



Comprehensive School Improvement Plan

Taylor Elementary School
Bracken County

Bobbi Jo Brothers
140 Gibson Drive
Brooksville, KY 41004

TABLE OF CONTENTS

Introduction	1
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Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	12
--------------------	----

Stakeholders	13
--------------------	----

Relationship Building	14
-----------------------------	----

Communications	15
----------------------	----

Decision Making	17
-----------------------	----

Advocacy	19
----------------	----

Learning Opportunities	20
------------------------------	----

Community Partnerships	21
------------------------------	----

Reflection	22
------------------	----

Report Summary	23
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	25
--------------------	----

Improvement Planning Process	26
------------------------------------	----

Phase I - Needs Assessment

Introduction 28

Data Analysis 29

Areas of Strengths 30

Opportunities for Improvement 31

Conclusion 32

Taylor CSIP 16-17

Overview 34

Goals Summary 35

 Goal 1: Increase the average reading proficiency rate from 45.6 to 68.9 by May 2018. 36

 Goal 2: Increase the average math proficiency rate from 32.5 to 62. 8 as measured by state assessments by May 2018. 37

 Goal 3: Students in Reading and Math gap groups (free/reduced lunch and disability) will reach delivery target of 60.4 by May of 2018. 39

 Goal 4: Students will decrease novice performance rating by 50% over the next 5 years. 40

 Goal 5: All Kindergarten students were screened using the Brigance Kindergarten Readiness Screener. 41

Activity Summary by Funding Source 42

Phase II - KDE Assurances - Schools

Introduction 46

Assurances 47

Phase II - KDE Compliance and Accountability - Schools

Introduction 53

Planning and Accountability Requirements 54

Executive Summary

Introduction 77

Description of the School 78

School's Purpose 79

Notable Achievements and Areas of Improvement 80

Additional Information 81

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

According to results, the positive for our school would be the number of teachers that have more than four years of experience, 89.2 %. Also another positive would be the number of new teachers or emergency certified teachers is at 0%.

It is noteworthy that our free and reduced lunch percentages are 69.6% whereas the state is 60.3% for the same population. Our student's with disability population is at 31.1% compared to the state at 26.6%. Taylor Elementary boy population of student with disabilities is 20.3% and girls is 10.8%.

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

The barriers that have been identified were free and reduced lunch students and students with disabilities.

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

Comprehensive School Improvement Plan

Taylor Elementary School

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

Goal 1:

Increase the average reading proficiency rate from 45.6 to 68.9 by May 2018.

Measurable Objective 1:

A 23% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency , in Reading by 05/31/2018 as measured by results of the K-Prep assessment as well as grade level benchmark assessments. .

Strategy1:

Interventions - All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB, and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that Response to Intervention is an effective strategy to aid students' in their learning.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB fluency assessment and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.	Academic Support Program	08/22/2016	05/31/2018	\$35000 - Title I Schoolwide	School Administration and RTI team

Strategy2:

Student Work Analysis - Teachers will work in teams to build their grade level assessments. Teachers will then work in teams to analyze those results and plan to meet the needs of the students. Teachers will also meet in vertical teams to analyze work samples. Teachers will also work to build assessments in the vertical teams.

Comprehensive School Improvement Plan

Taylor Elementary School

Category: Professional Learning & Support

Research Cited: Best Practice research shows collaboration with others helps to increase student achievement.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/01/2016	05/31/2018	\$0 - No Funding Required	School Administration and RTI data team

Activity - Cold read assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give their students various cold read passages along with multiple choice, short answer and extended response prompts to help build reading stamina as well as practice using the passage to answer questions.	Direct Instruction Tutoring Academic Support Program Professional Learning	10/03/2016	05/31/2018	\$0 - No Funding Required	Administration, Teachers

Strategy3:

Higher level questioning - Students will be asked higher level questions and answers will be modeled for them. Students will have several opportunities to respond to short answer and extended response questions to write a proficient answer. Students will reflect on their written responses as well as answers to higher level multiple choice questions. . Students will be given many KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Continuous Improvement

Research Cited: Research states that modeling and feedback is crucial for student success

Activity - Higher level questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have multiple opportunities to attempt to write at proficient levels, see models, work with teachers and reach their goals. Students will be involved in cold read events and will have opportunities to answer higher level KPREP like questions daily.	Academic Support Program	08/22/2016	05/31/2018	\$0 - No Funding Required	School Administration Classroom Teachers

Strategy4:

Reading Mastery - Students in grades K and 1 and a pull-out program in pre-K will participate in the Reading Mastery reading program.

Category: Early Learning

Research Cited: Researched based reading program

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K and 1 and some Pre-K will be put in to ability groups and taught phonics and reading in small group setting.	Direct Instruction	08/22/2016	05/31/2018	\$5000 - Title I Schoolwide	Administration and teachers

Goal 2:

Increase the average math proficiency rate from 32.5 to 62. 8 as measured by state assessments by May 2018

Measurable Objective 1:

A 30% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency of all strands in Mathematics by 05/31/2018 as measured by KPREP results.and benchmark assessments..

Strategy1:

Higher Level Questions - Students will be asked higher level questions and proficient answers will be modeled for them. Students will have several opportunities to complete short answer and extended response questions to write a proficient response. Higher level multiple choice questions will also be embedded within classroom assessments. Students will reflect on their answers. KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Professional Learning & Support

Research Cited: Common Assessments and Feedback are crucial for student performance

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given KPREP like assessments and rigorous activities throughout the school year with multiple opportunities to complete at a proficient level. Students will have models to show them what proficient looks like.	Academic Support Program	08/22/2016	05/31/2018	\$0 - No Funding Required	School Administration

Strategy2:

Student Work Analysis - Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that collaboration amongst teachers leads to better understanding of the content and therefore better instruction.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/06/2016	05/31/2018	\$0 - No Funding Required	School Administration

Comprehensive School Improvement Plan

Taylor Elementary School

Strategy3:

Engage Math - Teachers are implementing the Engage Math program in grades K-5.

Category: Learning Systems

Research Cited: Best Practice data shows that students learn best when they are cognitively engaged.

Activity - Implementation of Engage Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Engage Math into their classrooms.	Direct Instruction	11/14/2016	05/31/2018	\$3000 - District Funding	Administration and Teachers

Activity - Assessment Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ad-Hoc Committee will be formed to look at Instructional strategies including open response strategies and consistent vocabulary usage throughout the building.	Policy and Process	09/20/2016	05/31/2018	\$0 - No Funding Required	Administration, ad-hoc committee

Goal 3:

Students in Reading and Math gap groups (free/reduced lunch and disability) will reach delivery target of 60.4 by May of 2018

Measurable Objective 1:

A 30% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on assessments in Mathematics by 05/31/2018 as measured by KPREP results..

Strategy1:

Tutoring Program - Teachers that provide interventions and/or tutoring will receive training in specific mathematics intervention programs, i.e. Do the Math.

Category: Continuous Improvement

Research Cited: Scientifically Researched Intervention program

Activity - Tutoring/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 2nd and 3rd tiers will receive interventions using the Do the Math program.	Tutoring	08/15/2016	05/31/2018	\$6000 - Other	School Administration/Teachers

Strategy2:

Data Meetings - Data meetings will be planned and held every 6 weeks to look at student data and best practices and groupings for students.

Category: Continuous Improvement

Research Cited: Follows RtI protocol and best practices research.

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Interventions will be held for all students in grades K-5. Kindergarten intervention will be done within the classroom. 1st-5th tier II and III interventions will be done as a pull-out program. Tier II will be done within the classroom.	Academic Support Program	09/01/2016	05/31/2018	\$30000 - Title I Schoolwide	Administration and Intervention teacher, classroom teachers

Activity - RtI Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks data meetings will be held to look at progress monitoring data including AIMSWEB, MAP and classroom assessments. This data will be used to place students in interventions and to move students into different intervention groups/tiers.	Academic Support Program	09/01/2016	05/31/2018	\$30000 - Title I Schoolwide	Administration and Math Intervention Teacher

Goal 4:
Students in reading gap group of free and reduced lunch will reach delivery target set by the state as measured by state assessments.

Measurable Objective 1:
A 23% increase of Economically Disadvantaged students will demonstrate a proficiency , in Reading by 05/31/2019 as measured by state assessment results.

Strategy1:
Assessment Analysis - Teacher will follow the assessment protocol to help meet the needs of all students and to design instruction to meet individual student needs.
Category: Professional Learning & Support
Research Cited: Assessment Policy follows Seven Strategies for Assessment

Activity - Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks, data meetings will be held to look at all forms of data to make informed academic decisions on students' progress.	Academic Support Program	09/21/2016	05/31/2019	\$0 - No Funding Required	School administration RTI team

Goal 5:
Students will decrease novice performance rating by 50% over the next 5 years.

Measurable Objective 1:
50% of All Students will demonstrate student proficiency (pass rate) in order to reduce Novice by 5% every year in Math and in Reading by 05/31/2021 as measured by state assessment and grade level benchmark assessments.

Strategy1:

Comprehensive School Improvement Plan

Taylor Elementary School

Novice Reduction - Multiple data points will be utilized to identify RTI students in reading and math.

Category: Human Capital Management

Research Cited: RTI protocol and best practice research.

Activity - RTI identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Classroom Teachers Intervention Teachers

Strategy2:

Parent Communication - Parents will be informed of their child's progress and concerns if deficits are noted. They will receive notification of their student's placement in the Tier 2 intervention.

Category: Stakeholder Engagement

Research Cited: Parent communication is crucial to student's academic success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Staff Classroom teacher Intervention teacher

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Principal- Bobbi Jo Brothers

Assistant Principal- Brad Riley

SBDM Members

Committee of Teachers

Relationship Building

Overall Rating: 2.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.57

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

Comprehensive School Improvement Plan

Taylor Elementary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

Overall Rating: 1.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Staff and parents have no knowledge of authentic participation.	Novice

Comprehensive School Improvement Plan

Taylor Elementary School

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

Advocacy

Overall Rating: 2.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

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

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

Learning Opportunities

Overall Rating: 2.0

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

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

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

Reflection

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

Taylor Elementary is working to bridge the gap between parents and school in regards to communication. Teachers are using more email and apps to stay in contact with the parents of their students. In doing so, the parents are more informed about their children's education.

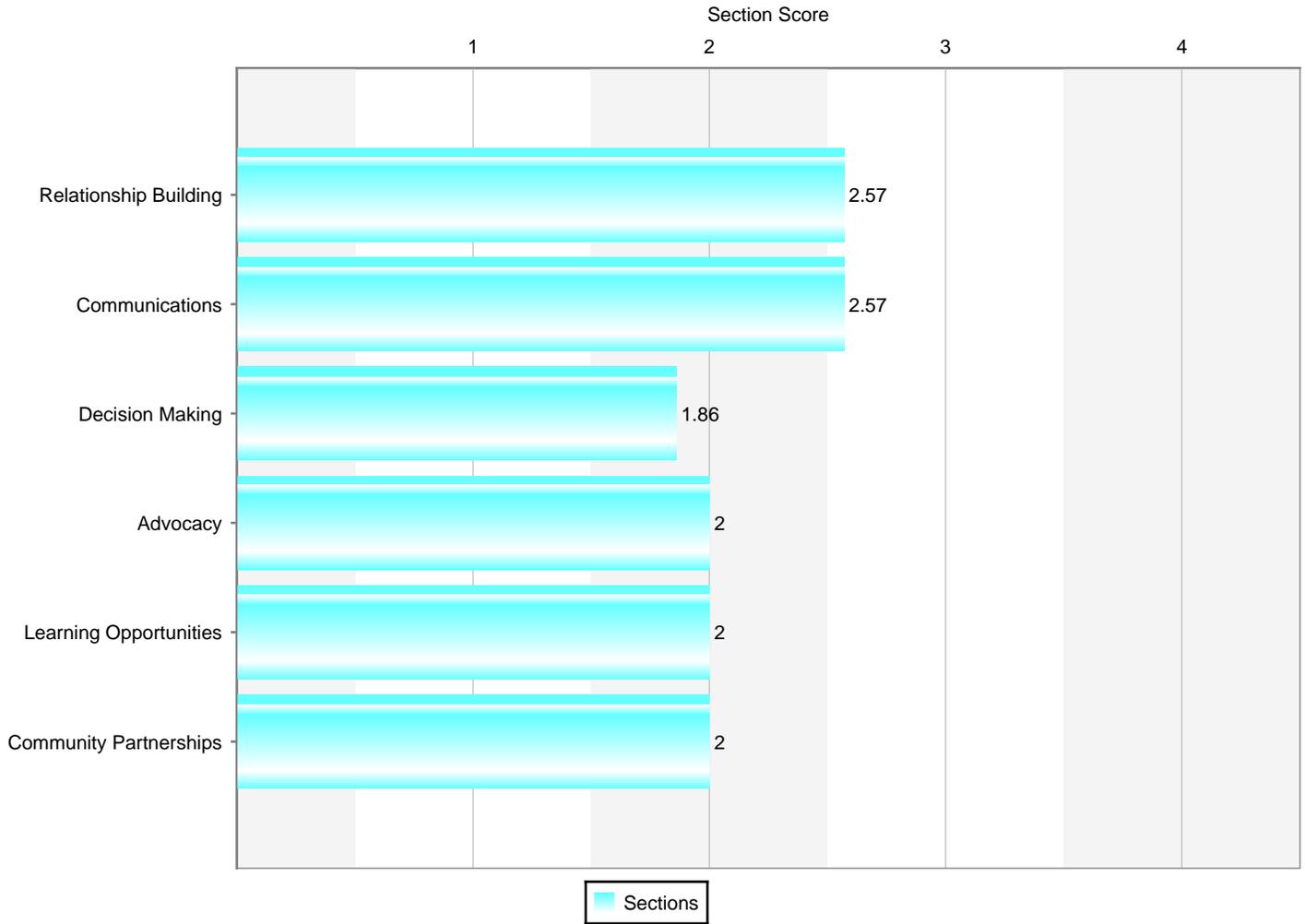
rural area

little industry

lack of resources

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The CSIP was discussed and input was solicited at PTO Meetings, SBDM meetings, PTO events, faculty meetings and team meetings.

Information was gathered through newsletters, emails and information was sent home using the automated phone system.

Parents also received information at parent teacher conferences.

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

Parents- Parents will be recruited to serve on SBDM committees.

Teachers- Each piece of the CSIP will be reviewed with teachers and their input into the plan will be incorporated into it.

Administrators- Sharing of information with teachers and parents.

SBDM members- Reviewing pieces of CSIP and then incorporating their input into the plan.

Classified staff- Reviewing pieces of CSIP and incorporating their input into the plan.

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

The plan was emailed to staff.

Staff discussed in team meetings.

Feedback was received and added.

Discussion at SBDM meetings.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

In reading how were we able to meet the goal for the Novice Reduction group of students with disabilities but did not meet the goal for the same students in Math?

When comparing 15/16 scores in Reading to the 14/15 scores in Reading why was there an increase of 2.6 % in Novice, a 1.6% increase in apprentice, a 6.7% decrease in proficient, and a 2.6% increase in distinguished?

When comparing 15/16 scores in Math to the 14/15 scores in Math why was there an increase of 4.6% of Novice, and a decrease of 4.9% in Proficient?

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Novice Reduction target for students with disabilities in Reading was surpassed by 1.6%.

Reading scores in 5th grade had a 6.6% increase in those students scoring distinguished from the previous year.

Writing had an increase of 6.6% increase in distinguished from previous year.

In Social Studies, Taylor scored above the state average in proficient and distinguished.

Opportunities for Improvement

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

Overall our content area of Math is in the need of most improvement according to KPREP data. To improve this area we are implementing Engage Math. This is a new curriculum to our school. We are also focusing ESS in the area of Math for the first semester of school. Our RTI is somewhat different. The students identified in Tier 3 for Math intervention are receiving instruction using the Do The Math program which is a research based program. The students that are in Tier 2 of intervention are receiving RTI within the classroom that is focusing on specific lacking skills based on student data.

According to KPREP results from 14/15 to 15/16, the students that were tested as third graders and then the following year as fourth graders had significant decrease in novice by 10 points and significant increase in apprentice by 18.9 points. However, proficient students decreased by 7.8 points. So according to this data our students are being moved from novice to apprentice but are not moving into proficient. Students are receiving instruction with the curriculum Reading Wonders. The identified students in Tier 3 for Reading intervention are receiving instruction using Reading Mastery program. The students that are in Tier 2 and Tier 1 of RTI are receiving instruction that is focusing on specific lacking skills based on student data.

Conclusion

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

The next steps for addressing the areas of concern are full implementation of Engage Math. More frequent analysis of student data to ensure that the plans we have in place are meeting the needs of our students in Math and Reading.

Implementation of a school wide short answer and extended response procedure for students is currently in implementation.

Taylor CSIP 16-17

Overview

Plan Name

Taylor CSIP 16-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average reading proficiency rate from 45.6 to 68.9 by May 2018.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$40000
2	Increase the average math proficiency rate from 32.5 to 62.8 as measured by state assessments by May 2018	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$3000
3	Students in Reading and Math gap groups (free/reduced lunch and disability) will reach delivery target of 60.4 by May of 2018	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$66000
4	Students will decrease novice performance rating by 50% over the next 5 years.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
5	All Kindergarten students were screened using the Brigance Kindergarten Readiness Screener.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Increase the average reading proficiency rate from 45.6 to 68.9 by May 2018.

Measurable Objective 1:

A 23% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency , in Reading by 05/31/2018 as measured by results of the K-Prep assessment as well as grade level benchmark assessments. .

Strategy 1:

Student Work Analysis - Teachers will work in teams to build their grade level assessments. Teachers will then work in teams to analyze those results and plan to meet the needs of the students. Teachers will also meet in vertical teams to analyze work samples. Teachers will also work to build assessments in the vertical teams.

Category: Professional Learning & Support

Research Cited: Best Practice research shows collaboration with others helps to increase student achievement.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/01/2016	05/31/2018	\$0	No Funding Required	School Administration and RTI data team

Activity - Cold read assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give their students various cold read passages along with multiple choice, short answer and extended response prompts to help build reading stamina as well as practice using the passage to answer questions.	Professional Learning, Direct Instruction, Academic Support Program, Tutoring	10/03/2016	05/31/2018	\$0	No Funding Required	Administration , Teachers

Strategy 2:

Interventions - All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB, and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that Response to Intervention is an effective strategy to aid students' in their learning.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Taylor Elementary School

All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB fluency assessment and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.	Academic Support Program	08/22/2016	05/31/2018	\$35000	Title I Schoolwide	School Administration and RTI team
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Strategy 3:

Higher level questioning - Students will be asked higher level questions and answers will be modeled for them. Students will have several opportunities to respond to short answer and extended response questions to write a proficient answer. Students will reflect on their written responses as well as answers to higher level multiple choice questions. . Students will be given many KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Continuous Improvement

Research Cited: Research states that modeling and feedback is crucial for student success

Activity - Higher level questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have multiple opportunities to attempt to write at proficient levels, see models, work with teachers and reach their goals. Students will be involved in cold read events and will have opportunities to answer higher level KPREP like questions daily.	Academic Support Program	08/22/2016	05/31/2018	\$0	No Funding Required	School Administration Classroom Teachers

Strategy 4:

Reading Mastery - Students in grades K and 1 and a pull-out program in pre-K will participate in the Reading Mastery reading program.

Category: Early Learning

Research Cited: Researched based reading program

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K and 1 and some Pre-K will be put in to ability groups and taught phonics and reading in small group setting.	Direct Instruction	08/22/2016	05/31/2018	\$5000	Title I Schoolwide	Administration and teachers

Goal 2: Increase the average math proficiency rate from 32.5 to 62. 8 as measured by state assessments by May 2018

Measurable Objective 1:

A 30% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency of all strands in Mathematics by 05/31/2018 as measured by KPREP results.and benchmark assessments..

Comprehensive School Improvement Plan

Taylor Elementary School

Strategy 1:

Student Work Analysis - Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that collaboration amongst teachers leads to better understanding of the content and therefore better instruction.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/06/2016	05/31/2018	\$0	No Funding Required	School Administration

Strategy 2:

Engage Math - Teachers are implementing the Engage Math program in grades K-5.

Category: Learning Systems

Research Cited: Best Practice data shows that students learn best when they are cognitively engaged.

Activity - Implementation of Engage Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Engage Math into their classrooms.	Direct Instruction	11/14/2016	05/31/2018	\$3000	District Funding	Administration and Teachers

Activity - Assessment Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ad-Hoc Committee will be formed to look at Instructional strategies including open response strategies and consistent vocabulary usage throughout the building.	Policy and Process	09/20/2016	05/31/2018	\$0	No Funding Required	Administration , ad-hoc committee

Strategy 3:

Higher Level Questions - Students will be asked higher level questions and proficient answers will be modeled for them. Students will have several opportunities to complete short answer and extended response questions to write a proficient response. Higher level multiple choice questions will also be embedded within classroom assessments. Students will reflect on their answers. KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Professional Learning & Support

Research Cited: Common Assessments and Feedback are crucial for student performance

Activity - Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Taylor Elementary School

Students will be given KPREP like assessments and rigorous activities throughout the school year with multiple opportunities to complete at a proficient level. Students will have models to show them what proficient looks like.	Academic Support Program	08/22/2016	05/31/2018	\$0	No Funding Required	School Administration
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Goal 3: Students in Reading and Math gap groups (free/reduced lunch and disability) will reach delivery target of 60.4 by May of 2018

Measurable Objective 1:

A 30% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on assessments in Mathematics by 05/31/2018 as measured by KPREP results..

(shared) Strategy 1:

Tutoring Program - Teachers that provide interventions and/or tutoring will receive training in specific mathematics intervention programs, i.e. Do the Math.

Category: Continuous Improvement

Research Cited: Scientifically Researched Intervention program

Activity - Tutoring/Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the 2nd and 3rd tiers will receive interventions using the Do the Math program.	Tutoring	08/15/2016	05/31/2018	\$6000	Other	School Administration /Teachers

(shared) Strategy 2:

Data Meetings - Data meetings will be planned and held every 6 weeks to look at student data and best practices and groupings for students.

Category: Continuous Improvement

Research Cited: Follows RtI protocol and best practices research.

Activity - RtI Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every 6 weeks data meetings will be held to look at progress monitoring data including AIMSWEB, MAP and classroom assessments. This data will be used to place students in interventions and to move students into different intervention groups/tiers.	Academic Support Program	09/01/2016	05/31/2018	\$30000	Title I Schoolwide	Administration and Math Intervention Teacher

Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Taylor Elementary School

Math Interventions will be held for all students in grades K-5. Kindergarten intervention will be done within the classroom. 1st-5th tier II and III interventions will be done as a pull-out program. Tier II will be done within the classroom.	Academic Support Program	09/01/2016	05/31/2018	\$30000	Title I Schoolwide	Administration and Intervention teacher, classroom teachers
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Goal 4: Students will decrease novice performance rating by 50% over the next 5 years.

Measurable Objective 1:

50% of All Students will demonstrate student proficiency (pass rate) in order to reduce Novice by 5% every year in Math and in Reading by 05/31/2021 as measured by state assessment and grade level benchmark assessments.

Strategy 1:

Novice Reduction - Multiple data points will be utilized to identify RTI students in reading and math.

Category: Human Capital Management

Research Cited: RTI protocol and best practice research.

Activity - RTI identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0	No Funding Required	Administration Classroom Teachers Intervention Teachers

Strategy 2:

Parent Communication - Parents will be informed of their child's progress and concerns if deficits are noted. They will receive notification of their student's placement in the Tier 2 intervention.

Category: Stakeholder Engagement

Research Cited: Parent communication is crucial to student's academic success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0	No Funding Required	Administration Classroom teacher Intervention teacher

Goal 5: All Kindergarten students were screened using the Brigance Kindergarten Readiness Screener.

Measurable Objective 1:

A 25% increase of Pre-K and Kindergarten grade students will demonstrate student proficiency (pass rate) based on Kindergarten readiness skills. in Reading by 09/28/2018 as measured by results.

Strategy 1:

Reading Mastery - Pre-K students that will be entering Kindergarten in the next school year will participate in a Reading Mastery jump start program.

Category: Continuous Improvement

Research Cited: Reading Mastery is a research based program.

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool students that will be entering Kindergarten in the next school year will participate in Reading Mastery enrichment activities.	Direct Instruction	01/09/2017	05/31/2018	\$0	No Funding Required	Preschool teachers, Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB fluency assessment and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.	Academic Support Program	08/22/2016	05/31/2018	\$35000	School Administration and RTI team
Math Interventions	Math Interventions will be held for all students in grades K-5. Kindergarten intervention will be done within the classroom. 1st-5th tier II and III interventions will be done as a pull-out program. Tier II will be done within the classroom.	Academic Support Program	09/01/2016	05/31/2018	\$30000	Administration and Intervention teacher, classroom teachers
Reading Mastery	Students in K and 1 and some Pre-K will be put in to ability groups and taught phonics and reading in small group setting.	Direct Instruction	08/22/2016	05/31/2018	\$5000	Administration and teachers
Rtl Data Meetings	Every 6 weeks data meetings will be held to look at progress monitoring data including AIMSWEB, MAP and classroom assessments. This data will be used to place students in interventions and to move students into different intervention groups/tiers.	Academic Support Program	09/01/2016	05/31/2018	\$30000	Administration and Math Intervention Teacher
Total					\$100000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication	When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0	Administration Staff Classroom teacher Intervention teacher

Comprehensive School Improvement Plan

Taylor Elementary School

Student Work Analysis	Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/06/2016	05/31/2018	\$0	School Administration
Higher level questioning	Students will have multiple opportunities to attempt to write at proficient levels, see models, work with teachers and reach their goals. Students will be involved in cold read events and will have opportunities to answer higher level KPREP like questions daily.	Academic Support Program	08/22/2016	05/31/2018	\$0	School Administration Classroom Teachers
Student Work Analysis	Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/01/2016	05/31/2018	\$0	School Administration and RTI data team
Questioning	Students will be given KPREP like assessments and rigorous activities throughout the school year with multiple opportunities to complete at a proficient level. Students will have models to show them what proficient looks like.	Academic Support Program	08/22/2016	05/31/2018	\$0	School Administration
Assessment Committee	Ad-Hoc Committee will be formed to look at Instructional strategies including open response strategies and consistent vocabulary usage throughout the building.	Policy and Process	09/20/2016	05/31/2018	\$0	Administration, ad-hoc committee
Intervention	Preschool students that will be entering Kindergarten in the next school year will participate in Reading Mastery enrichment activities.	Direct Instruction	01/09/2017	05/31/2018	\$0	Preschool teachers, Administration
Cold read assessment	Teachers will give their students various cold read passages along with multiple choice, short answer and extended response prompts to help build reading stamina as well as practice using the passage to answer questions.	Professional Learning, Direct Instruction, Academic Support Program, Tutoring	10/03/2016	05/31/2018	\$0	Administration, Teachers
RTI identification	Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0	Administration Classroom Teachers Intervention Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Engage Math	Teachers will implement Engage Math into their classrooms.	Direct Instruction	11/14/2016	05/31/2018	\$3000	Administration and Teachers
Total					\$3000	

Comprehensive School Improvement Plan

Taylor Elementary School

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring/Interventions	Students in the 2nd and 3rd tiers will receive interventions using the Do the Math program.	Tutoring	08/15/2016	05/31/2018	\$6000	School Administration / Teachers
Total					\$6000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Taylor Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Taylor Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Taylor Elementary School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.bracken.kyschools.us/	

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

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

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

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

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

Comprehensive School Improvement Plan

Taylor Elementary School

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average reading proficiency rate from 45.6 to 68.9 by May 2018.

Measurable Objective 1:

A 23% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency , in Reading by 05/31/2018 as measured by results of the K-Prep assessment as well as grade level benchmark assessments. .

Strategy1:

Student Work Analysis - Teachers will work in teams to build their grade level assessments. Teachers will then work in teams to analyze those results and plan to meet the needs of the students. Teachers will also meet in vertical teams to analyze work samples. Teachers will also work to build assessments in the vertical teams.

Category: Professional Learning & Support

Research Cited: Best Practice research shows collaboration with others helps to increase student achievement.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/01/2016	05/31/2018	\$0 - No Funding Required	School Administration and RTI data team

Activity - Cold read assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give their students various cold read passages along with multiple choice, short answer and extended response prompts to help build reading stamina as well as practice using the passage to answer questions.	Tutoring Academic Support Program Professional Learning Direct Instruction	10/03/2016	05/31/2018	\$0 - No Funding Required	Administration, Teachers

Strategy2:

Higher level questioning - Students will be asked higher level questions and answers will be modeled for them. Students will have several opportunities to respond to short answer and extended response questions to write a proficient answer. Students will reflect on their written responses as well as answers to higher level multiple choice questions. . Students will be given many KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Comprehensive School Improvement Plan

Taylor Elementary School

Category: Continuous Improvement

Research Cited: Research states that modeling and feedback is crucial for student success

Activity - Higher level questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have multiple opportunities to attempt to write at proficient levels, see models, work with teachers and reach their goals. Students will be involved in cold read events and will have opportunities to answer higher level KPREP like questions daily.	Academic Support Program	08/22/2016	05/31/2018	\$0 - No Funding Required	School Administration Classroom Teachers

Strategy3:

Interventions - All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB, and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that Response to Intervention is an effective strategy to aid students' in their learning.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB fluency assessment and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.	Academic Support Program	08/22/2016	05/31/2018	\$35000 - Title I Schoolwide	School Administration and RTI team

Strategy4:

Reading Mastery - Students in grades K and 1 and a pull-out program in pre-K will participate in the Reading Mastery reading program.

Category: Early Learning

Research Cited: Researched based reading program

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K and 1 and some Pre-K will be put in to ability groups and taught phonics and reading in small group setting.	Direct Instruction	08/22/2016	05/31/2018	\$5000 - Title I Schoolwide	Administration and teachers

Goal 2:

Increase the average math proficiency rate from 32.5 to 62. 8 as measured by state assessments by May 2018

Measurable Objective 1:

A 30% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency of all strands in Mathematics by 05/31/2018 as measured by KPREP results.and benchmark assessments..

Comprehensive School Improvement Plan

Taylor Elementary School

Strategy1:

Higher Level Questions - Students will be asked higher level questions and proficient answers will be modeled for them. Students will have several opportunities to complete short answer and extended response questions to write a proficient response. Higher level multiple choice questions will also be embedded within classroom assessments. Students will reflect on their answers. KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Professional Learning & Support

Research Cited: Common Assessments and Feedback are crucial for student performance

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given KPREP like assessments and rigorous activities throughout the school year with multiple opportunities to complete at a proficient level. Students will have models to show them what proficient looks like.	Academic Support Program	08/22/2016	05/31/2018	\$0 - No Funding Required	School Administration

Strategy2:

Engage Math - Teachers are implementing the Engage Math program in grades K-5.

Category: Learning Systems

Research Cited: Best Practice data shows that students learn best when they are cognitively engaged.

Activity - Assessment Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ad-Hoc Committee will be formed to look at Instructional strategies including open response strategies and consistent vocabulary usage throughout the building.	Policy and Process	09/20/2016	05/31/2018	\$0 - No Funding Required	Administration, ad-hoc committee

Activity - Implementation of Engage Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Engage Math into their classrooms.	Direct Instruction	11/14/2016	05/31/2018	\$3000 - District Funding	Administration and Teachers

Strategy3:

Student Work Analysis - Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that collaboration amongst teachers leads to better understanding of the content and therefore better instruction.

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/06/2016	05/31/2018	\$0 - No Funding Required	School Administration

Goal 3:

Students in Reading and Math gap groups (free/reduced lunch and disability) will reach delivery target of 60.4 by May of 2018

Measurable Objective 1:

A 30% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on assessments in Mathematics by 05/31/2018 as measured by KPREP results..

Strategy1:

Tutoring Program - Teachers that provide interventions and/or tutoring will receive training in specific mathematics intervention programs, i.e. Do the Math.

Category: Continuous Improvement

Research Cited: Scientifically Researched Intervention program

Activity - Tutoring/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 2nd and 3rd tiers will receive interventions using the Do the Math program.	Tutoring	08/15/2016	05/31/2018	\$6000 - Other	School Administration/Teachers

Strategy2:

Data Meetings - Data meetings will be planned and held every 6 weeks to look at student data and best practices and groupings for students.

Category: Continuous Improvement

Research Cited: Follows RtI protocol and best practices research.

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Interventions will be held for all students in grades K-5. Kindergarten intervention will be done within the classroom. 1st-5th tier II and III interventions will be done as a pull-out program. Tier II will be done within the classroom.	Academic Support Program	09/01/2016	05/31/2018	\$30000 - Title I Schoolwide	Administration and Intervention teacher, classroom teachers

Activity - RtI Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks data meetings will be held to look at progress monitoring data including AIMSWEB, MAP and classroom assessments. This data will be used to place students in interventions and to move students into different intervention groups/tiers.	Academic Support Program	09/01/2016	05/31/2018	\$30000 - Title I Schoolwide	Administration and Math Intervention Teacher

Comprehensive School Improvement Plan

Taylor Elementary School

Goal 4:

Students in reading gap group of free and reduced lunch will reach delivery target set by the state as measured by state assessments.

Measurable Objective 1:

A 23% increase of Economically Disadvantaged students will demonstrate a proficiency , in Reading by 05/31/2019 as measured by state assessment results.

Strategy1:

Assessment Analysis - Teacher will follow the assessment protocol to help meet the needs of all students and to design instruction to meet individual student needs.

Category: Professional Learning & Support

Research Cited: Assessment Policy follows Seven Strategies for Assessment

Activity - Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks, data meetings will be held to look at all forms of data to make informed academic decisions on students' progress.	Academic Support Program	09/21/2016	05/31/2019	\$0 - No Funding Required	School administration RTI team

Goal 5:

Students will decrease novice performance rating by 50% over the next 5 years.

Measurable Objective 1:

50% of All Students will demonstrate student proficiency (pass rate) in order to reduce Novice by 5% every year in Math and in Reading by 05/31/2021 as measured by state assessment and grade level benchmark assessments.

Strategy1:

Parent Communication - Parents will be informed of their child's progress and concerns if deficits are noted. They will receive notification of their student's placement in the Tier 2 intervention.

Category: Stakeholder Engagement

Research Cited: Parent communication is crucial to student's academic success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Staff Classroom teacher Intervention teacher

Strategy2:

Comprehensive School Improvement Plan

Taylor Elementary School

Novice Reduction - Multiple data points will be utilized to identify RTI students in reading and math.

Category: Human Capital Management

Research Cited: RTI protocol and best practice research.

Activity - RTI identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Classroom Teachers Intervention Teachers

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

Goal 1:

Increase the average reading proficiency rate from 45.6 to 68.9 by May 2018.

Measurable Objective 1:

A 23% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency , in Reading by 05/31/2018 as measured by results of the K-Prep assessment as well as grade level benchmark assessments. .

Strategy1:

Reading Mastery - Students in grades K and 1 and a pull-out program in pre-K will participate in the Reading Mastery reading program.

Category: Early Learning

Research Cited: Researched based reading program

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K and 1 and some Pre-K will be put in to ability groups and taught phonics and reading in small group setting.	Direct Instruction	08/22/2016	05/31/2018	\$5000 - Title I Schoolwide	Administration and teachers

Strategy2:

Higher level questioning - Students will be asked higher level questions and answers will be modeled for them. Students will have several opportunities to respond to short answer and extended response questions to write a proficient answer. Students will reflect on their written responses as well as answers to higher level multiple choice questions. . Students will be given many KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Taylor Elementary School

Research Cited: Research states that modeling and feedback is crucial for student success

Activity - Higher level questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have multiple opportunities to attempt to write at proficient levels, see models, work with teachers and reach their goals. Students will be involved in cold read events and will have opportunities to answer higher level KPREP like questions daily.	Academic Support Program	08/22/2016	05/31/2018	\$0 - No Funding Required	School Administration Classroom Teachers

Strategy3:

Interventions - All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB, and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that Response to Intervention is an effective strategy to aid students' in their learning.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB fluency assessment and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.	Academic Support Program	08/22/2016	05/31/2018	\$35000 - Title I Schoolwide	School Administration and RTI team

Strategy4:

Student Work Analysis - Teachers will work in teams to build their grade level assessments. Teachers will then work in teams to analyze those results and plan to meet the needs of the students. Teachers will also meet in vertical teams to analyze work samples. Teachers will also work to build assessments in the vertical teams.

Category: Professional Learning & Support

Research Cited: Best Practice research shows collaboration with others helps to increase student achievement.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/01/2016	05/31/2018	\$0 - No Funding Required	School Administration and RTI data team

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Cold read assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give their students various cold read passages along with multiple choice, short answer and extended response prompts to help build reading stamina as well as practice using the passage to answer questions.	Professional Learning Direct Instruction Tutoring Academic Support Program	10/03/2016	05/31/2018	\$0 - No Funding Required	Administration, Teachers

Goal 2:

Increase the average math proficiency rate from 32.5 to 62.8 as measured by state assessments by May 2018

Measurable Objective 1:

A 30% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency of all strands in Mathematics by 05/31/2018 as measured by KPREP results and benchmark assessments..

Strategy1:

Higher Level Questions - Students will be asked higher level questions and proficient answers will be modeled for them. Students will have several opportunities to complete short answer and extended response questions to write a proficient response. Higher level multiple choice questions will also be embedded within classroom assessments. Students will reflect on their answers. KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Professional Learning & Support

Research Cited: Common Assessments and Feedback are crucial for student performance

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given KPREP like assessments and rigorous activities throughout the school year with multiple opportunities to complete at a proficient level. Students will have models to show them what proficient looks like.	Academic Support Program	08/22/2016	05/31/2018	\$0 - No Funding Required	School Administration

Strategy2:

Student Work Analysis - Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that collaboration amongst teachers leads to better understanding of the content and therefore better instruction.

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/06/2016	05/31/2018	\$0 - No Funding Required	School Administration

Strategy3:

Engage Math - Teachers are implementing the Engage Math program in grades K-5.

Category: Learning Systems

Research Cited: Best Practice data shows that students learn best when they are cognitively engaged.

Activity - Implementation of Engage Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Engage Math into their classrooms.	Direct Instruction	11/14/2016	05/31/2018	\$3000 - District Funding	Administration and Teachers

Activity - Assessment Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ad-Hoc Committee will be formed to look at Instructional strategies including open response strategies and consistent vocabulary usage throughout the building.	Policy and Process	09/20/2016	05/31/2018	\$0 - No Funding Required	Administration, ad-hoc committee

Goal 3:

Students in Reading and Math gap groups (free/reduced lunch and disability) will reach delivery target of 60.4 by May of 2018

Measurable Objective 1:

A 30% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on assessments in Mathematics by 05/31/2018 as measured by KPREP results..

Strategy1:

Data Meetings - Data meetings will be planned and held every 6 weeks to look at student data and best practices and groupings for students.

Category: Continuous Improvement

Research Cited: Follows Rtl protocol and best practices research.

Activity - Rtl Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks data meetings will be held to look at progress monitoring data including AIMSWEB, MAP and classroom assessments. This data will be used to place students in interventions and to move students into different intervention groups/tiers.	Academic Support Program	09/01/2016	05/31/2018	\$30000 - Title I Schoolwide	Administration and Math Intervention Teacher

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Interventions will be held for all students in grades K-5. Kindergarten intervention will be done within the classroom. 1st-5th tier II and III interventions will be done as a pull-out program. Tier II will be done within the classroom.	Academic Support Program	09/01/2016	05/31/2018	\$30000 - Title I Schoolwide	Administration and Intervention teacher, classroom teachers

Strategy2:

Tutoring Program - Teachers that provide interventions and/or tutoring will receive training in specific mathematics intervention programs, i.e. Do the Math.

Category: Continuous Improvement

Research Cited: Scientifically Researched Intervention program

Activity - Tutoring/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 2nd and 3rd tiers will receive interventions using the Do the Math program.	Tutoring	08/15/2016	05/31/2018	\$6000 - Other	School Administration/Teachers

Goal 4:

Students in reading gap group of free and reduced lunch will reach delivery target set by the state as measured by state assessments.

Measurable Objective 1:

A 23% increase of Economically Disadvantaged students will demonstrate a proficiency , in Reading by 05/31/2019 as measured by state assessment results.

Strategy1:

Assessment Analysis - Teacher will follow the assessment protocol to help meet the needs of all students and to design instruction to meet individual student needs.

Category: Professional Learning & Support

Research Cited: Assessment Policy follows Seven Strategies for Assessment

Activity - Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks, data meetings will be held to look at all forms of data to make informed academic decisions on students' progress.	Academic Support Program	09/21/2016	05/31/2019	\$0 - No Funding Required	School administration RTI team

Goal 5:

Students will decrease novice performance rating by 50% over the next 5 years.

Measurable Objective 1:

SY 2016-2017

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Comprehensive School Improvement Plan

Taylor Elementary School

50% of All Students will demonstrate student proficiency (pass rate) in order to reduce Novice by 5% every year in Math and in Reading by 05/31/2021 as measured by state assessment and grade level benchmark assessments.

Strategy1:

Novice Reduction - Multiple data points will be utilized to identify RTI students in reading and math.

Category: Human Capital Management

Research Cited: RTI protocol and best practice research.

Activity - RTI identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Classroom Teachers Intervention Teachers

Strategy2:

Parent Communication - Parents will be informed of their child's progress and concerns if deficits are noted. They will receive notification of their student's placement in the Tier 2 intervention.

Category: Stakeholder Engagement

Research Cited: Parent communication is crucial to student's academic success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Staff Classroom teacher Intervention teacher

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

Goal 1:

Students will decrease novice performance rating by 50% over the next 5 years.

Measurable Objective 1:

50% of All Students will demonstrate student proficiency (pass rate) in order to reduce Novice by 5% every year in Math and in Reading by 05/31/2021 as measured by state assessment and grade level benchmark assessments.

Strategy1:

Parent Communication - Parents will be informed of their child's progress and concerns if deficits are noted. They will receive notification of their student's placement in the Tier 2 intervention.

Comprehensive School Improvement Plan

Taylor Elementary School

Category: Stakeholder Engagement

Research Cited: Parent communication is crucial to student's academic success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Staff Classroom teacher Intervention teacher

Strategy2:

Novice Reduction - Multiple data points will be utilized to identify RTI students in reading and math.

Category: Human Capital Management

Research Cited: RTI protocol and best practice research.

Activity - RTI identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Classroom Teachers Intervention Teachers

Goal 2:

All Kindergarten students were screened using the Brigance Kindergarten Readiness Screener.

Measurable Objective 1:

A 25% increase of Pre-K and Kindergarten grade students will demonstrate student proficiency (pass rate) based on Kindergarten readiness skills. in Reading by 09/28/2018 as measured by results.

Strategy1:

Reading Mastery - Pre-K students that will be entering Kindergarten in the next school year will participate in a Reading Mastery jump start program.

Category: Continuous Improvement

Research Cited: Reading Mastery is a research based program.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students that will be entering Kindergarten in the next school year will participate in Reading Mastery enrichment activities.	Direct Instruction	01/09/2017	05/31/2018	\$0 - No Funding Required	Preschool teachers, Administration

Comprehensive School Improvement Plan

Taylor Elementary School

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Students will decrease novice performance rating by 50% over the next 5 years.

Measurable Objective 1:

50% of All Students will demonstrate student proficiency (pass rate) in order to reduce Novice by 5% every year in Math and in Reading by 05/31/2021 as measured by state assessment and grade level benchmark assessments.

Strategy1:

Novice Reduction - Multiple data points will be utilized to identify RTI students in reading and math.

Category: Human Capital Management

Research Cited: RTI protocol and best practice research.

Activity - RTI identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Classroom Teachers Intervention Teachers

Strategy2:

Parent Communication - Parents will be informed of their child's progress and concerns if deficits are noted. They will receive notification of their student's placement in the Tier 2 intervention.

Category: Stakeholder Engagement

Research Cited: Parent communication is crucial to student's academic success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Staff Classroom teacher Intervention teacher

Goal 2:

All Kindergarten students were screened using the Brigance Kindergarten Readiness Screener.

Measurable Objective 1:

A 25% increase of Pre-K and Kindergarten grade students will demonstrate student proficiency (pass rate) based on Kindergarten readiness skills. in Reading by 09/28/2018 as measured by results.

Comprehensive School Improvement Plan

Taylor Elementary School

Strategy1:

Reading Mastery - Pre-K students that will be entering Kindergarten in the next school year will participate in a Reading Mastery jump start program.

Category: Continuous Improvement

Research Cited: Reading Mastery is a research based program.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students that will be entering Kindergarten in the next school year will participate in Reading Mastery enrichment activities.	Direct Instruction	01/09/2017	05/31/2018	\$0 - No Funding Required	Preschool teachers, Administration

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the average reading proficiency rate from 45.6 to 68.9 by May 2018.

Measurable Objective 1:

A 23% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency , in Reading by 05/31/2018 as measured by results of the K-Prep assessment as well as grade level benchmark assessments. .

Strategy1:

Higher level questioning - Students will be asked higher level questions and answers will be modeled for them. Students will have several opportunities to respond to short answer and extended response questions to write a proficient answer. Students will reflect on their written responses as well as answers to higher level multiple choice questions. . Students will be given many KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Continuous Improvement

Research Cited: Research states that modeling and feedback is crucial for student success

Activity - Higher level questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have multiple opportunities to attempt to write at proficient levels, see models, work with teachers and reach their goals. Students will be involved in cold read events and will have opportunities to answer higher level KPREP like questions daily.	Academic Support Program	08/22/2016	05/31/2018	\$0 - No Funding Required	School Administration Classroom Teachers

Comprehensive School Improvement Plan

Taylor Elementary School

Strategy2:

Interventions - All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB, and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that Response to Intervention is an effective strategy to aid students' in their learning.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will be tested through using the MAP assessment, AIMSWEB fluency assessment and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.	Academic Support Program	08/22/2016	05/31/2018	\$35000 - Title I Schoolwide	School Administration and RTI team

Strategy3:

Reading Mastery - Students in grades K and 1 and a pull-out program in pre-K will participate in the Reading Mastery reading program.

Category: Early Learning

Research Cited: Researched based reading program

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K and 1 and some Pre-K will be put in to ability groups and taught phonics and reading in small group setting.	Direct Instruction	08/22/2016	05/31/2018	\$5000 - Title I Schoolwide	Administration and teachers

Strategy4:

Student Work Analysis - Teachers will work in teams to build their grade level assessments. Teachers will then work in teams to analyze those results and plan to meet the needs of the students. Teachers will also meet in vertical teams to analyze work samples. Teachers will also work to build assessments in the vertical teams.

Category: Professional Learning & Support

Research Cited: Best Practice research shows collaboration with others helps to increase student achievement.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/01/2016	05/31/2018	\$0 - No Funding Required	School Administration and RTI data team

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Cold read assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give their students various cold read passages along with multiple choice, short answer and extended response prompts to help build reading stamina as well as practice using the passage to answer questions.	Direct Instruction Professional Learning Academic Support Program Tutoring	10/03/2016	05/31/2018	\$0 - No Funding Required	Administration, Teachers

Goal 2:

Increase the average math proficiency rate from 32.5 to 62.8 as measured by state assessments by May 2018

Measurable Objective 1:

A 30% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency of all strands in Mathematics by 05/31/2018 as measured by KPREP results and benchmark assessments..

Strategy1:

Engage Math - Teachers are implementing the Engage Math program in grades K-5.

Category: Learning Systems

Research Cited: Best Practice data shows that students learn best when they are cognitively engaged.

Activity - Assessment Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ad-Hoc Committee will be formed to look at instructional strategies including open response strategies and consistent vocabulary usage throughout the building.	Policy and Process	09/20/2016	05/31/2018	\$0 - No Funding Required	Administration, ad-hoc committee

Activity - Implementation of Engage Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Engage Math into their classrooms.	Direct Instruction	11/14/2016	05/31/2018	\$3000 - District Funding	Administration and Teachers

Strategy2:

Higher Level Questions - Students will be asked higher level questions and proficient answers will be modeled for them. Students will have several opportunities to complete short answer and extended response questions to write a proficient response. Higher level multiple choice questions will also be embedded within classroom assessments. Students will reflect on their answers. KPREP like opportunities will be embedded into the day-to-day routine. KPREP like test will be given at least twice a year for practice at grades 3-5 and will be given at the end of each unit for grades K-5.

Category: Professional Learning & Support

Research Cited: Common Assessments and Feedback are crucial for student performance

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given KPREP like assessments and rigorous activities throughout the school year with multiple opportunities to complete at a proficient level. Students will have models to show them what proficient looks like.	Academic Support Program	08/22/2016	05/31/2018	\$0 - No Funding Required	School Administration

Strategy3:

Student Work Analysis - Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.

Category: Professional Learning & Support

Research Cited: Best Practice data shows that collaboration amongst teachers leads to better understanding of the content and therefore better instruction.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	09/06/2016	05/31/2018	\$0 - No Funding Required	School Administration

Goal 3:

Students in reading gap group of free and reduced lunch will reach delivery target set by the state as measured by state assessments.

Measurable Objective 1:

A 23% increase of Economically Disadvantaged students will demonstrate a proficiency , in Reading by 05/31/2019 as measured by state assessment results.

Strategy1:

Assessment Analysis - Teacher will follow the assessment protocol to help meet the needs of all students and to design instruction to meet individual student needs.

Category: Professional Learning & Support

Research Cited: Assessment Policy follows Seven Strategies for Assessment

Activity - Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks, data meetings will be held to look at all forms of data to make informed academic decisions on students' progress.	Academic Support Program	09/21/2016	05/31/2019	\$0 - No Funding Required	School administration RTI team

Goal 4:

Students will decrease novice performance rating by 50% over the next 5 years.

Comprehensive School Improvement Plan

Taylor Elementary School

Measurable Objective 1:

50% of All Students will demonstrate student proficiency (pass rate) in order to reduce Novice by 5% every year in Math and in Reading by 05/31/2021 as measured by state assessment and grade level benchmark assessments.

Strategy1:

Parent Communication - Parents will be informed of their child's progress and concerns if deficits are noted. They will receive notification of their student's placement in the Tier 2 intervention.

Category: Stakeholder Engagement

Research Cited: Parent communication is crucial to student's academic success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Staff Classroom teacher Intervention teacher

Strategy2:

Novice Reduction - Multiple data points will be utilized to identify RTI students in reading and math.

Category: Human Capital Management

Research Cited: RTI protocol and best practice research.

Activity - RTI identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Classroom Teachers Intervention Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Students in Reading and Math gap groups (free/reduced lunch and disability) will reach delivery target of 60.4 by May of 2018

Measurable Objective 1:

A 30% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on assessments in Mathematics by 05/31/2018 as measured by KPREP results..

Comprehensive School Improvement Plan

Taylor Elementary School

Strategy1:

Data Meetings - Data meetings will be planned and held every 6 weeks to look at student data and best practices and groupings for students.

Category: Continuous Improvement

Research Cited: Follows RtI protocol and best practices research.

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Interventions will be held for all students in grades K-5. Kindergarten intervention will be done within the classroom. 1st-5th tier II and III interventions will be done as a pull-out program. Tier II will be done within the classroom.	Academic Support Program	09/01/2016	05/31/2018	\$30000 - Title I Schoolwide	Administration and Intervention teacher, classroom teachers

Activity - RtI Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks data meetings will be held to look at progress monitoring data including AIMSWEB, MAP and classroom assessments. This data will be used to place students in interventions and to move students into different intervention groups/tiers.	Academic Support Program	09/01/2016	05/31/2018	\$30000 - Title I Schoolwide	Administration and Math Intervention Teacher

Strategy2:

Tutoring Program - Teachers that provide interventions and/or tutoring will receive training in specific mathematics intervention programs, i.e. Do the Math.

Category: Continuous Improvement

Research Cited: Scientifically Researched Intervention program

Activity - Tutoring/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 2nd and 3rd tiers will receive interventions using the Do the Math program.	Tutoring	08/15/2016	05/31/2018	\$6000 - Other	School Administration/Teachers

Goal 2:

Students in reading gap group of free and reduced lunch will reach delivery target set by the state as measured by state assessments.

Measurable Objective 1:

A 23% increase of Economically Disadvantaged students will demonstrate a proficiency , in Reading by 05/31/2019 as measured by state assessment results.

Strategy1:

Assessment Analysis - Teacher will follow the assessment protocol to help meet the needs of all students and to design instruction to meet individual student needs.

Category: Professional Learning & Support

Research Cited: Assessment Policy follows Seven Strategies for Assessment

Comprehensive School Improvement Plan

Taylor Elementary School

Activity - Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every 6 weeks, data meetings will be held to look at all forms of data to make informed academic decisions on students' progress.	Academic Support Program	09/21/2016	05/31/2019	\$0 - No Funding Required	School administration RTI team

Goal 3:

Students will decrease novice performance rating by 50% over the next 5 years.

Measurable Objective 1:

50% of All Students will demonstrate student proficiency (pass rate) in order to reduce Novice by 5% every year in Math and in Reading by 05/31/2021 as measured by state assessment and grade level benchmark assessments.

Strategy1:

Parent Communication - Parents will be informed of their child's progress and concerns if deficits are noted. They will receive notification of their student's placement in the Tier 2 intervention.

Category: Stakeholder Engagement

Research Cited: Parent communication is crucial to student's academic success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When students are placed in Tier 2 of RTI, parents will be informed of this decision via a letter. Parents will also be updated about their child's progress in the Tier 2 interventions.	Parent Involvement	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Staff Classroom teacher Intervention teacher

Strategy2:

Novice Reduction - Multiple data points will be utilized to identify RTI students in reading and math.

Category: Human Capital Management

Research Cited: RTI protocol and best practice research.

Activity - RTI identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be held every six weeks with intervention teachers and classroom teachers to discuss the progress of RTI students. Using data collected on the students, the team will make decisions as to whether the student continues RTI or is exited from the program.	Academic Support Program	09/21/2016	05/31/2018	\$0 - No Funding Required	Administration Classroom Teachers Intervention Teachers

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

Comprehensive School Improvement Plan

Taylor Elementary School

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:
Taylor Elementary has specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency when performing in shows or preparing for pieces for shows in Art & Humanities by 05/31/2018 as measured by grade level teacher created rubrics and student self-reflection.

Strategy1:

Arts Assessments - Students and teachers will continuously monitor growth through teacher and student created rubrics.

Category: Continuous Improvement

Research Cited: Self reflection and feedback is a best practice

Activity - Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, staff and parents will meet in committees to review the arts and practical living programs and reflect on their effectiveness. They can then make adjustments and suggestions to the programs.	Academic Support Program	08/15/2016	05/31/2018	\$0 - No Funding Required	All teachers; administration

Activity - Monthly Grade Level Performaces	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month grade levels will have performances and then reflect on their performances using rubrics.	Academic Support Program	09/20/2016	05/31/2018	\$500 - Other	Arts Teachers; Administration; grade level teachers

Activity - Specials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students have equal access to arts and practical living programming at Taylor Elementary. The schedule is done in such a way that all students have specials on a rotating basis.	Direct Instruction	08/10/2016	05/31/2018	\$0 - No Funding Required	Teachers; administration

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Taylor Elementary is located in Bracken County. Bracken County is located in northern Kentucky along the Ohio River and is considered to a rural area. It is bordered by Mason, Pendleton, Robertson, and Harrison Counties and occupies 206 sq. miles in area. The population is approximately 8,300 citizens. Taylor Elementary serves approximately 630 students in grades preschool to 5th.. The Bracken County School District has 69.6% of students that qualify for free or reduced lunch. Over the past two years there has been slight increase in transient students due to poverty level and the availability of housing.

All students at Taylor Elementary have the opportunity to receive RTI serves for both reading and math. Taylor has an RTI teacher that focuses on Math with students that fall into the Tier 2 category and utilizes the Do the Math program. We also have an Reading Intervention teacher that utilizes the Reading Mastery program with students that fall into the Tier 2 category. Taylor Elementary also utilizes school wide reading and math programs to meet the needs of our students in achieving Common Core Standards.

The community of Bracken County is supportive of Taylor Elementary School. We have an active PTO that helps support our school with various parent and family nights. The school and community hold various events that help get students and parents involved in the school including monthly grade level performances, reading and math nights, science fairs, art shows, etc.

There are 39 certified teachers at Taylor Elementary school of which all are highly qualified. Less than 9% are non-tenured. 84.8% of the teachers have a master degree or higher. We have two teachers who are Nationally Board Certified and three that are currently working on this certification. The average years of teaching experience for teachers is 14.1 which is higher than the state of 11.8%. Our average teacher to student ratio is 16:1.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Taylor is to provide all students with a 21st century education that will prepare for them for the future in our ever changing and competitive world.

Bracken County Schools- "Every student- Every Day"

Taylor Elementary School's Mission-

We are here to work as a team to encourage and support all students to achieve academic success and responsible citizenship through a caring and nurturing environment.

We Believe:

*Education is our community's most important resource.

*The learning environment should be safe, secure, positive, stimulating, and free from disruptive behavior.

*Children need to progress at their own rate, time to explore and discover, to be participants in learning, to have basic needs met before they can learn, a sense of belonging, respectful behavior, consequences for their actions, positive consequences for responsible behavior and equal opportunities to learn.

*Every child is unique, wants to learn, can learn if he/she view themselves as capable.

*Learning is enhanced by respectful behavior, positive teacher attitude, parent teacher encouragement, a variety of teaching strategies, and cooperation between home and school.

Students are provided experiences that are diverse in education, field trips and a variety of experiences. We also encourage community agencies to come into our school as a resource for our students such as Wildlife and Conservation, UK Extension Agencies, Bracken County Conservation District, as well as our local government agencies.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Social Studies scores are higher than the state.

Writing scores are higher than the state for combined proficient/distinguished.

5th grade Reading had more score distinguished at 25% than the state at 20.3%

High Attendance Day Award for large elementary schools for 16-17 school year

Multiple cheer leading awards for grades 3-5.

Grandparent author award winner for the county for the past three years.

Grandparent author award winner for the region during the 14-15 school year.

5th grade honor choir.

Attendance is at an average of 95-95%.

Areas of Improvement:

Decrease novice and increase proficient and distinguished in Reading.

Decrease novice and increase proficient and distinguished in Math.

Provide more opportunities for students to participate in after school clubs related more to visual and performing arts as well as technology.

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 Elementary utilizes a Comprehensive RTI program to help with Tier 2 students in reading and math. Aimesweb and MAP data are used to place students into intervention groups and determine their placement needs. Intervention/Enrichment Reading block is used in grades K and 1. This is an addition to the reading block that all students participate in. The students are placed in small groups of up to 10 students which decreases the student-teacher ratio. Grade level data teams meet with reading and math interventionist every 6 weeks to look at progress data. Gifted and talented students are served by their teachers to help meet their advanced needs. This may be a pull out program, enrichment programs and or additional content. Teachers complete at least 24 hours of professional learning throughout the year. Home visits are completed yearly. Taylor utilizes a comprehensive aligned math and reading program.