



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09162025_07:31

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three-to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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 9/16/25



2025-2026 Phase One: School Safety Report_09162025_19:26

2025-2026 Phase One: School Safety Report

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Table of Contents

2025-2026 Phase One: School Safety Report	3
---	---

2025-2026 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

Yes

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

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

Yes

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes

11. 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

12. 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 documentation maintained on file in the school office?

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

NA

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes



2025-2026 Phase One: Executive Summary for Schools_09162025_19:25

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Table of Contents

2025-2026 Phase One: Executive Summary for Schools	3
--	---

2025-2026 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 recently re-certified, nationally recognized Model PLC School, is a Title 1 school, home to slightly above 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 2025-26 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 having 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 25-26 school year, we have adopted Amplify Desmos as our math HQIR and are continuing using Amplify CKLA as our reading instructional resource. This has allowed teachers to continue 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. We have been diving into the new math instructional resource using unit and lesson internalization protocols like we have with ELA. Taylor Mill has a small but mighty PTA that has set big goals for the 25-26 school year to work on potentially updating playground equipment and helping to improve school, family, and community engagement.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning 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 Children's 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 supplementary 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 and Amplify Desmos 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 as 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

Describe the school's notable achievements in the last 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, Oh She Built That, 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 use of a book vending machine for weekly student rewards and celebration of student birthdays sponsored by our PTA. On the 2024 Kentucky State Assessment, Taylor Mill achieved a "blue" 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 maintain our "blue" rating, for the state assessment. In the Summer of 2025, we resubmitted our application as a Solution Tree Model PLC School and had our status renewed. This is an exciting testament to the collaboration of teachers. 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.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

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 61% in 2023 to 62% in 2024 to 63% in 2025

TME data shows an increase in students with disabilities scoring Proficient or Distinguished in Math from 32% in 2023, to 29% in 2024 to 30% in 2025.

In Reading, TME data shows an increase in students scoring Proficient or Distinguished from 58% in 2023, to 66% in 2024 to 69% in 2025.

In Reading, TME data shows an increase in students with disabilities scoring Proficient or Distinguished in Reading from 22% in 2023, to 31% in 2024 to 30% in 2025.

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. When looking at our longitudinal data from Fall 2023 to Fall 2025, for 4th and 5th graders, our Reading overtime has shown an increase in Fall Median RIT scores but a decrease in students projected to be proficient and distinguished on the state assessment. In Math, we have seen a decrease in both Fall Median RIT scores and a decrease in students projected to be proficient and distinguished on the state assessment. This will continue to be an area of growth for us. Although, we have been seeing good progress with our students in the area of growth on the MAP assessments in all grade levels.

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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2025-2026 Phase Two: The Needs Assessment for Schools_10202025_18:51

2025-2026 Phase Two: The Needs Assessment for Schools

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Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools	3
---	---

2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where 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 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 analyzed initial Fall results of MAP Growth, MAP

Fluency, and IXL Math Diagnostic and Math Desmos benchmarking in September/October in grade level PLCs, during Literacy and Math task groups, and at Data Dig meetings. The whole school data is reviewed in Teacher Voice meetings and SBDM 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 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. This year, our new math curriculum has an online platform for assessment, so common assessment results are submitted to a district tracking sheet for comparison data. Comparison data from District Common Assessments are reviewed with teachers in PLCs and shared in the TME data dashboard. Winter MAP Fluency, IXL Math Diagnostic and Desmos Benchmarking data is reviewed in January to monitor student progress and make instructional changes. Spring MAP Growth, MAP Fluency, IXL Diagnostic, and Desmos 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 8 weeks 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 will your results inform this year's plan?

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.

Objective 1: We will collaborate to increase the average Reading Proficiency score from 65 % to 68% in 2025 as measured by KSA scores.

2025 KSA scores showed 69% 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). Teachers have been working through the unit and lesson internalization process to strengthen and focus instructional plans. 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. Six teachers as well as the

assistant principal have completed the state LETRS training. Three additional teachers are participating in 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 year, our teachers have all been trained in best practices in Reading Strategies, Secret Stories, and UFLI. We are using MAP Reading Fluency as a progress monitoring tool to help work on identifying student needs as well as tracking student progress. Teachers are working on refining common formative assessments and lesson plans using the HQIR Amplify CKLA for the third year.

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

Objective 2: We will collaborate to increase the average Math Proficiency score from 63% to 66% in 2025 as measured by KSA scores.

2025 KSA scores showed 62% 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. The math task group created 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 and this was addressed through the use of spiral reviews. This school year started with the adoption of a new HQIR with Amplify Desmos. Teachers are excited about this new resource, have received training on launching the program and are working on unit and lesson internalization as we enter our first year of implementation. With this program has come the MClass diagnostic assessment and progress monitoring tool which we are also implementing for the first time to monitor student progress.

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.

Objective 1 We will collaborate to increase the Science Proficiency scores from 47% to 50% in 2025 as measured by KSA data.

2025 KSA scores showed 49% 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. Teachers on the Science and Social Studies Task Group determined that resources like Generation Genius 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. Assessment data was analyzed to identify student performance by domain. Our teachers worked on refining the common formative assessments they had written the year before. 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.

Objective 2 We will collaborate to increase the Writing KSA proficiency scores from 76% to 78% in 2025 as measured by KSA data.

2025 KSA scores showed 53% 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. All of these activities gave us a more clear understanding of our current writing practices. Our writing lead participated in district wide meetings to better understand the standards and level of tasks that students need to be exposed to. 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, all teachers participated in a book study on the Writing Revolution and participated in school led training on this additional resource. Specific instructional strategies on sentence and paragraph expansion were explored and added to lessons for this upcoming school year. On Demand writing scrimmages are held every 8 weeks and data is analyzed to determine next steps for instruction. This year, we are placing a stronger emphasis on content writing and building the stamina of our students.

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

2025 KSA scores showed 61% 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. All grade levels have 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. We also use 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. Teachers started the school year by refining common formative assessments for each unit of instruction and working

on unit and lesson internalization. Teachers are monitoring student progress on these CFAs to adapt instruction prior to the unit assessment.

Achievement Gap:

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.

2025 KSA scores showed 39% 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. We complete data reviews specifically for students with disabilities through the grade level analysis as well as through Performance Matters reports used by special education teachers to track the progress of students with disabilities. Special Education teachers also received 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 clearer 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 MAP Growth and Fluency Reading scores. 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. Our special education teachers have all been trained in best practices in Reading Strategies, Secret Stories, and UFLI to support basic reading and reading fluency instruction.

Achievement Gap

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.

2025 KSA scores showed 30% of students scoring Proficient/Distinguished in Math for students with disabilities.

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 walkthrough 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 clearer understanding of our current numeracy practices and led to our success. The math task group created 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 and this was addressed through the use of spiral reviews. This school year started with the adoption of a new HQIR with Amplify Desmos. Teachers are excited about this new resource, have received training on launching the program and are working on unit and lesson internalization as we enter our first year of implementation. With this program has come the MClass diagnostic assessment and progress monitoring tool which we are also implementing for the first time to monitor student progress. Our special education teachers have all been trained in the new HQIR Amplify Desmos so that they can use the differentiation materials and better support students when collaborating in the classrooms.

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 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.

2025 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 walkthrough 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). Teachers have been working through the unit and lesson internalization process to strengthen and focus instructional plans. All of these activities gave us a clearer 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. Six teachers as well as the assistant principal have completed the state LETRS training. Three additional teachers are participating in 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 year, our teachers have all been trained in best practices in Reading Strategies, Secret Stories, and UFLI. We are using MAP Reading Fluency as a progress monitoring tool to help work on identifying student needs as well as tracking student progress. Teachers are working on refining common formative assessments and lesson plans using the HQIR Amplify CKLA for the third 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 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 1: We will collaborate to increase the overall Quality of School Climate indicator score from 81.3 in 2024 to 82.5 in 2025.

Objective 2: We will collaborate to increase the overall Safety Survey indicator score from 76.6 in 2024 to 78.5 in 2025.

The overall indicator score for 2025 was 71.6, at the medium level.

The overall Quality of School Climate indicator score for 2025 was a 77.4.

The overall Quality of School Safety indicator score for 2025 was a 73.1.

The strategies we used to target the overall school climate were 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 and our PTA

-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. We will continue 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 have added "See Something, Say Something" school safety lessons for students.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

On the 2022-23 KSA, 58% of students were Proficient/Distinguished in Reading, 13% of students with disabilities were Proficient/Distinguished. On the 2023-24 KSA, 65% of students were Proficient/Distinguished in Reading, 30% of students with disabilities were Proficient/Distinguished. On the most recent 2024-25 KSA, 69% of students were Proficient/Distinguished in Reading, 39% 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 58% to 69%. Taylor Mill has seen an increase in the percentage of students with disabilities scoring P/D from 13% to 39%. We have seen a steady decrease in the percentage of students with disabilities scoring Novice, going from 41% to 34% to 22%. Decreasing the number of students with disabilities scoring Novice in Reading still remain an area of significant improvement for us.

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. Currently, we made gains in this area, but we have 6 classrooms that need new projectors and Smart technology.

On the 2022-23 KSA, 60% of students were Proficient/Distinguished in Math, 21% of students with disabilities were Proficient/Distinguished. On the 2023-24 KSA, 63% of students were Proficient/Distinguished in Math, 27% of students with disabilities were Proficient/Distinguished. On the most recent 2024-25 KSA, 62% of students were Proficient/Distinguished, 30% of students with disabilities were Proficient/Distinguished. Trend data indicates that Taylor Mill Elementary is slightly increasing the number of students Proficient/ Distinguished from 60% to 62% and increasing the number of students with disabilities scoring Proficient/Distinguished from 21% to 30%. We have seen a steady decrease in the percentage of students with disabilities scoring Novice going from 38% to 36% but increased to 39% this past year. Decreasing the number of students with disabilities scoring Novice in Math is an area of significant improvement for us, as well as increasing the number of students reaching proficiency. We have not seen major increases in this area over the past few years.

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%. For the 24-25 school year, we saw 281 office referrals with almost half (137) resulting in Restorative Practices as a resolution. The use of Restorative Practices as a resolution 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. This school year, our whole special education team and administrators participated in additional training on de-escalation strategies to better support students with disabilities that struggle with big emotions.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate

- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

On the Spring 2025 KSA, 69% of students were Proficient/Distinguished in Reading, this is above the district average of 59%. In Math, 62% of students were Proficient/Distinguished, this is above the district average of 57%. On the Separate Academic Indicator scores were a strength for Taylor Mill with 61% of students scoring Proficient/Distinguished in Social Studies. Students scoring Proficient/Distinguished in Science was 49%. This was an increase from the previous year and at the district average.

On our Universal Screener, NWEA MAP Growth, our current Fall 2025 scores show that 57% of students K-5 are at 60% or above on the Math MAP. Our current Fall 2025 scores show that 57% of students K-5 are at 60% or above on the Reading MAP. Our 4th and 5th graders are scoring above the district average and our 2nd and 3rd graders are scoring below the district average for Projected Proficiency on the KSA in the spring.

On our Diagnostic Reading Data, NWEA MAP Fluency, our current Fall 2025 scores show that Taylor Mill K-3rd grade students were above the district average on all areas of Phonological Awareness. In the area of Phonics, all grade levels 1st-3rd were above the district average and Kindergarten students were below the district average. We were above the district average on Language Comprehension in all grades except 3rd grade.

On our Diagnostic Math Data, Amplify Desmos MCLASS, 49% were at or above benchmark on the Fall assessment, with our 4th and 5th grade students scoring the highest. Our 4th grade data showed 57% of students at or above benchmark and 64% of 5th graders scoring at or above benchmark.

This is our first year of implementation with a new math HQIR, Amplify Desmos. We are in our third year of implementation with our reading HQIR, Amplify CKLA. Our kindergarten students attend school full day and we have all day preschool to give our students the best start to their educational journey as possible.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most

recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

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 2025 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" at only 62% agreeing and "Students being mean or hurtful to other students is NOT a problem for this school" with only 33% agreeing. We will 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% and for the 24-25 school year our school attendance rate was 95.8%. We will continue to celebrate with students at our trimester celebrations to encourage attendance every day. This year we have implemented monthly attendance challenges by grade level and the highest homeroom wins Uno card game party with the office. Our chronic absenteeism rate is down to 8.6% which is the lowest it has been in the past three years.

Our Free and Reduced Lunch percentage for 24-25 school year was 46.4%. Our school is a CEP school and students receive free breakfast and free lunch daily. This school year we were awarded the Fresh Fruit and Vegetables grant, so all of our students get to taste new fruits and vegetables twice a week.

Our students at Taylor Mill have access to Social Emotional Learning every week from their homeroom teachers using the Seconds Steps curriculum. We have a full-time school counselor and a SEB interventionist who sees students twice a week. Our students have access to outside therapists for mental health services from the Children's Home of Northern Kentucky who provide services in our school as well as wraparound services for families outside of school.

We have an active PTA that supports our school in a variety of ways - hosting family events, supporting student celebrations, funding the school's book vending machine, fundraising to support school initiatives, and volunteering for school events, helping in classrooms, chaperoning school field trips and more. We have an active All Pro Dads groups who meet once a month for lessons and time with their students. We have a strong relationship with our local county library, local churches, including one that runs an afterschool program, Whiz Kids, for our students to have afterschool tutoring and programming. Our Title I program also runs afterschool programming for our students.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

-We have partnerships with the NKEC to provide One to One readers and a local church to provide Whiz Kids after-school programming for our students, free of charge.

-We have partnerships with multiple local churches who support our students by providing food bags, clothing, hygiene supplies, and school supplies at various times throughout the school year.

-We have partnerships with our local middle school which provides mentoring for our 5th grade students to work on transition readiness and with our local high school which provides mentors/buddies for our younger students to work on motivation and build positive relationships.

-We have 12 teachers and 2 administrators who have either completed the LETRS training or are currently in the process of completing the training. We have 24 teachers and instructional assistants trained in Orton Gillingham strategies to support basic reading.

-We have one teacher and one administrator participating in the new PIMSER Numeracy Counts Academy to learn strategies and best practices in Math.

-This is our school's second year as a participant in the Kentucky Autism Training Center Cadre, receiving training for all teachers on strategies and best practices to support students with Autism. We have implemented strategies that are good for not only students with Autism but for all students.

-Over the summer of 2025, our school earned our renewal status as a Solution Tree Model PLC School meeting all the data processes and procedures to earn this recognition.

-Our partnership with two local universities has allowed us to be hosts for numerous student teachers and practicum students. This partnership allows for our teachers to mentor future educators and gives our students access to additional support.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

We will use One to One readers from the Northern Kentucky Education Council to help support our struggling readers with mentors.

We will utilize the knowledge gained from the professional development that teachers have received as participants in the LETRS training to support all of our students as we learn more strategies and best practices around the Science of Reading.

Our principal is a part of the PIMSER Principals Numeracy Counts Academy and one interventionist is a part of the teacher Numeracy Counts Academy to learn strategies and best practices in Math. Our school team will participate in a book study on Math Fluency and the Math Pact to strengthen our whole school practices.

Our school district is using the Kentucky Department of Education Unit and Lesson Internalization Protocol during our teacher professional development to dive deeper into the state standards and how the HQIRs we are using can reach the level of these standards.

Our MTSS leadership team and core ELA teachers meet quarterly meetings with families to review Reading Improvement Plans and student progress. This has been a beneficial time for both staff and families, as we learn more about students and

share information to help parents truly be a partner of their students reading journey.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

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. Being in year three of new curriculum resource in Amplify CKLA leads to smart adjustments 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. We will also work on intentionally teaching and using Reading/Thinking Strategies with students. This is our first year using our new HQIR Amplify Desmos for math, so we are doing a lot of growing and learning around this program. We will continue 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. We will use the data from our new MClass diagnostic to help us individualize instruction for students. int

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

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.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10202025_18:45

2025-2026 Phase Two: School Assurances

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

Table of Contents

2025-2026 Phase Two: School Assurances	3
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2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 ESSA 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 A 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 provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve 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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2025-2026 Phase Three: Comprehensive School Improvement Plan_11222025_12:02

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2025-2026 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	5

2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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


ATTACHMENTS

Attachment Name



TME 25-26 KDE Comprehensive Improvement Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TME 25-26 KDE Comprehensive Improvement Plan		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

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

Objective(s):

Objective 1 We will collaborate to increase Reading Proficiency scores for students with disabilities from 39% in 2025 to 43% in 2026 as measured by KSA scores.

Objective 2 We will collaborate to increase Math Proficiency scores for students with disabilities from 30% in 2025 to 34% in 2026 as measured by KSA scores.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

Activities:

Continued professional development in the area of best practice/high yield instructional strategies for Reading like Orton Gillingham/Heggerty strategies, intentional teaching of Reading/Thinking Strategies, and Amplify CKLA curriculum resources to aid in curricular adjustments when students fail to meet mastery. Smekens training for Literacy Leads to bring back literacy strategies to whole school. Continued professional development in the area of best practice/high yield instructional strategies for Math through Amplify Desmos curriculum resources to aid in curricular adjustments when students fail to meet mastery.

Additional Learning Walks focused on Reading and Math Resource classes include feedback on best practices, lesson planning, and Cycle of Quality of Instruction.

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. In Special Educations Team PLCs, teachers are monitoring that students with disabilities are making progress on academic goals based on their individual student needs

Special Education Data Digs to monitor student progress on benchmark assessments, universal screeners, and common formative and summative assessments

Progress Monitoring:

Monitoring of monthly walk through feedback for trends by admin and shared in staff newsletters.

Monitoring data on the district data dashboard on District Common Assessments in weekly PLCs. Data on Reading and Math Common Assessments and Common Formative Assessments tracked, use of accommodations discussed at SPED PLCs. Schoolwide Common Assessment data review in PLC Task Group (monthly)

Comparison of student performance on classroom assessments to their IEP goals in Special Education PLCs in order to make adjustments to strengthen student supports

Funding:

Substitutes for Literacy Leads to participate in Amplify CKLA Fidelity Walks two times a year to provide walk feedback – approximately \$600 SBDM fund

IXL \$6497 Title 1 funding

Smekens Summer Conference for Literacy Leads \$2000 SBDM funds

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Goal 1: We will collaborate to increase Reading Proficiency scores from 69% in 2025 to 77% in 2028 as measured by KSA scores.

Goal 2: We will collaborate to increase Math Proficiency scores from 62% in 2025 to 70% in 2028 as measured by KSA scores.

Objective(s):

Objective 1a: We will collaborate to increase the average Reading Proficiency score from 69% to 72% in 2026 as measured by KSA scores.

Objective 2a: We will collaborate to increase the average Math Proficiency score from 62% to 65% in 2026 as measured by KSA scores.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

KCWP 3: Design and Deliver Assessment Literacy

Activities:

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 to collaborate with teachers across the district.

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. P-12 Reading and Thinking Strategies are intentionally planned for each lesson and intentionally taught to students.

Fidelity walks in reading and math using classroom markers for both Amplify CKLA and Amplify Desmos. Feedback is shared with teachers and next steps for improvement of delivery of instruction are provided. Schoolwide data is share in order to look at trends across grade levels.

Appropriate academic interventions are taking place through the MTSS system and processes. The effectiveness of interventions and student progress is monitored to meet the needs of all students

Monitoring of students' progress on formative and summative assessments to make adjustments to instruction increase student understanding of content

Progress Monitoring:

Monitoring of lesson plan feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made

In MTSS PLCs every 6-8 weeks, data for Tier II and III intervention progress is monitored by Admin, Teachers, MTSS team (Classroom, Interventionists, Special Ed teachers, School Psychologist) to ensure that correct supports are in place to meet the needs of specific students. 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 takes place at these checks to ensure that high quality interventions are being used to help students with skill deficits. For students with Reading Improvement Plans, quarterly meetings are held with families to share progress and discuss at home strategies to help support students.

Monitoring data through the district data dashboard on District Common Assessments in weekly grade level PLCs, Schoolwide Common Assessment Reading data reviewed in Literacy Task Group, Math data reviewed in Math Task Group looking for school wide trends to identify changes in school wide practices.

Funding:

Substitutes for Literacy Leads to participate in Amplify CKLA Fidelity Walks two times a year – approximately \$600 SBDM fund

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing**Three- to Five-Year Goal:**

Goal 1a: We will collaborate to increase the Science Proficiency scores from 49% in 2025 to 57% in 2028 as measured by KSA data.

Goal 1b: We will collaborate to increase the Combined Writing Proficiency scores from 53% in 2025 to 65% in 2028 as measured by KSA data.

Goal 1c: We will collaborate to increase the Social Studies Proficiency scores from 61% in 2025 to 69% in 2028 as measured by KSA data.

Objective(s):

Objective 1a: We will collaborate to increase the Science Proficiency scores from 49% to 52% in 2026 as measured by KSA data.

Objective 1b: We will collaborate to increase the Writing KSA proficiency scores from 53% to 57% in 2026 as measured by KSA data.

Objective 1c: We will collaborate to increase the Social Studies KSA proficiency scores from 61% to 64% in 2026 as measured by KSA data.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 5: Design, Align and Deliver Support

Activities:

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. Unit and Lesson Internalization protocol is being used to help teachers intentional plan for lessons that meet the depth of the standards. Vibrant learning experiences are being added to engage students in deeper level thinking around concepts.

Refinement of common formative assessments and monitoring of students progress on formative and summative assessments to inform instruction to increase student understanding

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.

Students in all grade levels participate in writing scrimmage opportunities every 8 weeks to provide work samples for teacher calibration of scoring and creating a plan for actionable next steps in instruction

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. Continued refinement of Smekens strategies around 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. Intentional implementation of strategies from last year's book a study on Writing Revolution 2.0.

Progress Monitoring:

Teachers given feedback on walkthroughs on implementation of vocabulary routine. Administrators monitoring of lesson plan feedback for trends by admin and sharing with staff in weekly newsletter so instructional adjustments can be made. Review of vibrant learning experiences in Science/Social Studies Task Group to discuss student products and impact on student understanding.

Analysis of data on Common Formative Assessments in weekly PLCs. Schoolwide Common Assessment data analysis and review in PLC Task Group and Science/Social Studies Task Group looking for student trends and for adjustments that need to be made to instruction.

Continued review of instructional resources in Science/Social Studies Task Group for alignment to science standards and review of instructional resources in Science/Social Studies Task Group for vertical alignment

Writing calibration analysis from every grade level every 8 weeks led by Literacy Leads to determine strengths, weaknesses, and next steps in writing instruction at all grade levels.

Administrators monitoring intentional planning and use of Smekens mini lessons and strategies and Writing Revolution strategies in lesson plans and unit/lesson internalization documents as well as through walkthrough feedback.

Funding:

Generation Genius \$663, Title I

Mystery Science, \$1395 Title I

IXL \$6497 Title 1 funding

Project Lead the Way \$3000 SBDM funds

Smekens Summer Conference for Literacy Leads \$2000 SBDM funds

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

We will collaborate to increase our overall indicator score from “medium” at 71.6 in 2025 to “high” in 2028 by increasing the indicator score on the Quality of School Climate to 85 and Safety Survey to 80 by 2028

Objective(s):

We will collaborate to increase the overall Quality of School Climate indicator score from 77.4 in 2025 to 80.4 in 2026.

We will collaborate to increase the overall Safety Survey indicator score from to 73.1 in 2025 77.1 to in 2026.

Strategy:

KCWP 6 Strategic Establish Learning Culture and Environment

Activities:

Intentional Social Emotional Learning strategies are implemented to increase acceptance of diverse opinions and to encourage student safety when sharing their opinions

Creation of school level questionnaires on topics of safety, fairness, belonging to better understand student thoughts and feelings about school.

Continue embedded professional learning for teachers on Restorative Practices, Morning Meetings, and de-escalation strategies through PLCs and staff newsletters to help teachers in addressing student behaviors in the classroom.

Progress Monitoring:

SEB Task Group will analyze results from student surveys to determine root cause and put plans in place to address issues that students are expressing through the survey results.

Funding:

\$0

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.