessments for each science unit. Teachers were trained at the beginning of the school year on explicit instruction in vocabulary and these routines are expected to be followed when teaching science tier III vocabulary.

Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 64% in 2023 to 71% in 2026 as measured by KSA data.

Objective 2 We will collaborate to increase the Writing KSA proficiency scores from 64% to 67% in 2024 as measured by KSA data.

2024 KSA scores showed 76% of students scoring Proficient/Distinguished in Combined Writing.

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 walkthroughs 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 the our current writing practices and led to our success. Our writing lead participated in district wide meetings to better understand the standards and level of tasks that students need to be exposed to. We implemented Smekens writing mini-lessons in addition to the writing component in Amplify CKLA. Our students also had intentional time in their ELA block to focus on Language Mechanics. Student writing and instructional practices in writing are reviewed as a part of the Literacy Task Group. This summer, our writing lead participated in the Writing Revolution training where she gained additional resources that were presented to the staff when we returned in August. Specific instructional strategies on sentence and paragraph expansion were explored and added to lessons for this upcoming school year.

Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 60% in 2023 to 67% in 2026 as measured by KSA data.

Objective 3 We will collaborate to increase the Social Studies KSA proficiency scores from 60% to 63% in 2024 as measured by KSA data.

2024 KSA scores showed 57% of students scoring Proficient/Distinguished in Social Studies.

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 walkthroughs 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 This past school year, all grade levels had district common assessments in Social Studies. We determined the need for a school level task group focused on Social Studies to assist in the evaluation of quality instructional resources and analysis of trends in student data on these new assessments. Teachers received training on how to use IXL Social Studies and Group Jams to help with practicing skills aligned with the social studies standards. Last year was the first year for our new district timeline in social studies, so adjusting units and resources was a part of our process. We purchased Teacher Created Materials for Kentucky Social Studies for grades 2nd-5th and teachers received

training at the beginning of the school on how to utilize these resources. Social Studies teachers are working in task groups to share how implementation is going and brain-storming ideas for instruction. After a year of new district assessments, teachers started the school year by creating common formative assessments for each unit of instruction. Teachers are monitoring student progress on these CFAs to adjust instruction prior to the unit assessment.

Objective 1 We will collaborate to increase Reading Proficiency scores for students with disabilities from 13% in 2023 to 20% in 2024 as measured by KSA scores.

2024 KSA scores showed 30% of students scoring Proficient/Distinguished in Reading for students with disabilities.

At Taylor Mill, Special Education team PLCs are held weekly to review student data. Teachers and administrators are monitoring data on 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. Special Education teachers track student progress using a data dashboard tracking progress on their IEP goals as well as their progress on common assessments and common formative assessments.

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. Special Education teachers also received summer training on the Science of Reading and on implementing the new curriculum resource for ELA, Amplify CKLA, in order to better support students with disabilities during collaborative time.

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 5th grade Transition Readiness results, and MAP Growth and Fluency Reading scores. Actions were taken over the summer to get a head start on this year's plan by having teachers attend the Kentucky Read to Succeed Conference and UFLI training. Three teacher completed the state LETRS training Cohort I while we have added three new teachers and the assistant principal are participating in the state LETRS training Cohort II. Three additional teachers have been added to Cohort III. The school principal has completed LETRS training online as a part of the Read to Achieve grant. By focusing on improving teacher understanding and efficacy of the foundational literacy skills and implementation of Orton Gillingham 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 be on continued reading fluency at a higher level as well as on comprehending high level texts. This year, our teachers have all been trained in best practices in Reading Strategies, Secret Stories, and UFLI. Last year we started data reviews specifically for students with disabilities

through the grade level analyzers as well as through Performance Matters reports used by special education teachers to track progress of students with disabilities. Special Education teachers also received summer training on literacy strategies to support students during resource reading classes.

Objective 2 We will collaborate to increase Math Proficiency scores for students with disabilities from 21% in 2022 to 24% in 2024 as measured by KSA scores.

2024 KSA scores showed 27% of students scoring Proficient/Distinguished in Math for students with disabilities.

At Taylor Mill, Special Education team PLCs are held weekly to review student data. Teachers and administrators are monitoring data on CFAs and District Common Assessments in weekly PLCs. Schoolwide Common Assessment data is reviewed in PLC Task Group (monthly) and Math data is reviewed in Math Task Group (monthly). Data review of student progress and next steps occur at Special Education Team PLCs (monthly) with special education teachers and administrators. Special Education teachers track student progress using a data dashboard tracking progress on their IEP goals as well as their progress on common assessments.

All of these activities gave us a more clear understanding of our current numeracy practices. An area of concern that consistently appeared throughout the school year was students struggling with number and operations. A new Math Task Group was formed last year and work was started on reviewing instructional resources while beginning to look at data to see trends. This new task group created math schoolwide activities promoting student fact fluency. The team decided that IXL would provide us with a diagnostic tool as well as progress monitoring tools to monitor student progress based on their individual diagnostic. Teachers received training last school year on how to best implement the program to see growth in students based on their individual paths in the program targeting their skill deficits in math and how to use Group Jams to monitor student progress in real time. The IXL Diagnostic was used three times during the school year to monitor student progress and make instructional decisions. We added a new small group intervention program, Bridges, to help support students struggling with number sense and place value concepts. Select teachers received training on how to implement Bridges and used it for small group interventions. Realizing the importance of reviewing concepts to keep them fresh for students, this school year started with teachers working on intentional planning of spiral reviews of math concepts at all grade levels.

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 2026.

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.

2024 ACCESS Reading Assessment scores showed 100% students showing growth on their Scale Score.

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 walkthroughs 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 5th grade Transition Readiness results, and MAP Growth and Fluency Reading scores. Actions were taken over the summer to get a head start on this year's plan by having teachers attend the Kentucky Read to Succeed Conference and UFLI training. Three teachers completed the state LETRS training Cohort I while we have added three new teachers and the assistant principal are participating in the state LETRS training Cohort II. Three additional teachers have been added to Cohort III. The school principal has completed LETRS training online as a part of the Read to Achieve grant. By focusing on improving teacher understanding and efficacy of the foundational literacy skills and implementation of Orton Gillingham 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 be on continued reading fluency at a higher level as well as on comprehending high level texts. This year, our teachers have all been trained in best practices in Reading Strategies, Secret Stories, and UFLI. Teachers are working on refining common formative assessments and lesson plans using the HQIR Amplify CKLA for the second year. Teachers have also been provided with the EL Handbook provided by the district to help teachers support students in the general education classroom.

Goal 5 We will collaborate to increase our overall indicator score from "high" at 79.3 in 2023 to "very high" in 2026 by increasing the indicator score on the Quality of School Climate to 85 and Safety Survey to 80 by 2026

Objective 1: We will collaborate to increase overall Quality of School Climate indicator score from 81.4 in 2023 to 82.5 in 2024.

Objective 2: We will collaborate to increase overall Safety Survey indicator score from 77.1 in 2023 to 78.5 in 2024.

The overall Quality of School Climate indicator score for 2024 was an 81.3.

The overall Quality of School Safety indicator score for 2024 was a 76.6.

The strategies we used to target the overall school climate was to:

- Ensure intentional recognition of students for attendance at trimester celebration for students in all grades with rewards donated by community partners in combination with our school Family Resource Coordinator

- Intentional Social Emotional Learning, PBIS strategies, and Restorative Practices implemented to increase the feelings in students that they are treated fairly if they break school rules

Looking at our current data, we need to continue to find strategies to work with students on feeling comfortable stating their opinions in class even if others disagree. We will continue to use SEL lessons, PBIS practices, and Restorative Practices to increase student feelings about fairness when students break school rules. This year we are intentionally focusing on our adult advocate program to help ensure that students have a trusted adult here at school that they feel safe with and that they trust to share with. We continue to refine our adult advocate program to best support the social emotional needs of our students. We are also planning school safety lessons for students.

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 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.

The percentage of teachers feeling that professional development opportunities are relevant to the content that they teach was at 63%

When 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 continued this process during the school year by having the content task groups determine the needs for the school and allowing teacher choice during faculty meetings as well. For the 23-24 and for the 24-25 school year Professional Development plan, the learning paths teachers chose were more centered on content area topics. Most

teachers focused on learning about the Science of Reading, the new Amplify CKLA resource for ELA, and Orton Gillingham. Math teachers focused on additional training on IXL to increase their knowledge around the IXL math diagnostic and instructional paths to improve math achievement for students. Enrichment teachers and teachers of Science and Social Studies were encouraged to choose professional development opportunities to support growth in their subject areas. This change has been successful and teachers have taken more ownership of their professional learning.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

On 2021-22 KSA, 53% of students were Proficient/Distinguished in Reading, 17% of students with disabilities were Proficient/Distinguished. On 2022-23, 58% of students were Proficient/Distinguished in Reading, 13% of students with disabilities were Proficient/Distinguished. On the most recent 2023-24 KSA, 65% of students were Proficient/Distinguished in Reading, 30% of students with disabilities were Proficient/Distinguished.

Trend data indicates that Taylor Mill Elementary is increasing in the total percentage of students scoring P/D from 53% to 58% and now 65%. After taking a dip in 2023, Taylor Mill has seen an increase in the percentage of students with disabilities scoring P/D from 17% to 13% to 30%. We have seen a steady decrease in the percentage of students with disabilities scoring Novice, going from 54% to 41% to 34%. Decreasing the number of students with disabilities scoring Novice in Reading is an area of significant improvement.

An area of significant need of improvement from our Impact Survey, it was apparent that teacher access to instructional technology including, computers, printers, software, and internet access at our school needed to improve, only 26% of teachers responded favorably. After discussions with staff, many were frustrated with old classroom projectors and old Smart Boards. At the beginning of the 24-25 school year, only 10 classrooms out of 33 classrooms had new projectors and Smart technology (from a district purchase). This is a priority area for improvement as so much of what teachers are doing instructionally is projected for whole class instruction.

On the 2021-22 KSA, 52% of students were Proficient/Distinguished in Math, 17% of students with disabilities were Proficient/Distinguished. On the 2022-23 KSA, 60% of

students were Proficient/Distinguished in Math, 21% of students with disabilities were Proficient/Distinguished.

On the most recent 23-24 KSA, 63% of students were Proficient/Distinguished in Math, 27% of students with disabilities were Proficient/Distinguished.

Trend data indicates that Taylor Mill Elementary is increasing the number of students Proficient/ Distinguished from 52% to 60% to 63% and increasing in the number of students with disabilities scoring Proficient/Distinguished from 17% to 21% to 27%. We have seen a steady decrease in the percentage of students with disabilities scoring Novice going from 43% to 38% to 36%. Decreasing the number of students with disabilities scoring Novice in Math is an area of significant improvement.

During the 21-22 school year, Taylor Mill saw 112 discipline referrals. During the 22-23 school year, we saw a major increase in referrals in comparison to where we were the previous year and ended the school year with 327 discipline referrals for the year with 35% of referrals coming from 1st grade. Our PBIS task group addressed this through initiatives that were started in the beginning of October 2022 with Restorative Practices training that continues into this school year. The first grade team received additional support on de-escalation strategies and the de-escalation cycle that they commonly seeing with students. For the 23-24 school year, we saw an overall decrease in office referrals to 255 and an increase in the amount of teachers using Restorative Practices strategies, Social Emotional strategies like calm down corners and allowing sensory breaks for students feeling big emotions. We did continue to see first grade having the most referrals with 38%. This continued focus on emotional regulation has resulted in a decrease in office referrals at this point in the year with 33 referrals so far. This remains a significant area of improvement for us and with additional training, we will be able to better consistently implement Restorative Practices and emotional regulation strategies across all grade levels.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current State -

KSA

- 65% of students were Proficient/Distinguished in Reading in Spring 2024, this is above the district average of 57%.

-63% of students were Proficient/Distinguished in Math in Spring 2024, this is above the district average of 61%.

- On KSA 2024, Separate Academic Indicator scores were a strength for Taylor Mill with 76% of students scoring Proficient/Distinguished in Combined Writing and 57% of students scoring Proficient/Distinguished in Social Studies.

-On KSA 2024, students scoring Proficient/Distinguished in Science was 48%. This was an increase from the previous year and at the district average.

- On the Brigance Kindergarten readiness assessment, at the beginning of the 23-24 school year, 56% of students were deemed "Kindergarten Ready".

Non-Academic Current State:

-On the 2023 Impact survey given to teachers, 86% of staff rated the school positively in the area of Staff-Leadership Relationships. Emotional Well Being and Belonging saw the greatest increase, up 24% to 58%.

When looking at areas for growth for our school, Emotional Well Being and Belonging continues to be an area of growth and 39% of staff rated the school positively in the area of Resources.

-On the student survey given on the 2024 KSA, "My school is a caring place", "I feel like am part of my school", and "All my teachers make me feel welcome in their class" had results with students agreeing or strongly agreeing at 92% or above. 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 18-28% 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.

-Our school attendance rate for the 23-24 school year was at 95.6%. We will continue to celebrate with students at our trimester celebrations to encourage attendance every day.

-Our Free and Reduced Lunch percentage for 23-24 school year was 47.8%. Our school is a CEP school and students receive free breakfast and free lunch daily.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

On the 2023-24 KSA, in Reading, students with disabilities are scoring significantly below all students, 34% of students with disabilities scored Novice compared to 9% of All Students scoring Novice.

On 2023-24 KSA, in Math, students with disabilities are scoring significantly below all students, 36% of students with disabilities scored Novice compared to 14% of All Students scoring Novice.

According to 2024 KSA data and MAP data, reading is an overall priority area for Taylor Mill Elementary with 65% of students scoring Proficient/Distinguished in KSA Reading and 60% of students met growth projectiles in Reading MAP. The percentage of students with disabilities scoring Proficient/Distinguished in KSA Reading was 30% which was above the district average. The percentage of economically disadvantaged students scoring Proficient/Distinguished in Reading was 58%.

According to 2024 KSA data and MAP data, math is an overall priority area for Taylor Mill Elementary with 63% of students scoring Proficient/Distinguished in KSA Math and 63% of students showing growth in Math MAP. The percentage of students with disabilities scoring Proficient/Distinguished in KSA Math was 3% above the district average. The percentage of economically disadvantaged students scoring Proficient/Distinguished was 51%. When looking at grade level percentages of students scoring Proficient/Distinguished, 3rd grade was the lowest with 57% of students scoring Proficient/Distinguished compared to 4th grade at 61% and 5th grade at 69%. Third grade math is an area of growth for our school.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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 2024 Spring KSA, Math for 5th grade students was a strength with 69% of students scoring Proficient/Distinguished. This grade level was above the district average while 4th grade students scored at the district average and 3rd grade students scored below the district average.

On 2024 Spring KSA, Reading for All Students was a strength with 65% of students scoring Proficient/Distinguished. All three grade levels were above the district average.

Strategies like spiral review and the CUBES strategies and resources like Group Jams in IXL and differentiated pathways, used in 5th grade Math that have shown success are being shared in Math task group meetings to ensure vertical alignment of place value strategies and best practices are being used across grade levels. Spiral reviews are being used this year at all grade levels to better support retention and repeated practice of math skills being learned. Common Formative Assessments are being revised to ensure that questions are rigorous and aligned to the standards. These strategies and resources will impact students with disabilities as they are more frequently practicing prior content, given more opportunities to strengthen their skills, and through IXL will have differentiated paths for support on their specific needs.

Strategies like intentional teaching of vocabulary and interventions and supports around foundational reading and fluency as well as resources like Orton Gillingham, UFLI, Heggerty and Amplify are used in all grade levels for reading instruction that have shown success are being strengthened and the MTSS process is being used to help students get caught up to their grade level expectations. We are working with special education teachers to better support students with disabilities struggling with reading. We will have an intentional focus to support students reading foundational skills at the primary grades to better ensure that all students are reading on grade level.

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 Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name



TME School Key Elements 24

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Element 2 Design and Deliver Instruction:


Taylor Mill Elementary will continue to work in PLCs and in task group meetings to review, refine, and provide necessary support for all students. Just being in year two of new curriculum resource in Amplify CKLA leads to a continued refinement and focus through instructional walks data, student assessment data, and teacher input in PLCs. This ensures the use of learning targets, student engagement strategies, formative assessment, and students receiving feedback from teachers through our Cycle of Quality Instruction. We are also focusing our efforts in the area of building student vocabulary through explicit instructional routines for vocabulary and identifying the different levels of tiered vocabulary for each instructional unit. In Math, the use of spiral reviews at all grade levels, the focus on vertical alignment of place value skills, and the use of Group Jam and differentiated paths in IXL will be used to produce the desired change.

Element 3 Design and Deliver Assessment Literacy and Element 4 Review, Analyze, and Apply Data:

As a part of our school action plan, this year teachers created or revised common formative assessments for all subject areas, ELA, Math, Science, and Social Studies in order to better monitor student progress on instructional units. 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 and that we are ensuring that the interventions we have in place are effective. This focus on building assessment literacy through the creation and revision of common formative assessments and the analyzing of student data on formative and summative assessments will lead to the desired change.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TME School Key Elements 24		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	No	Grade level teachers participate in summer professional development on standards deconstruction and alignment with instructional resources. Student performance on standards on common formative and summative assessments are analyzed during weekly PLCs. In PLCs, teacher work to preview assessments and revise them to increase rigor as well as to ensure that assessment questions are meeting the depth and intent of the standards. Being in year 2 of implementation of a new HQIR ELA resource, Amplify CKLA, teachers will focus on the standards and ensuring that instruction matches the intent and depth of the standards now that they are more familiar with the resource.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	All teachers follow district recommended timelines and units. These have been created with teacher input and district 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, district common assessments, and year two of a common ELA HQIR, Amplify CKLA. This year our school action plan includes intentional teaching of vocabulary through explicit instruction routines. We are using this in all content areas and are working on identifying the different levels of tiered vocabulary for each unit. 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. We use a school selected program for social-emotional

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		learning that is aligned to current research and Restorative Practices to help students reflect and make changes to their behavior to benefit themselves and their classroom learning environments.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	As a part of our school action plan this year, all students receive common formative assessments in ELA, Math, Science and Social Studies. Teachers design common tasks for all subject areas and compare student products and results. 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 in all areas, ELA, Math, Science, and Social Studies. Students are given a universal screener for benchmarking two times a year using NWEA MAP Growth assessments in Math and Reading. We use NWEA MAP Fluency diagnostic for identification of foundational reading skills and reading fluency deficits as well as the IXL Math diagnostic for identification of math skill deficits.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	Formative and summative data on common assessments are reviewed across grade levels in weekly PLCs. Teachers complete reflection data analysis, identifying strengths/areas of growth, as well as percentage of students meeting goal. Faculty Meetings and content area task groups are used to analyze MAP/KSA as well as other benchmarking data. MAP Growth 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. All students in grades K-3 have MAP Fluency scores that are analyzed to help determine if a student is need of academic intervention for reading.
KCWP 5: Design, Align and Deliver Support	No	PLCs are held twice weekly to review common formative and summative data. MTSS data is reviewed every 6-8

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>		<p>weeks to determine progress on interventions that are in place. Formative and Summative common assessment data is analyzed using the Performance Matters learning platform and intervention data is also housed in this platform. A data dashboard is used to track all assessment data. Our MTSS plan establishes a framework to support all students through analysis of data, monitoring of student progress, and putting appropriate interventions in place to support students needs. Progress of students with disabilities is analyzed in grade level PLCs as well as in Special Education team PLCs to ensure that instruction is being tailored to meet the individual needs of students and that plans can be adjusted if things are not working.</p>
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	No	<p>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. SEL lessons are used to support the character development of all students through Second Steps. Teachers have received training on Restorative Practices and these practices are being implemented to support students. All teachers at Taylor Mill receive monthly feedback on the Cycle of Quality Instruction as coaching to ensure all students are receiving high level tasks aligned with standards, all students are creating products and that teachers are using these products to adjust instruction in real time. This focus on continued growth is a used to better our learning environments.</p>



2024-2025 Phase Two: School Assurances_10152024_09:00

2024-2025 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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2024-2025 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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 in a targeted assistance program, 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, 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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. In 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies 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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2024-2025 Phase Three: Comprehensive School Improvement Plan_11152024_10:55

2024-2025 Phase Three: Comprehensive School Improvement Plan

Taylor Mill Elementary School
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2024-2025 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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*, *Baldrige*, 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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)
- Achievement Gap

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 (CSIP) Template.

- b. Upload your completed template in the attachment area directly below.

ATTACHMENTS

Attachment Name

24-25 TME Comprehensive Improvement Plan

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.

To address our current needs as outlined in our needs assessment diagnostic, the objectives and strategies that will be maintained include:

- We will collaborate to increase the average Reading Proficiency through ongoing professional development in the area of best practice/high yield instructional strategies in reading and on the implementation of Amplify CKLA curriculum resource (Boost Sessions) to aid in curricular adjustments when students fail to meet mastery. We will continue with literacy walks on Amplify CKLA implementation with Literacy Leads. Our MTSS system ensures that appropriate academic interventions are taking place and effectiveness of interventions and student progress is monitored to meet the needs of all students
- We will collaborate to increase the average Math Proficiency score through ensuring appropriate academic interventions are taking place and effectiveness and student progress is monitored to meet the needs of all students. We will also continue monitoring of students progress on formative and summative assessments to increase student achievement

To address our current needs as outlined in our needs assessment diagnostic, the objectives and strategies that will be added or modified to address current needs from the needs assessment diagnostic include:


- We will collaborate to increase the average Reading Proficiency by teachers working on using Lesson and Unit Internalization documents to support deeper understanding of unit plans to internalize goals and purpose of the unit for instruction. In PLCs, planning together to intentionally determine vocabulary for each lesson, then using explicit routine for teaching vocabulary to deliver instruction, and ensuring that all vocabulary is being taught at all three tiers
- We will collaborate to increase the average Math Proficiency score by planning together in PLCs to intentionally determine vocabulary for each lesson, then using explicit routines for teaching vocabulary to deliver instruction, and ensuring that all vocabulary is being taught at all three tiers. We will also implement teacher-created spiral reviews in math to assist in having a system to review standards that students are struggling with.

To address our current needs as outlined in our needs assessment diagnostic, objectives and strategies that will be added or modified to address current needs from the needs assessment diagnostic for the identified gap group include:

-We will collaborate to increase Reading Proficiency scores for students with disabilities through professional development in the area of best practice/high yield instructional strategies like Orton Gillingham/Heggerty strategies and Amplify CKLA curriculum resources to aid in curricular adjustments when students fail to meet mastery. We will use additional Learning Walks focused on Reading Resource classes including feedback on best practices, lesson planning, and Cycle of Quality of Instruction to improve instruction in reading resource classes.

-We will collaborate to increase Math Proficiency scores for students with disabilities through implementing teacher-created spiral reviews in math to assist in having a system to review standards that students are struggling on. We will use additional Learning Walks focused on Math Resource classes including feedback on best practices, lesson planning, and Cycle of Quality of Instruction to improve instruction in math resource classes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 TME Comprehensive 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:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- 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
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

On the 2023-24 KSA, in Reading, students with disabilities are scoring significantly below all students, 34% of students with disabilities scored Novice compared to 9% of All Students scoring Novice. The percentage of students with disabilities scoring Proficient/Distinguished in KSA Reading was 30%

On 2023-24 KSA, in Math, students with disabilities are scoring significantly below all students, 36% of students with disabilities scored Novice compared to 14% of All Students scoring Novice.

When looking at grade level percentages of students scoring Proficient/Distinguished, 3rd grade was the lowest with 57% of students scoring Proficient/Distinguished compared to 4th grade at 61% and 5th grade at 69%. Third grade math is an area of growth for our school.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

After analysis of the key elements of teaching and learning, Taylor Mill Elementary will focus on the following three elements in order to improve student achievement:

KCWP 2: Design and Deliver Instruction: This year our school action plan includes intentional teaching of vocabulary through explicit instruction routines. We are using this in all content areas and are working on identifying the different levels of tiered vocabulary for each unit.

KCWP 3: Design and Deliver Assessment Literacy: As a part of our school action plan this year, all students receive common formative assessments in ELA, Math, Science and Social Studies. Teachers design common tasks for all subject areas and compare student products and results. 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 in all areas, ELA, Math, Science, and Social Studies.

KCWP 4: Review, Analyze and Apply Data: Formative and summative data on common assessments are reviewed across grade levels in weekly PLCs. Teachers complete reflection data analysis, identifying strengths/areas of growth, as well as the percentage of students meeting goal.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	86.6	Increased 3.8
State Assessment Results in science, social studies and writing	85.5	Increased 5.3
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	78.7	-0.3 Maintained
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1: Reading and Math Goal 1a: We will collaborate to increase Reading Proficiency scores from 65% in 2024 to 73% in 2027 as measured by KSA scores. Goal 1b: We will collaborate to increase Math Proficiency scores from 63% in 2024 to 70% in 2027 as measured by KSA scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase the average Reading Proficiency score from 65 % to 68% in 2025 as measured by KSA scores.	<u>KCWP 2: Design and Deliver Instruction</u>	Ongoing professional development in the area of best practice/high yield instructional strategies in reading and on implementation of Amplify CKLA curriculum resource (Boost Sessions) to aid in curricular adjustments when students fail to meet mastery. Literacy walks on Amplify CKLA implementation with Literacy Leads.	Professional development based on researched best practices and Cycle of Quality Instruction Walkthroughs and Amplify fidelity walks with aligned feedback	Ongoing, job-embedded PD in the area of Cycle of Quality Instruction Teachers given feedback on walkthroughs and Amplify fidelity markers Monitoring of walk-through feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	\$1951.46 Title I funding for Amplify Curriculum materials Substitute funding for Literacy Leads to participate in walks SBDM funding
		Curriculum alignment reviews are an ongoing action of PLC's and Task Groups. Teachers will be working on using Lesson and Unit Internalization documents to support deeper understanding of unit plans to internalize goals and purpose of the unit for instruction. Teachers will participate in District Lesson and Unit Internalization planning days in the fall and spring.	Focus on PLC structure with analysis of data and how teachers respond to data through lesson planning Creation of unit internalization documents for each Amplify unit Lesson plans will have all elements from the lesson internalization document	Lesson planning adjustments during weekly PLCs, monitored by teachers and admin Monitoring of team-created Unit Internalization documents Monitoring of lesson plan feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	\$0
		Collaborative PLC processes are in place to guarantee Tier I instruction and common formative assessments meet the intent of the standard and meet the needs of all students	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 Standards deconstruction in weekly PLCs with documentation of standards in lesson plans	\$0

Goal 1: Reading and Math

Goal 1a: We will collaborate to increase Reading Proficiency scores from 65% in 2024 to 73% in 2027 as measured by KSA scores.

Goal 1b: We will collaborate to increase Math Proficiency scores from 63% in 2024 to 70% in 2027 as measured by KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		In PLCs, planning together to intentionally determine vocabulary for each lesson, then using explicit routine for teaching vocabulary to deliver instruction, and ensuring that all vocabulary is being taught at all three tiers	Informal and formal observations will reflect vocabulary instruction during lessons Lesson plans will reflect tiered levels of vocabulary for each lessons	Teachers given feedback on walkthroughs Monitoring of lesson plan feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	\$0
	<u>KCWP 5: Design, Align and Deliver Support</u>	Appropriate academic interventions are taking place and effectiveness and student progress is monitored to meet the needs of all students	Focus on MTSS PLCs aligning academic skill deficits to interventions based on data collected from diagnostic and periodically reviewing progress monitoring data to make changes as needed Analysis of the effectiveness of interventions after each round to determine "health of interventions"	MTSS PLCs – Every 6-8 weeks for Tier II and III 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 Monitoring of health of interventions	\$ 50 Title I for IMSE Morphology Reading Intervention professional development and resources \$580 Read Naturally Title I funding
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Monitoring of students progress on summative assessments to increase student achievement	Analysis of student data on District Common Assessments during PLCs	Monitoring data through the district data dashboard on District Common Assessments in weekly PLCs Schoolwide Common Assessment data review in PLC Task Group (monthly) Reading data reviewed in Literacy Task Group (monthly)	\$0

Goal 1: Reading and Math Goal 1a: We will collaborate to increase Reading Proficiency scores from 65% in 2024 to 73% in 2027 as measured by KSA scores. Goal 1b: We will collaborate to increase Math Proficiency scores from 63% in 2024 to 70% in 2027 as measured by KSA scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 We will collaborate to increase the average Math Proficiency score from 63% to 66% in 2025 as measured by KSA scores.	<u>KCWP 2: Design and Deliver Instruction</u>	Professional development in the area of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Implementation of teacher-created spiral reviews in math to assist in having a system to review standards that students are struggling with.	Professional development based on researched best practices and Cycle of Quality Instruction, Walkthroughs with aligned feedback Increased use of spiral reviews in lessons	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	Envisions Math curriculum resources \$13,191 Title I funding IXL \$6497 Title I funding
		Curriculum alignment reviews are an ongoing action of PLC's and Task Groups	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
		Collaborative PLC processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students,	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 Standards deconstruction in weekly PLCs with documentation of standards in lesson plans	\$0
		In PLCs, planning together to intentionally determine vocabulary for each lesson, then using explicit routine for teaching vocabulary to deliver instruction, and ensuring that all vocabulary is being taught at all three tiers	Informal and formal observations will reflect vocabulary instruction during lessons Lesson plans will reflect tiered levels of vocabulary for each lessons	Teachers given feedback on walkthroughs Monitoring of lesson plan feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	\$0
	<u>KCWP 5: Design, Align and Deliver Support</u>	Appropriate academic interventions are taking place and effectiveness and student progress is monitored to meet the needs of all students	Focus on MTSS PLCs aligning academic skill deficits to interventions based on data collected through diagnostic and	MTSS PLCs – Every 6-8 weeks for Tier II and III, data monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist)	IXL \$6497 Title 1 funding

Goal 1: Reading and Math

Goal 1a: We will collaborate to increase Reading Proficiency scores from 65% in 2024 to 73% in 2027 as measured by KSA scores.

Goal 1b: We will collaborate to increase Math Proficiency scores from 63% in 2024 to 70% in 2027 as measured by KSA scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			periodically reviewing progress monitoring data to make changes as needed Analysis of effectiveness of interventions	Monitoring of students in Needs Based groups to determine if progress is being made or if adjustments need to be made	
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Monitoring of students' progress on formative and summative assessments to 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 with standards Schoolwide Common Assessment data review in PLC Task Group (monthly) Reading data reviewed in Math Task Group (monthly)	\$0

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 Science, Social Studies, and Writing Goal 2a: We will collaborate to increase the Science Proficiency scores from 47% in 2024 to 55% in 2027 as measured by KSA data. Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 76% in 2023 to 80% in 2027 as measured by KSA data. Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 60% in 2024 to 67% in 2027 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 47% to 50% in 2025 as measured by KSA data.	<u>KCWP 2: Design and Deliver Instruction</u>	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	\$0
		In PLCs, planning together to intentionally determine vocabulary for each lesson, then using explicit routine for teaching vocabulary to deliver instruction, and ensuring that all vocabulary is being taught at all three tiers	Informal and formal observations will reflect vocabulary instruction during lessons Lesson plans will reflect tiered levels of vocabulary for each lessons	Teachers given feedback on walkthroughs Monitoring of lesson plan feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	\$0
		Curriculum alignment reviews are an ongoing action of PLC's and Task Groups	Analysis of student data on District Common Assessments during PLCs	Monitoring data on District Common Assessments in weekly PLCs – Ongoing Schoolwide Common Assessment data review in PLC Task Group (monthly) and Science/Social Studies Task Group (monthly)	\$0
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Creation of common formative assessments and monitoring of students progress on formative and summative assessments to increase student achievement	Analysis of student data on Assessments during PLCs	Monitoring data on Assessments in weekly PLCs – Ongoing Schoolwide Common Assessment data review in PLC Task Group (monthly) and Science/Social Studies Task Group (monthly)	\$0

Goal 2 Science, Social Studies, and Writing

Goal 2a: We will collaborate to increase the Science Proficiency scores from 47% in 2024 to 55% in 2027 as measured by KSA data.

Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 76% in 2023 to 80% in 2027 as measured by KSA data.

Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 60% in 2024 to 67% in 2027 as measured by KSA data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 5: Design, Align and Deliver Support</u>	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	Generation Genius \$663, Title I Mystery Science, \$1395 Title I Project Lead the Way \$950 SBDM
		Resources are aligned to needs in order to make all systems work together for continuous improvement and success. New resources are added to support instruction as needed	Vertical alignment of instructional resources	Review of instructional resources in Science/Social Studies Task Group for vertical alignment	\$0
Objective 2 We will collaborate to increase the Writing KSA proficiency scores from 76% to 78% in 2025 as measured by KSA data.	<u>KCWP 2: Design and Deliver Instruction</u>	Ongoing professional development in the area of best practice/high-yield instructional strategies using writing units from Amplify CKLA curriculum resources to aid in curricular adjustments when students fail to meet mastery. Smekens Professional Development connecting the six traits of writing to the Science of Reading and understands how to help students make connections to help them become better readers and writers. Book study on Writing Revolution 2.0.	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	\$2400 Title funds Smekens Six Traits of Writing training and grade-specific copies of Launching the Writer's Workshop Writing Revolution 2.0 \$800 SBDM funds
		Curriculum alignment reviews are an ongoing action of PLC's and Task Groups	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

Goal 2 Science, Social Studies, and Writing Goal 2a: We will collaborate to increase the Science Proficiency scores from 47% in 2024 to 55% in 2027 as measured by KSA data. Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 76% in 2023 to 80% in 2027 as measured by KSA data. Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 60% in 2024 to 67% in 2027 as measured by KSA data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	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 samples 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 Lesson planning adjustments during weekly PLCs, monitored by teachers and admin	\$0
Objective 3 We will collaborate to increase the Social Studies KSA proficiency scores from 60% to 63% in 2024 as measured by KSA data.	<u>KCWP 2: Design and Deliver Instruction</u>	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	\$0
		Curriculum alignment reviews are an ongoing action of PLC's and Task Groups	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
		In PLCs, planning together to intentionally determine vocabulary for each lesson, then using explicit routine for teaching vocabulary to deliver instruction, and ensuring that all vocabulary is being taught at all three tiers	Informal and formal observations will reflect vocabulary instruction during lessons Lesson plans will reflect tiered levels of vocabulary for each lessons	Teachers given feedback on walkthroughs Monitoring of lesson plan feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	\$0
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Creation of common formative assessments and monitoring of students progress on formative and	Analysis of student data on Assessments during PLCs	Monitoring data on Assessments in weekly PLCs – Ongoing	\$0

Goal 2 Science, Social Studies, and Writing Goal 2a: We will collaborate to increase the Science Proficiency scores from 47% in 2024 to 55% in 2027 as measured by KSA data. Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 76% in 2023 to 80% in 2027 as measured by KSA data. Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 60% in 2024 to 67% in 2027 as measured by KSA data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		summative assessments to increase student achievement		Schoolwide Common Assessment data review in PLC Task Group (monthly) and Science/Social Studies Task Group (monthly)	
	<u>KCWP 5: Design, Align and Deliver Support</u>	Include the use of new resources, like Teacher Created Materials, to support best practice strategies	Implementation of instructional resources aligned with social studies standards across grade levels	Review of instructional resources in Science/Social Studies Task Group for alignment to science standards	Teacher Created Materials Kentucky Social Studies Title funding \$4737.96
		Resources are aligned to needs in order to make all systems work together for continuous improvement and success. New resources are added to support instruction as needed	Vertical alignment of instructional resources	Review of instructional resources in Science/Social Studies Task Group for vertical alignment	\$0

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 analyses 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 30% in 2024 to 33% in 2025 as measured by KSA scores.	<u>KCWP 2: Design and Deliver Instruction</u>	Professional development in the area of best practice/high yield instructional strategies like Orton Gillingham/Heggerty strategies and Amplify CKLA curriculum resources 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	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Monitoring of walk through feedback for trends by admin and shared in weekly newsletter	
		Additional Learning Walks focused on Reading Resource classes include feedback on best practices, lesson planning, and Cycle of Quality of Instruction	Data and feedback to teachers from Resource Walks	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
		Collaborative PLC processes are in place to guarantee Tier I instruction and assessments meet the intent of the standard and meet the needs of all students	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
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Monitoring of students' progress on formative and summative assessments to increase student achievement	Analysis of student data on Assessments during PLCs	Monitoring data on the district data dashboard on District Common Assessments in weekly PLCs Data on Reading Common Assessments tracked, use of accommodations discussed at SPED PLCs Schoolwide Common Assessment data review in PLC Task Group (monthly)	\$0
		Monitoring that students with disabilities are making progress on academic goals 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
		Special Education Data Digs to monitor student progress on benchmark assessments, universal screeners, and common formative and summative assessments	Analysis of student data on Assessments during PLCs	Comparison of student performance on classroom assessments to their IEP goals in Special Education PLCs	\$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 27% in 2024 to 32% in 2025 as measured by KSA scores.	<u>KCWP 2: Design and Deliver Instruction</u>	Curriculum alignment reviews are an ongoing action of PLC's and Task Groups	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
		Collaborative PLC 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
		Implementation of teacher-created spiral reviews in math to assist in having a system to review standards that students are struggling on.	Increased use of spiral reviews in lessons	Monitoring of walk-through feedback and lesson plans for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	\$0
		Additional Learning Walks focused on Math Resource classes include feedback on best practices, lesson planning, and Cycle of Quality of Instruction	Data and feedback to teachers from Resource Walks	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
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Monitoring of formative and summative assessments increases student achievement	Analysis of student data on Common Formative Assessments and District Common Assessments during PLCs	Data on Math Common Assessments tracked, accommodations used discussed at SPED PLCs Schoolwide Common Assessment data review in PLC Task Group (monthly)	\$0
		Monitoring that students with disabilities are making progress on academic goals 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Special Education Data Digs to monitor student progress on benchmark assessments, universal screeners, and common formative and summative assessments	Analysis of student data on Assessments during PLCs	Comparison of student performance on classroom assessments to their IEP goals in Special Education PLCs	\$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 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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.	<u>KCWP 5: Design, Align and Deliver Support</u>	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 on data collected and periodically reviewing progress monitoring data to make changes as needed	MTSS PLCs – Every 6-8 weeks for Tier II and Tier III, 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
	<u>KCWP 2: Design and Deliver Instruction</u>	Ongoing professional development in the area of best practice/high yield instructional strategies and the use of Amplify CKLA curriculum resource and Orton Gillingham 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	\$0
		In PLCs, planning together to intentionally determine vocabulary for each lesson, then using explicit routine for teaching vocabulary to deliver instruction, and ensuring that all vocabulary is being taught at all three tiers	Informal and formal observations will reflect vocabulary instruction during lessons Lesson plans will reflect tiered levels of vocabulary for each lesson	Teachers given feedback on walkthroughs Monitoring of lesson plan feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made	\$0

5: Quality of School Climate and Safety

Goal 5 We will collaborate to increase our overall indicator score from "high" at 78.7 in 2024 to "very high" in 2027 by increasing the indicator score on the Quality of School Climate to 85 and Safety Survey to 80 by 2027

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: We will collaborate to increase the overall Quality of School Climate indicator score from 81.3 in 2024 to 82.5 in 2025.	<u>KCWP 6 Strategic Establish Learning Culture and Environment</u>	Ensure intentional recognition of students for attendance at trimester celebrations for students in all grades. Monthly grade-level attendance winners and overall school attendance winners are recognized with rewards donated by community partners in combination with our school Family Resource Coordinator.	Analysis of student attendance by Reducing Barriers to Learning team (Administrator, counselor, Family Resource Coordinator, RBTL district representative)	Monthly attendance by classroom Individual Student Attendance data from trimesters Contacts and home visits with families struggling with truancy	\$200 – FRC support
		Intentional Social Emotional Learning, PBIS strategies, and Restorative Practices are implemented to increase the feelings in students that they are treated fairly if they break school rules	Embedded professional development based on researched best practices for Social Emotional Learning and Restorative Practices	Ongoing, job-embedded PD in the area of Restorative Practices	\$0
Objective 2: We will collaborate to increase the overall Safety Survey indicator score from to 76.6 in 2024 78.5 to in 2025.	<u>KCWP 6 Strategic Establish Learning Culture and Environment</u>	Intentional Social Emotional Learning strategies are 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, Morning Meetings, and Restorative Practices	Ongoing, job-embedded PD in the area of Restorative Practices including Restorative Circles Teachers given feedback on SEL walkthroughs	\$0

6: Other (Optional)

Goal 6: Taylor Mill Elementary will increase the positive percentage of teachers on the topic of overall resources from 39% in 2024 to 50% in 2028 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 the school has access to instructional technology, including computers, printers, software, and internet access from 26% in 2024 to 50% in 2026.	KCWP 5: Design, Align and Deliver Support	Include the use of technology resources to support best practice strategies	Implementation of technology to enhance student learning and engagement	Review of technological resources, like Smart Boards, software for student use to meet the demands of staff and students	SBDM funding \$15,458
Objective 2 Taylor Mill Elementary will increase the percentage of teachers feeling favorably about the extent to which the quality of resources needs to increase from 33% in 2024 to 50% in 2026.	KCWP 5: Design, Align and Deliver Support	Review math instructional resources to support best practice strategies and alignment to standards for purchasing HQIR for the 25-26 school year	Completion of instructional review to recommend an HQIR for purchase	Monitoring grade level completion of rubric review of HQIR for submission to be included to district compilation for overall decision-making on what HQIR to purchase	