



Comprehensive School Improvement Plan

Coleridge-Taylor Elementary
Jefferson County

Ms. Meg Thomas, Principal
1115 West Chestnut Street
Louisville, KY 40203

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction.....	3
-------------------	---

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

Phase I - The Missing Piece

Introduction.....	13
-------------------	----

Stakeholders.....	14
-------------------	----

Relationship Building.....	15
----------------------------	----

Communications.....	16
---------------------	----

Decision Making.....	18
----------------------	----

Advocacy.....	20
---------------	----

Learning Opportunities.....	21
-----------------------------	----

Community Partnerships.....	22
-----------------------------	----

Reflection.....	23
-----------------	----

Report Summary.....	25
---------------------	----

Improvement Plan Stakeholder Involvement

Introduction.....	27
-------------------	----

Improvement Planning Process.....	28
-----------------------------------	----

Phase I - Needs Assessment

Introduction.....	30
Data Analysis.....	31
Areas of Strengths.....	33
Opportunities for Improvement.....	34
Conclusion.....	35

2016-2017 Comprehensive School Improvement Plan (CSIP)

Overview.....	37
Goals Summary.....	38
Goal 1: Increase stakeholder access to/of district systems and community resources available to Coleridge-Taylor Montessori School.....	39
Goal 2: Implement with fidelity a school-wide process for managing student conduct (in common areas, regular instruction classrooms, itinerant classrooms) to minimize disruption to instruction.....	42
Goal 3: Increase achievement proficiency in curriculum areas by the year 2020 as measured by the KPREP assessment.....	45
Goal 4: Establish a shared vision of the "CTM Way" (behavioral, academic, organizational process and expectation).....	48
Activity Summary by Funding Source.....	52

Phase II - KDE Assurances - Schools

Introduction.....	57
Assurances.....	58

Phase II - KDE Compliance and Accountability - Schools

Introduction.....	64
-------------------	----

Planning and Accountability Requirements 65

Executive Summary

Introduction 83

Description of the School 84

School's Purpose 85

Notable Achievements and Areas of Improvement 86

Additional Information 87

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School_Equity_Diagnostic_2016

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.

Minority Students

All children enrolled in CTM receive instruction using the Montessori method of education. 78% of CTM students represent minority populations. These students have greater access to effective educators than the national trends. CTM values the rich tapestry featuring students of reside, as well as Montessori Magnet enrollees, and works to build a staff that mirrors the diversity of population served. Building cultural competency with our educators is an important role in ensuring our students are able to receive effective instruction reflective of student's interest. The data does not indicate the level of student mobility within the resides program.

Students from Poverty (Free/Reduced Priced Meals)

In 2013 - 2014, CTMs Free and Reduced percentage was 66.1%. The following year, there was an increase of 8.2%. The most recent year has stayed about the same as compared to last year at 74.2%. Most of our students receiving Free/Reduced Meals fall into one or more gap groups.

English Language Learners

Coleridge-Taylor Montessori does not currently have any enrolled English Language Learners. This fits the trend for our building.

Students with Disabilities

Looking at the data, there was a reduction in number of Students identified with disabilities by 25% over the past three years. While this is a note-worthy data point, the hours per student on ECE caseloads has increased. All of these students have access to effective educators.

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

2016-2017 will represent a minor increase of teacher's undergoing KTIP. Staff provides great support to our new teachers. A teacher holding National Board for Professional Standards certification serves as their mentor. The trend is that CTM has one to two teachers going through KTIP each year. It is expected that this trend will continue.

Teachers that are teaching one or more courses out-of-field

In 2016-2017, CTM has one itinerant teacher teaching a course out-of-field. Prior to this year, all certified teachers have taught in-field.

Teachers with 1-3 years of experience

11.4% of CTM's teachers hold Bachelor's degree. 48.6% of the teachers hold Master's degrees, with an additional 40% holding a Master's degree with Rank 1.

Teachers with 4 or more years of experience

CTM tends to retain our highly qualified teachers. Our average years of teaching experience is 11.2 years, which falls .6 years behind the state, but is slightly higher than JCPS at 10.9 years. Three of our teachers have over twenty years in district, as well as accredited Montessori certification. It was noted that 16% of our teachers have less than five years experience in district, although one half of those teachers have five or more years of total teaching experience.

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.

Minority Students

High rates of mobility within our minority resides population pose a barrier to ensuring each child is able to take full advantage of their access to highly qualified educators. During the 2015-2016 school year, 62 students transferred out while 96 students enrolled. As of December of 2016, 25 students have transferred out of CTM while 48 student have enrolled. This is a consistent trend that poses many challenges to our community. Of note are challenges in assisting children who transfer in with unidentified mental health concerns, trauma related disorders, or learning challenges. CTM staff have become very intentional in acquiring as much information as possible to ensure a continuity of care from the child's prior school and are working to gain more tools to assist all children.

Teachers with 1-3 years of experience

The current teacher shortage in JCPS is a barrier to recruiting and retaining highly qualified teachers. In particular, there are few candidates on the slate reflecting the socio-economic or cultural background of our students. Additionally, CTM seeks a candidate pool who also possess a Montessori background to ensure fidelity to the Magnet program.

Teachers with 4 or more years of experience

As part of the largest district in the state, highly qualified teachers have an incredibly broad range of choice when seeking to transfer within district. A lack of familiarity with the Montessori Magnet may limit our candidate pool from within district.

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School_Equity_Goals_2016

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:

Implement with fidelity a school-wide process for managing student conduct (in common areas, regular instruction classrooms, itinerant classrooms) to minimize disruption to instruction.

Measurable Objective 1:

collaborate to reduce behavioral disruptions in number, duration, and intensity during the instructional day and during transitions. by 05/24/2017 as measured by PAC Room Data, Behavioral Data, and Teacher Survey.

Strategy1:

PBIS & Restorative Practices (including Peer Mediation – Intermediate) - SRT Coach and AP will collaborate with stakeholders to minimize behaviors that interrupt the instructional day.

Category: Professional Learning & Support

Research Cited: Clayton, Claudia J., Bonnie Ballif-Spanvill, and Melanie D. Hunsaker. "Preventing violence and teaching peace: A review of promising and effective antiviolence, conflict-resolution, and peace programs for elementary school children." Applied and preventive psychology 10.1 (2002): 1-35.

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Goldstein, Arnold P., et al., eds. New perspectives on aggression replacement training: Practice, research and application. John Wiley & Sons, 2005.

Denham, S. A., Brown, C., & Domitrovich, C. E. (2010). "Plays nice with others": Social-emotional learning and academic success. Early Education and Development, 21(5), 652–680. doi:10.1080/1040 9289.2010.497450

Raver, C. C., & Knitzer, J. (2002). Ready to Enter: What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among Three- and Four-Year-Olds. (Policy Paper No. 3). New York: National Center for Children in Poverty.

Activity - Social Skills & Aggression Replacement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Skills & Aggression Replacement Therapy inclusion based on PAC room data as well as parent / teacher referral.	Parent Involvement Behavioral Support Program Direct Instruction Professional Learning	01/03/2017	05/24/2017	\$200 - Annual Giving Fund	AP, SRT Coach, Counselor, Therapists

Activity - Peer Mediation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Peer Mediation training for Intermediate Grades and Implement at the Intermediate Level	Community Engagement Professional Learning Behavioral Support Program	10/17/2016	05/24/2017	\$3000 - General Fund	Councilor, FRYSC, Intermediate Teachers

Activity - Second Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Second Steps school-wide	Professional Learning Behavioral Support Program	08/18/2016	05/24/2017	\$0 - No Funding Required	School Councilor

Activity - Comprehensive Classroom Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and implement a Comprehensive Classroom and School Management Plan	Professional Learning Policy and Process Behavioral Support Program	11/07/2016	05/24/2017	\$0 - No Funding Required	Administrators (AP/SRT Coach), Classroom and Itinerant Teachers

Goal 2:

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Increase achievement proficiency in curriculum areas by the year 2020 as measured by the KPREP assessment.

Measurable Objective 1:

demonstrate student proficiency (pass rate) 63.3% of students in grades 3 - 5 will rate proficient/distinguished in math & reading as measured on the 2017 KPREP assessment. by 10/15/2017 as measured by 2017 KPREP Scores.

Strategy1:

Instructional Practices & Support - Intervention groups will be implemented for students scoring novice in district assessments / KPREP.

Category: Continuous Improvement

Research Cited: Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools:

Procedures to assure scientific-based practices. New York: Routledge.

Burns, M. K., & Symington, T. (2002). A meta-analysis of prereferral intervention teams: Systemic and student outcomes. Journal of School Psychology, 40, 437–447.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

Activity - Monitor Growth Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Admin team, SBDM, & ILT, and individual teachers/interventionists to review data/growth/matrix of growth on a weekly & monthly basis.	Policy and Process	08/18/2016	05/24/2017	\$0 - No Funding Required	Administrators, Montessori Curriculum Coordinator, SBDM, ILT

Activity - Academic Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of additional academic coaching in areas of need through data progress monitoring and program fidelity checks.	Academic Support Program	10/12/2016	05/24/2017	\$30000 - Other	Administrators, Montessori Curriculum Coach

Activity - Teacher Training on Formative Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train four teachers through District Level Professional Developments in the Design in 5 process, focussing on identifying and deconstructing KY Core Standards, Identifying Child Friendly Learning Targets, Creating Rubrics and Common Formative Assessments, and giving pertinent feedback in a cycle of student achievement growth. Bring the process back to the PLCs to begin broader implementation at the school level.	Professional Learning	09/29/2016	05/24/2017	\$0 - No Funding Required	Administrators, Montessori Curriculum Coordinator, PLC Team Leaders

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - WIN Time Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the Implementation of WIN Time Blocks for Reading, Writing, or Math for all students to ensure against slippage for achievers while meeting the needs of students struggling to achieve State Common Core Benchmarks. This will be achieved through progress data monitoring, walk throughs, and program fidelity checks.	Academic Support Program Direct Instruction	01/01/2017	05/24/2017	\$0 - No Funding Required	Administrators and Montessori Curriculum Coordinator

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention groups for students scoring novice in district assessments / KPREP	Academic Support Program	10/15/2016	05/24/2017	\$118000 - Title I School Improvement (ISI)	Administrators and Curriculum Coordinator, Reading Recovery Specialist, Interventionists, Instructional Assistants

Activity - MTSS Team Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement MTSS team with weekly meetings to support teachers in the process of data collection, interventions and strategies in the classroom, as well as referrals for additional services.	Academic Support Program Behavioral Support Program Professional Learning	08/18/2016	05/24/2017	\$0 - No Funding Required	Administrators, Montessori Curriculum Coordinator, Interventionists

Goal 3:

Establish a shared vision of the "CTM Way" (behavioral, academic, organizational process and expectation)

Measurable Objective 1:

collaborate to plan, implement, and model the 'CTM Way' of delivering instruction, discipline, and organizational process. by 11/01/2017 as measured by walk throughs, academic and behavioral data, stakeholder engagement.

Strategy1:

Parent / Community Stakeholder - Parents and community stakeholders will be engaged through various events and calls for partnership as CTM develops and implements a path for academic, behavioral, and systems improvement.

Category: Stakeholder Engagement

Research Cited: Adams, Kimberly S., and Sandra L. Christenson. "Trust and the family-school relationship examination of parent-teacher differences in elementary and secondary grades." Journal of School Psychology 38.5 (2000): 477-497.

Sheldon, Steven B. "Linking school-family-community partnerships in urban elementary schools to student achievement on state tests." The Urban Review 35.2 (2003): 149-165.

Smit, Friederik, et al. "Types of parents and school strategies aimed at the creation of effective partnerships." International Journal about Parents in Education 1.0 (2007): 45-52.

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Burns, Rebecca Crawford. Parents and Schools: From Visitors to Partners. NEA School Restructuring Series. National Education Association, 1201 16th Street, NW, Washington, DC 20036-3290 (Stock No. 1856-7-00)., 1993.

Activity - School-wide Title One	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meeting will be held to receive input from stakeholders on the Family Engagement piece of CTM's Title One designation annually (at the beginning of the year).	Parent Involvement Community Engagement	08/25/2016	09/29/2016	\$0 - No Funding Required	Administrators

Activity - Curriculum Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum events will be scheduled to give parents insight into how CTM meets Kentucky Standards through its implementation of Montessori. The school will also sponsor events for parenting as well as understanding policy and procedures as they apply at CTM.	Parent Involvement Policy and Process Community Engagement	08/19/2016	11/01/2017	\$3000 - Other	Administrators, ILT, PTA

Strategy2:

Enhancing the Learning Environment through Professional Learning - By gaining Cultural Competency, CTM staff will be able to enhance the learning environment for students. Other Professional Development targeting best practices in assessment literacy, teacher mentoring, and PLCs will target academic growth.

Category: Professional Learning & Support

Research Cited: Danielson, Charlotte. Enhancing professional practice: A framework for teaching. ASCD, 2011.

Howard, Gary R. "As diversity grows, so must we." Educational Leadership 64.6 (2007): 16.

Glazer, Evan M., and Michael J. Hannafin. "The collaborative apprenticeship model: Situated professional development within school settings." Teaching and teacher education 22.2 (2006): 179-193.

Activity - Cultural Capacity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reflective Book Study to build Cultural Capacity, enhance student and community engagement	Professional Learning Community Engagement	01/02/2017	10/20/2017	\$810 - General Fund	Administrators

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and Monitor outcomes of Professional Development in EWalk, Common Formative Assessment Literacy, Teacher Leader Mentoring Program, and PLC Training	Policy and Process Professional Learning	08/19/2016	11/01/2017	\$5000 - General Fund	Administrators, ILT, PLC

Strategy3:

PLCs - Through the use of Targeted Professional Development and implementation through PLCs CTM will establish a shared vision of the "CTM Way" that will guide instruction, discipline, and organization processes.

Category: Continuous Improvement

Research Cited: Vescio, Vicki, Dorene Ross, and Alyson Adams. "A review of research on the impact of professional learning communities on teaching practice and student learning." Teaching and teacher education 24.1 (2008): 80-91.

DuFour, Richard, and Rebecca DuFour. "The role of professional learning communities in advancing 21st century skills." 21st century skills: Rethinking how students learn (2010): 77-95.

McDonald, Betty, and David Boud. "The impact of self-assessment on achievement: The effects of self-assessment training on performance in external examinations." Assessment in Education: Principles, Policy & Practice 10.2 (2003): 209-220.

Boud, David. "Sustainable assessment: rethinking assessment for the learning society." Studies in continuing education 22.2 (2000): 151-167.

Activity - Super Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided PLC Deconstruction of Standards and Implementation of Common Formative Assessment Literacy Practices utilizing the Design in 5 Process -- including the posting of rubrics and exemplars in the classroom.	Academic Support Program Professional Learning Behavioral Support Program	01/03/2017	11/01/2017	\$0 - No Funding Required	Administrators and Curriculum Coordinator

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?

Meg Thomas, Principal; Dalton Holt, Assistant Principal; Mike Flohr, Montessori Curriculum Coordinator; Cara Cashon, SBDM President (Parent), Sally Gamble SBDM & ILT (Teacher); Lindsey M. Wilson, Teacher; Aniesa Wiseman, Teacher; Gariann Bell-Tedtman, Teacher;, Susan Shapland, Teacher; Lisa Whitney, Teacher, Jana Petrovski, Teacher; Tom Bruker, Itinerant; Matthew Arledge, Teacher.

Relationship Building

Overall Rating: 3.57

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

Overall Rating: 3.0

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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

Coleridge-Taylor Elementary

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

Decision Making

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	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.	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.	Proficient

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

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

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

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

	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 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 in committee work.	Proficient

Advocacy

Overall Rating: 3.67

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.83

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	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: 3.5

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

As an embedded magnet program, Coleridge-Taylor Montessori (CTM) serves a broad geographical area, representing families who are attracted to the Montessori program. Conversely, CTM is also a school of residence to our West End Louisville families. CTM has growth opportunities in partnering with local community leaders as well as leaders and businesses from across our attending region.

Great effort is put into building productive, personal relationships with parents of all their students. CTM has a rich tapestry of families and we go the extra step to welcome families to our school, and to help families where we are their school of residence understand the Montessori approach and benefits of our particular offerings. We have stepped up our efforts to encourage parents to attend school activities and are seeing gains in parent participation and engagement.

CTM's staff are encouraged to build meaningful relationships with families and advocates through a wide range of communication modalities. Parents are encouraged to partner with the school to the benefit of their children. Classroom contracts, student assignment books, online resources for homework and enrichment, and online grade books are all a part of our academic communications. CTM strives to communicate positive growth as well as areas of concern or need academically, concerns about attendance, behavioral issues, as well as how the school can support in assisting with basic needs. Parent education events are reaching a broader base of parents than previously noted. The school utilizes all feedback data from stakeholders to plan improvement efforts and evaluate our programs effectiveness.

CTM seeks the support and involvement of parents in school improvement decisions. We utilize feedback to monitor and assist in ongoing improvement efforts. Equipping parents for service on SBDM council and committees is an area of growth for us. Recent efforts have resulted in deeper levels of engagement and intentional partnership with our efforts. CTM's SBDM consistently monitors the implementation and impact of their work against measurable objectives.

Gains have been made in identifying and supporting parents/guardians who can take personal responsibility for understanding and speaking for that child's learning needs. Helping parents/guardians advocate for their children in regards to their academic, social, and emotional needs is an area where we are constantly making improvements.

Multiple learning opportunities are available for families to understand how to support their child's learning. Parents are welcomed into the learning environments at CTM and the staff works hard to help them understand the Montessori Curriculum, instructional methods, and services offered. The Montessori Curriculum is correlated to the KDE standards and district curriculum maps. Proficient student work is on display throughout the building. We are working to ensure that rubrics (scoring guides) are also displayed and updated regularly along side the work and to communicate clearly the academic expectations and roadmap to all children being Proficient. The SBDM is in full support of the Montessori Curriculum and Philosophy employed at CTM. Our learning opportunities are communicated to parents through a variety of modalities. While CTM has offered workshops and meetings to help our parents develop skills to support their children's learning, CTM is working on more meaningful collaborations with parents and community members. A next step for CTM is to more intentionally develop parent leaders who are empowered and enlisted to aid other parents' understanding of the learning opportunities we provide, as well as to help parents with their own learning needs.

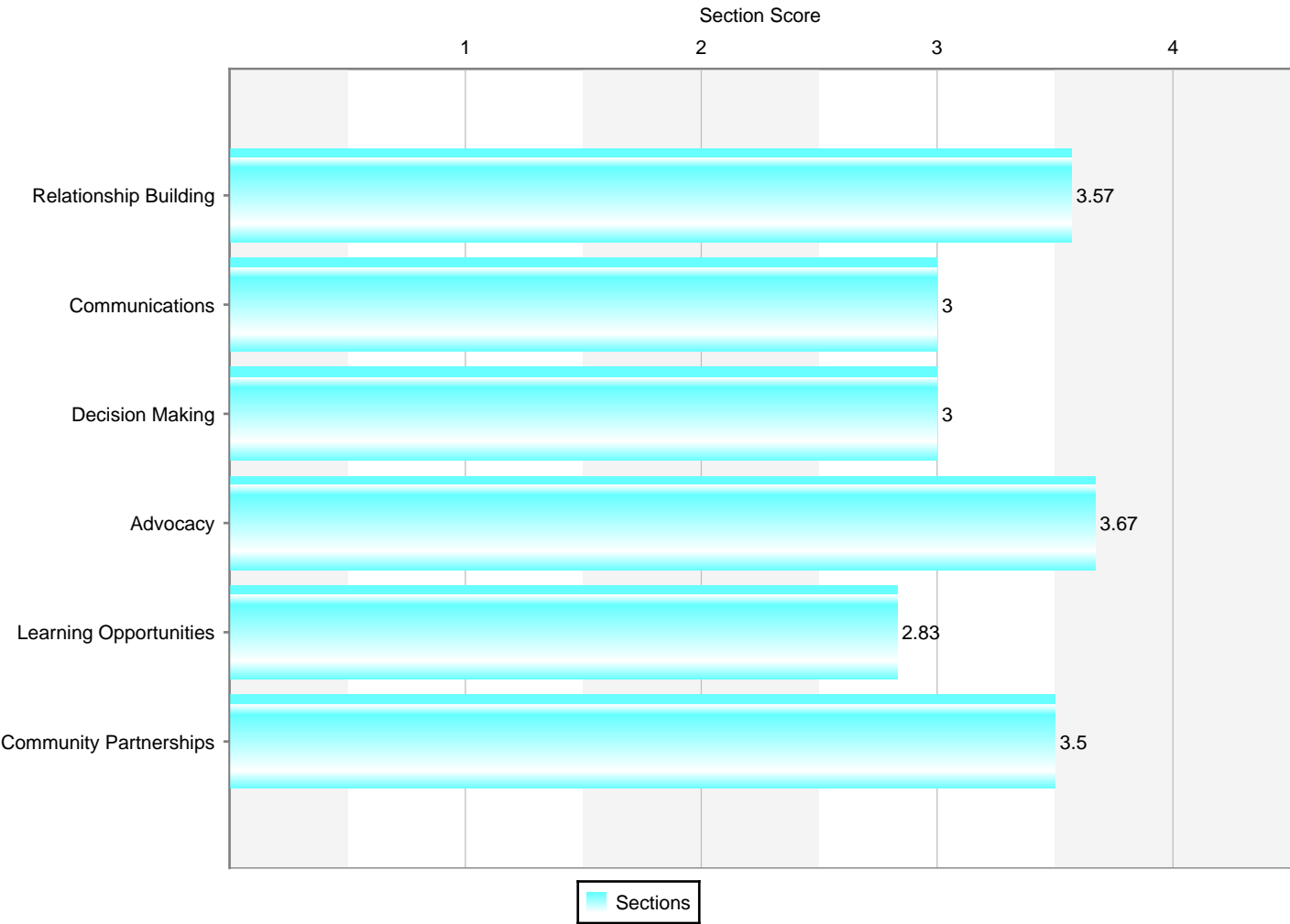
Community partnerships are a strength, due to the work of the FRYSC coordinator to forge partnerships with business and community leaders to help meet the needs of CTM's students and families. CTM has several initiatives that partner with stakeholders to meet academic

SY 2016-2017

as well as physical needs, such as Watch DOGS Dad, Lincoln Foundation (www.lincolnfndn.org), Lunch and Learn, Holiday Assistance, and Backpack Buddies, as well as vision and dental screenings. CTM has continued a relationship with Central High School, and this year we have an increase in high school students volunteering in our intermediate grades as tutors and mentors.

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.

Coleridge-Taylor Montessori at the initial 2016-2017 school family dinner and meeting, the discussion focus was how best to assist the home/school partnership and family engagement that would support continuous growth and improvement of their children and the school overall. These components outlined in a "plan" would support and result in students' academic, social and emotional success. All school families, faculty and staff were invited to attend. Dinner was served and childcare was available during the meeting portion of the evening. A 90 day follow-up meeting was held, open to all stakeholders to discuss state test results and current needs assessment for the school. This information was shared with the School Based Decision Making Council (SBDM), Instructional Leadership Team (ILT) and teacher Professional Learning Communities (PLC) for further discussion and input based on the school's priorities and needs as a Montessori magnet community school. The administrative team, taking all input and data available created this directional improvement plan. The plan is reviewed weekly by the administrative team and at district cycle points to see if benchmark data that impacts the areas of academic, social/emotional (behavior) goals demonstrate growth.

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

In a desire to build teacher leadership capacity, each level and both magnet and non magnet parents were included in the plan development. These representatives were at the meetings at large as well as the parent representatives on the PTA and SBDM. Areas were divided by discussion and specific impact areas. For example, Teacher leads, the Montessori Curriculum Coordinator and the Principal focused on the academic components of the plan. Social and emotional areas/reducing behaviors and disruptions and eliminating barriers for students and families was the work of the Guidance Counselor, SRT/PAC Coach, Assistant Principal, Family Resource Coordinator and the PBIS cohort.

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

As part of the meeting agenda, the SBDM, PTA, ILT all have an opportunity to hear about and see the CSIP with continuous progress articulated monthly or on a cycle basis. It is the weekly work of the Administrative team to review data for the CSIP on an on-going basis and record data as well as adjust the plan to allow for continued growth.

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?

Using data from the KPREP report, some of the questions that our staff is pondering are :

How can we improve our school wide writing program to increase student achievement in writing?

How can we improve a reading program that has not shown significant growth for several years?

How can we align our Montessori math materials with Common Core Standards to improve student achievement in mathematics?

How can we continue our growth in both Science and Social Studies to increase proficiency in these content areas?

The data shows that writing and mathematics are our lowest performing content areas. It also tells us that we have a large number of students who are not proficient---73.8% in math and 77.9% in writing. In both math and writing, Free and Reduced students and African American students report the largest percentage of students who are not proficient among school groups. KPREP writing scores reported that 17.4% of all students scored novice and 60% scored apprentice. KPREP math scores report that 44% of all students performed in the apprentice range and 29% scored novice. These scores indicate a large number of students scoring in the apprentice range in both writing and math. In math, grade levels averaged 26% proficient and distinguished in Math with no significant difference in grade level percentages.

KPREP reports that large numbers of students from gap groups (African American and Free & Reduced lunch) are scoring at the novice level. In math, particularly last year's third graders, 46.3 (AA) and 48.3 (FRL) scored at the novice level. Our AA and FRL fourth graders scored an average of 26% novice on the language test. Our fifth graders averaged 35% novice on on-demand writing among AA and FRL student groups.

KPREP data does not tell us which specific standards in math and writing report the lowest number of proficient students. We will use the district DASHBOARD data base and classroom formative assessments to determine individual student standards not met using the district proficiency assessments. Our 2012-13 School Improvement Plan incorporates collaborative Professional Learning Communities, student interventions such as SuccessMaker and Study Island, matching interventionists in reading and math with tier 3 students, providing additional instructional time before/after school, professional development in the teaching of the writing process, alignment of Montessori math materials to Common Core Standards, and regular teacher data conference with the principal as activities to increase student achievement in all content areas. Our 2011-12 School Improvement Plan emphasized the implementation of district curriculum maps and performance/diagnostic assessments, professional development reviewing the new math and reading Common Core Standards and the use of writing as a tool for learning in all content areas. This year's plan uses data more systematically and effectively to determine student academic needs. Teachers meet in Professional Learning Communities to analyze their students' performance and design instruction to accommodate student learning on specific standards.

Strengthening of our primary program to reflect the ELA and Math Common Core Standards is a priority. Reviewing our Montessori math materials and curriculum to ensure that extensions are utilized that reflect the rigor of these standards is crucial to our success so that students have met primary standards when they enter intermediate grades.

Our SACS self- assessment identified areas of need in two standards: Standard 3, Teaching and Assessment for Learning and Standard 5, Using Results for Continuous Improvement. Our 2012-13 School Improvement Plan has addressed both areas of improvement. In our 2011 Tell Survey, 70% of our teachers indicated that Coleridge-Taylor Montessori is a good place to teach. The majority of teachers felt that students understand expectations for conduct, and that rules are enforced consistently. They reported that teachers are encouraged to be leaders and to try new things to improve instruction, and that an appropriate amount of time was spent on professional development. On this survey, 70% of parents felt that they knew what was going on in the building and that teachers provided them with useful information
SY 2016-2017

about their student's learning.

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?

According to 12-13 K-PREP results, Social Studies and Science reported the largest percentage of proficient students. In Social Studies, 52.3% of fifth graders scored proficient. In Science, 60.5% of our fourth students scored in the proficient range. In order to sustain and also increase our number of students scoring proficiently in these contents, we will continue to offer engaging instruction using technology and outside resources such as Native American speakers, Junior Achievement economics, etc. Social Studies and Science has also been embedded into the reading and writing curriculum as students read and write about Social Studies and Science topics. An annual cultural fair which highlights cultures from around the world, classroom artifact walks, an intermediate science exhibit and annual intermediate trips to Pine Mountain and Washington D.C. emphasize KY Core Content standards. The Montessori philosophy of teaching and individualization of student work encourages students to be independent and organized learners. A positive and productive montessori work ethic encourages students to research and explore their interests and write about topics in Social Studies and Science.

Opportunities for Improvement

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

Our most crucial areas for improvement are mathematics and writing. In mathematics, teachers will communicate more effectively with parents about student learning targets, homework assignments and student growth with specific standards. Teachers will meet to align and extend Montessori work materials with the Common Core Standard grade level expectations. Using the district DASHBOARD system, teachers will develop lessons to focus on standards that are not being met by specific groups of students. Recognition of students who have perfect attendance and who are showing proficiency on district performance assessments will acknowledge and celebrate student achievement and effort.

Professional Learning communities have been established for grade level teams. During regularly scheduled meeting times, teachers review test data, student work and share lessons and instructional strategies in their PLC communities. Professional development will be offered on specific math standards and the writing process during faculty and embedded professional development. Parent involvement will be increased by offering Parent University sessions to share information on topics that will increase parent understanding of Common Core Standards and instructional strategies that can be used at home.

Conclusion

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

Areas of concern will be addressed in varied ways. Instructionally, standards-based professional development and utilization of Professional Learning Communities will increase effectiveness of standards based instruction. Teachers will have the opportunity to learn from each other and share student work and data to collaboratively plan to raise achievement for all non-proficient students. Utilizing assessments, both summative and formative, teachers will use informal assessments such as running records, exit slips, quizzes, journal writing, and student self-assessments to drive instructional practices. Formal assessments such as district Math and Reading performance assessments will be analyzed to determine which students need additional instruction on specific standards. Grade level teams will collaborate in providing intentional standards-based instruction in a timely manner. An emphasis on using assessment for learning to pinpoint students not meeting standards will strengthen our classroom instruction and increase student achievement dramatically. Administrators will monitor standards-based differentiated instruction through regular walkthroughs, PLC agendas and data conferences with the principal every six weeks. Additional time will be provided for students who have not met standards before and after school using Success Maker and Study Island programs. Intermediate teams will extend their day with WE SUCCEED, an afterschool instructional extension offered twice weekly. Engaging parents in the instructional process with weekly classroom newsletters which identify learning targets and explain homework expectations and offering Parent University after-school sessions will strengthen our partnership with parents. Our school culture reflects doing whatever is needed to assist children and their families. Our teachers are open to new ideas and have developed a strong, trusting community that enhances their professional learning. The Montessori philosophy emphasizes differentiation of student levels with blended classrooms, student independence and self-monitoring and a respect for themselves and their learning environment. A nurturing and professional learning environment and a commitment to student growth and success have proven to be strong indicators of school improvement. Coleridge-Taylor is confident that our staff, parents, and students will work together to improve student achievement.

2016-2017 Comprehensive School Improvement Plan (CSIP)

Overview

Plan Name

2016-2017 Comprehensive School Improvement Plan (CSIP)

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 stakeholder access to/of district systems and community resources available to Coleridge-Taylor Montessori School.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$5500
2	Implement with fidelity a school-wide process for managing student conduct (in common areas, regular instruction classrooms, itinerant classrooms) to minimize disruption to instruction.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$3200
3	Increase achievement proficiency in curriculum areas by the year 2020 as measured by the KPREP assessment.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$148000
4	Establish a shared vision of the "CTM Way" (behavioral, academic, organizational process and expectation)	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$8810

Goal 1: Increase stakeholder access to/of district systems and community resources available to Coleridge-Taylor Montessori School.

Measurable Objective 1:

collaborate to increased the level of stakeholder participation by 10/18/2017 as measured by the use of school and district communication systems, attendance at events, engagement in surveys and dialogues..

Strategy 1:

Internal Communication - Internal Employees will be engaged in the vision for CTM through weekly communication as a whole, through the intentional fostering of relationships leading to successful achievement of organizational goals, and forums to discuss, inform, and shape the use of resources and systems available.

Category: Stakeholder Engagement

Research Cited: Heide, Mats, and Charlotte Simonsson. "Putting coworkers in the limelight: New challenges for communication professionals." International Journal of Strategic Communication 5.4 (2011): 201-220.

Ezz, Maged, et al. "The Relationship between Internal Communication and Intention to Turnover, Examining the Mediating Role of Engagement." Doaa Mohamed and Mohamed, Wael Salah El-Din and Shalaby, Walid Ibrahime, The Relationship between Internal Communication and Intention to Turnover, Examining the Mediating Role of Engagement (January 10, 2014) (2014).

Nor Farah Hanis, Zainun. Work stressors, technostress and employee commitment to change: The moderating effect of internal communication. Diss. Universiti Utara Malaysia, 2015.

Activity - Week at a Glance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will communicate in a weekly forum with teachers through an organizational e-mail. The purpose is to keep all internal stakeholders fully aware of organizational goals, calendar items, and other important items.	Community Engagement, Policy and Process	08/19/2016	05/31/2019	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
--------	----------------	------------	------------

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

In Progress	Fully implemented	December 13, 2016	Meg Thomas
-------------	-------------------	-------------------	------------

Activity - Provide Curricular Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster relationships between our PLCs and District Specialists to enhance student outcomes by providing teachers with additional resources and exposure to best practices.	Direct Instruction, Professional Learning, Academic Support Program	11/09/2016	05/31/2019	\$0	No Funding Required	Principal, Montessori Curriculum Coordinator

Status	Progress Notes	Created On	Created By
In Progress	Ongoing	December 13, 2016	Meg Thomas

Activity - Engagement of Classified Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide "Montessori Half-Hour of Power" to equip our classified employees in areas of curriculum, administrivia, and classroom management as well as provide a forum for discussion	Policy and Process, Behavioral Support Program, Professional Learning, Academic Support Program	08/18/2016	05/31/2019	\$0	No Funding Required	Administrator s, Montessori Curriculum Coordinator

Status	Progress Notes	Created On	Created By
In Progress	Ongoing	December 13, 2016	Meg Thomas

Strategy 2:

External Communication - Online Resources as well as traditional communication tools will be used to heighten external stakeholder engagement.

Category: Stakeholder Engagement

Research Cited: Carr, N. (2012). Technology for effective communication. In R. Hancock & S. McLeod (Eds.), What school administrators need to know about technology leadership (pp. 1-

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

30). Washington, D.C.: International Society for Technology in Education.

Bagin, R. (2008, February 21). What NSPRA research says about school communication - March 2008. Retrieved from <http://www.nspra.org/node/1373>

National Association of Elementary School Principals and the National School Public Relations Association (2000). Principals in the public: Engaging community support. Alexandria, VA: National School Public Relations Association.

Activity - Implement External Communication Modalities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement redesigned Website, School Facebook Account, and On Call Now System for school emergencies & other events in addition to a Weekly Montessori Messenger from the Principal.	Community Engagement	08/17/2016	05/31/2019	\$0	No Funding Required	Administrators, FRYSC, CTM Communications Coordinator

Status	Progress Notes	Created On	Created By
Completed	New Website Launched, School Facebook now has a communications Coordinator from our Certified Staff, One Call Now has been successfully implemented, & Montessori Messenger has been delivered with fidelity	December 13, 2016	Meg Thomas

Strategy 3:

Broad Stakeholder Engagement - Community meetings and Engagement Initiatives will be planned with intention.

Category: Stakeholder Engagement

Research Cited: Maholmes, Valerie. Fostering Resilience and Well-being in Children and Families in Poverty: Why Hope Still Matters. Oxford University Press, USA, 2014.

Summary of Research on Parent Engagement

Lists the benefits of parent engagement. The full report, A New Generation of Evidence: The Family is Critical to Student Achievement, covers 66 studies, reviews, reports, analyses, and books. Offers concrete reasons "why" and "how" educators should involve parents in their student's education. (Center for Law and Education, 1996)

National Standards for Parent/Family Involvement Programs

Standards for effective parent and family involvement programs including activities addressed by six standards. (PTA, 1997)

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Increase level of community and parental engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for Community Meetings (as well as individual opportunities) to hear concerns and make changes, creating further buy-in of school community and increase trust in CTM.	Parent Involvement, Community Engagement, Policy and Process	08/19/2016	05/31/2019	\$2500	Other	Administrators

Status	Progress Notes	Created On	Created By
In Progress	Parent educational evenings are seeing an increased attendance rate over prior years. A forum has been held to talk about student discipline and equity.	December 13, 2016	Meg Thomas

Activity - Community Engagement Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Watch Dog Dads, Lunch and Learn, Vision and Dental Screenings, Backpack Buddies, Holiday Assistance	Parent Involvement, Community Engagement, Other - Family Resource Center	08/18/2016	05/31/2019	\$3000	FRYSC	FRYSC

Status	Progress Notes	Created On	Created By
In Progress		December 13, 2016	Meg Thomas

Goal 2: Implement with fidelity a school-wide process for managing student conduct (in common areas, regular instruction classrooms, itinerant classrooms) to minimize disruption to instruction.

Measurable Objective 1:

collaborate to reduce behavioral disruptions in number, duration, and intensity during the instructional day and during transitions. by 05/24/2017 as measured by PAC Room Data, Behavioral Data, and Teacher Survey.

Strategy 1:

PBIS & Restorative Practices (including Peer Mediation – Intermediate) - SRT Coach and AP will collaborate with stakeholders to minimize behaviors that interrupt the instructional day.

Category: Professional Learning & Support

Research Cited: Clayton, Claudia J., Bonnie Ballif-Spanvill, and Melanie D. Hunsaker. "Preventing violence and teaching peace: A review of promising and effective antiviolence, conflict-resolution, and peace programs for elementary school children." *Applied and preventive psychology* 10.1 (2002): 1-35.

Goldstein, Arnold P., et al., eds. *New perspectives on aggression replacement training: Practice, research and application*. John Wiley & Sons, 2005.

Denham, S. A., Brown, C., & Domitrovich, C. E. (2010). "Plays nice with others": Social-emotional learning and academic success. *Early Education and Development*, 21(5), 652–680. doi:10.1080/1040 9289.2010.497450

Raver, C. C., & Knitzer, J. (2002). *Ready to Enter: What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among ree- and Four-Year-Olds*. (Policy Paper No. 3). New York: National Center for Children in Poverty.

Activity - Social Skills & Aggression Replacement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Skills & Aggression Replacement Therapy inclusion based on PAC room data as well as parent / teacher referral.	Parent Involvement, Direct Instruction, Behavioral Support Program, Professional Learning	01/03/2017	05/31/2019	\$200	Annual Giving Fund	AP, SRT Coach, Counselor, Therapists

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Status	Progress Notes	Created On	Created By
In Progress	Program is preparing for launch at beginning of January 2017. Children have been pre-identified through PAC Room and Behavioral data, as well as Teacher/Parent referral.	December 13, 2016	Meg Thomas

Activity - Second Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Second Steps school-wide	Behavioral Support Program, Professional Learning	08/18/2016	05/31/2019	\$0	No Funding Required	School Councilor

Status	Progress Notes	Created On	Created By
In Progress	In implementation phase.	December 13, 2016	Meg Thomas

Activity - Peer Mediation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Peer Mediation training for Intermediate Grades and Implement at the Intermediate Level	Community Engagement, Behavioral Support Program, Professional Learning	10/17/2016	05/31/2018	\$3000	General Fund	Councilor, FRYSC, Intermediate Teachers

Status	Progress Notes	Created On	Created By
Completed	Implementation complete -- currently seeking to enhance the use of Peer Mediation as a Restorative Practice.	December 13, 2016	Meg Thomas

Activity - Comprehensive Classroom Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Create and implement a Comprehensive Classroom and School Management Plan	Policy and Process, Behavioral Support Program, Professional Learning	11/07/2016	05/31/2019	\$0	No Funding Required	Administrator s (AP/SRT Coach), Classroom and Itinerant Teachers
---	---	------------	------------	-----	---------------------	--

Status	Progress Notes	Created On	Created By
In Progress	30 day – Plans have been received and reviewed as of December 9th, Walk throughs to be completed by December 16th. Phase II implementation to launch January of 2017.	December 13, 2016	Meg Thomas

Goal 3: Increase achievement proficiency in curriculum areas by the year 2020 as measured by the KPREP assessment.

Measurable Objective 1:

demonstrate student proficiency (pass rate) 63.3% of students in grades 3 - 5 will rate proficient/distinguished in math & reading as measured on the 2017 KPREP assessment. by 10/15/2017 as measured by 2017 KPREP Scores.

Strategy 1:

Instructional Practices & Support - Intervention groups will be implemented for students scoring novice in district assessments / KPREP.

Category: Continuous Improvement

Research Cited: Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Burns, M. K., & Symington, T. (2002). A meta-analysis of prereferral intervention teams: Systemic and student outcomes. Journal of School Psychology, 40, 437–447.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention groups for students scoring novice in district assessments / KPREP	Academic Support Program	10/15/2016	05/31/2019	\$118000	Title I School Improvement (ISI)	Administrators and Curriculum Coordinator, Reading Recovery Specialist, Interventionists, Instructional Assistants

Status	Progress Notes	Created On	Created By
In Progress		December 13, 2016	Meg Thomas

Activity - WIN Time Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the Implementation of WIN Time Blocks for Reading, Writing, or Math for all students to ensure against slippage for achievers while meeting the needs of students struggling to achieve State Common Core Benchmarks. This will be achieved through progress data monitoring, walk throughs, and program fidelity checks.	Direct Instruction, Academic Support Program	01/01/2017	05/31/2019	\$0	No Funding Required	Administrators and Montessori Curriculum Coordinator

Status	Progress Notes	Created On	Created By
In Progress	Implementation started rolling out at the beginning of November. Full implementation expected in January 2017.	December 13, 2016	Meg Thomas

Activity - Academic Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of additional academic coaching in areas of need through data progress monitoring and program fidelity checks.	Academic Support Program	10/12/2016	05/31/2019	\$30000	Other	Administrators, Montessori Curriculum Coach

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Status	Progress Notes	Created On	Created By
In Progress		December 13, 2016	Meg Thomas

Activity - Teacher Training on Formative Assessment Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train four teachers through District Level Professional Developments in the Design in 5 process, focussing on identifying and deconstructing KY Core Standards, Identifying Child Friendly Learning Targets, Creating Rubrics and Common Formative Assessments, and giving pertinent feedback in a cycle of student achievement growth. Bring the process back to the PLCs to begin broader implementation at the school level.	Professional Learning	09/29/2016	05/31/2019	\$0	No Funding Required	Administrator s, Montessori Curriculum Coordinator, PLC Team Leaders

Status	Progress Notes	Created On	Created By
In Progress	Four Teachers have been trained along with the Curriculum Coordinator. As of December, four more staff members have started the process with the Curriculum Coordinator guiding them. PLC roll out expected in January of 2017.	December 13, 2016	Meg Thomas

Activity - MTSS Team Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement MTSS team with weekly meetings to support teachers in the process of data collection, interventions and strategies in the classroom, as well as referrals for additional services.	Behavioral Support Program, Professional Learning, Academic Support Program	08/18/2016	05/31/2019	\$0	No Funding Required	Administrator s, Montessori Curriculum Coordinator, Interventionist s

Status	Progress Notes	Created On	Created By
In Progress	The team meets weekly and schedules teachers for review of data 6 weeks out from initial date.	December 13, 2016	Meg Thomas

Activity - Monitor Growth Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Admin team, SBDM, & ILT, and individual teachers/interventionists to review data/growth/matrix of growth on a weekly & monthly basis.	Policy and Process	08/18/2016	05/31/2019	\$0	No Funding Required	Administrator s, Montessori Curriculum Coordinator, SBDM, ILT
---	--------------------	------------	------------	-----	---------------------	---

Status	Progress Notes	Created On	Created By
In Progress	Teachers have implemented the use of DATA Folders to track and identify children for targeted instruction. Data is used at all levels to inform decisions relating to instruction and staffing.	December 13, 2016	Meg Thomas
In Progress		December 13, 2016	Meg Thomas

Goal 4: Establish a shared vision of the "CTM Way" (behavioral, academic, organizational process and expectation)

Measurable Objective 1:

collaborate to plan, implement, and model the 'CTM Way' of delivering instruction, discipline, and organizational process. by 11/01/2017 as measured by walk throughs, academic and behavioral data, stakeholder engagement.

Strategy 1:

PLCs - Through the use of Targeted Professional Development and implementation through PLCs CTM will establish a shared vision of the "CTM Way" that will guide instruction, discipline, and organization processes.

Category: Continuous Improvement

Research Cited: Vescio, Vicki, Dorene Ross, and Alyson Adams. "A review of research on the impact of professional learning communities on teaching practice and student learning." Teaching and teacher education 24.1 (2008): 80-91.

DuFour, Richard, and Rebecca DuFour. "The role of professional learning communities in advancing 21st century skills." 21st century skills: Rethinking how students learn (2010): 77-95.

McDonald, Betty, and David Boud. "The impact of self-assessment on achievement: The effects of self-assessment training on performance in external examinations." Assessment in Education: Principles, Policy & Practice 10.2 (2003): 209-220.

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Boud, David. "Sustainable assessment: rethinking assessment for the learning society." Studies in continuing education 22.2 (2000): 151-167.

Activity - Super Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided PLC Deconstruction of Standards and Implementation of Common Formative Assessment Literacy Practices utilizing the Design in 5 Process -- including the posting of rubrics and exemplars in the classroom.	Behavioral Support Program, Professional Learning, Academic Support Program	01/03/2017	05/31/2019	\$0	No Funding Required	Administrators and Curriculum Coordinator

Strategy 2:

Enhancing the Learning Environment through Professional Learning - By gaining Cultural Competency, CTM staff will be able to enhance the learning environment for students. Other Professional Development targeting best practices in assessment literacy, teacher mentoring, and PLCs will target academic growth.

Category: Professional Learning & Support

Research Cited: Danielson, Charlotte. Enhancing professional practice: A framework for teaching. ASCD, 2011.

Howard, Gary R. "As diversity grows, so must we." Educational Leadership 64.6 (2007): 16.

Glazer, Evan M., and Michael J. Hannafin. "The collaborative apprenticeship model: Situated professional development within school settings." Teaching and teacher education 22.2 (2006): 179-193.

Activity - Cultural Capacity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflective Book Study to build Cultural Capacity, enhance student and community engagement	Community Engagement, Professional Learning	01/02/2017	05/31/2019	\$810	General Fund	Administrators

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and Monitor outcomes of Professional Development in EWalk, Common Formative Assessment Literacy, Teacher Leader Mentoring Program, and PLC Training	Policy and Process, Professional Learning	08/19/2016	05/31/2019	\$5000	General Fund	Administrator s, ILT, PLC

Strategy 3:

Parent / Community Stakeholder - Parents and community stakeholders will be engaged through various events and calls for partnership as CTM develops and implements a path for academic, behavioral, and systems improvement.

Category: Stakeholder Engagement

Research Cited: Adams, Kimberly S., and Sandra L. Christenson. "Trust and the family–school relationship examination of parent–teacher differences in elementary and secondary grades." *Journal of School Psychology* 38.5 (2000): 477-497.

Sheldon, Steven B. "Linking school–family–community partnerships in urban elementary schools to student achievement on state tests." *The Urban Review* 35.2 (2003): 149-165.

Smit, Friederik, et al. "Types of parents and school strategies aimed at the creation of effective partnerships." *International Journal about Parents in Education* 1.0 (2007): 45-52.

Burns, Rebecca Crawford. *Parents and Schools: From Visitors to Partners*. NEA School Restructuring Series. National Education Association, 1201 16th Street, NW, Washington, DC 20036-3290 (Stock No. 1856-7-00)., 1993.

Activity - School-wide Title One	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be held to receive input from stakeholders on the Family Engagement piece of CTM's Title One designation annually (at the beginning of the year).	Parent Involvement, Community Engagement	08/25/2016	05/31/2019	\$0	No Funding Required	Administrator s

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Curriculum Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum events will be scheduled to give parents insight into how CTM meets Kentucky Standards through its implementation of Montessori. The school will also sponsor events for parenting as well as understanding policy and procedures as they apply at CTM.	Parent Involvement, Community Engagement, Policy and Process	08/19/2016	05/31/2019	\$3000	Other	Administrators, ILT, PTA

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cultural Capacity	Reflective Book Study to build Cultural Capacity, enhance student and community engagement	Community Engagement, Professional Learning	01/02/2017	05/31/2019	\$810	Administrators
Peer Mediation Training	Provide Peer Mediation training for Intermediate Grades and Implement at the Intermediate Level	Community Engagement, Behavioral Support Program, Professional Learning	10/17/2016	05/31/2018	\$3000	Councilor, FRYSC, Intermediate Teachers
Targeted Professional Development	Implement and Monitor outcomes of Professional Development in EWalk, Common Formative Assessment Literacy, Teacher Leader Mentoring Program, and PLC Training	Policy and Process, Professional Learning	08/19/2016	05/31/2019	\$5000	Administrators, ILT, PLC
Total					\$8810	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIN Time Blocks	Monitor the Implementation of WIN Time Blocks for Reading, Writing, or Math for all students to ensure against slippage for achievers while meeting the needs of students struggling to achieve State Common Core Benchmarks. This will be achieved through progress data monitoring, walk throughs, and program fidelity checks.	Direct Instruction, Academic Support Program	01/01/2017	05/31/2019	\$0	Administrators and Montessori Curriculum Coordinator
Monitor Growth Data	Admin team, SBDM, & ILT, and individual teachers/interventionists to review data/growth/matrix of growth on a weekly & monthly basis.	Policy and Process	08/18/2016	05/31/2019	\$0	Administrators, Montessori Curriculum Coordinator, SBDM, ILT

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Implement External Communication Modalities	Implement redesigned Website, School Facebook Account, and On Call Now System for school emergencies & other events in addition to a Weekly Montessori Messenger from the Principal.	Community Engagement	08/17/2016	05/31/2019	\$0	Administrator s, FRYSC, CTM Communicati ons Coordinator
Second Steps	Implementation of Second Steps school-wide	Behavioral Support Program, Professional Learning	08/18/2016	05/31/2019	\$0	School Councilor
MTSS Team Implementation	Implement MTSS team with weekly meetings to support teachers in the process of data collection, interventions and strategies in the classroom, as well as referrals for additional services.	Behavioral Support Program, Professional Learning, Academic Support Program	08/18/2016	05/31/2019	\$0	Administrator s, Montessori Curriculum Coordinator, Interventionist s
School-wide Title One	Meetings will be held to receive input from stakeholders on the Family Engagement piece of CTM's Title One designation annually (at the beginning of the year).	Parent Involvement, Community Engagement	08/25/2016	05/31/2019	\$0	Administrator s
Engagement of Classified Staff	Provide "Montessori Half-Hour of Power" to equip our classified employees in areas of curriculum, administrivia, and classroom management as well as provide a forum for discussion	Policy and Process, Behavioral Support Program, Professional Learning, Academic Support Program	08/18/2016	05/31/2019	\$0	Administrator s, Montessori Curriculum Coordinator
Provide Curricular Resources	Foster relationships between our PLCs and District Specialists to enhance student outcomes by providing teachers with additional resources and exposure to best practices.	Direct Instruction, Professional Learning, Academic Support Program	11/09/2016	05/31/2019	\$0	Principal, Montessori Curriculum Coordinator
Comprehensive Classroom Management Plan	Create and implement a Comprehensive Classroom and School Management Plan	Policy and Process, Behavioral Support Program, Professional Learning	11/07/2016	05/31/2019	\$0	Administrator s (AP/SRT Coach), Classroom and Itinerant Teachers

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Teacher Training on Formative Assessment Literacy	Train four teachers through District Level Professional Developments in the Design in 5 process, focussing on identifying and deconstructing KY Core Standards, Identifying Child Friendly Learning Targets, Creating Rubrics and Common Formative Assessments, and giving pertinent feedback in a cycle of student achievement growth. Bring the process back to the PLCs to begin broader implementation at the school level.	Professional Learning	09/29/2016	05/31/2019	\$0	Administrators, Montessori Curriculum Coordinator, PLC Team Leaders
Week at a Glance	Principal will communicate in a weekly forum with teachers through an organizational e-mail. The purpose is to keep all internal stakeholders fully aware of organizational goals, calendar items, and other important items.	Community Engagement, Policy and Process	08/19/2016	05/31/2019	\$0	Principal
Super Planning	Guided PLC Deconstruction of Standards and Implementation of Common Formative Assessment Literacy Practices utilizing the Design in 5 Process -- including the posting of rubrics and exemplars in the classroom.	Behavioral Support Program, Professional Learning, Academic Support Program	01/03/2017	05/31/2019	\$0	Administrators and Curriculum Coordinator
Total					\$0	

Annual Giving Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Skills & Aggression Replacement	Social Skills & Aggression Replacement Therapy inclusion based on PAC room data as well as parent / teacher referral.	Parent Involvement, Direct Instruction, Behavioral Support Program, Professional Learning	01/03/2017	05/31/2019	\$200	AP, SRT Coach, Counselor, Therapists
Total					\$200	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Events	Curriculum events will be scheduled to give parents insight into how CTM meets Kentucky Standards through its implementation of Montessori. The school will also sponsor events for parenting as well as understanding policy and procedures as they apply at CTM.	Parent Involvement, Community Engagement, Policy and Process	08/19/2016	05/31/2019	\$3000	Administrators, ILT, PTA

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Academic Coaching	Monitor the implementation of additional academic coaching in areas of need through data progress monitoring and program fidelity checks.	Academic Support Program	10/12/2016	05/31/2019	\$30000	Administrators, Montessori Curriculum Coach
Increase level of community and parental engagement	Provide opportunities for Community Meetings (as well as individual opportunities) to hear concerns and make changes, creating further buy-in of school community and increase trust in CTM.	Parent Involvement, Community Engagement, Policy and Process	08/19/2016	05/31/2019	\$2500	Administrators
Total					\$35500	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Groups	Intervention groups for students scoring novice in district assessments / KPREP	Academic Support Program	10/15/2016	05/31/2019	\$118000	Administrators and Curriculum Coordinator, Reading Recovery Specialist, Interventionists, Instructional Assistants
Total					\$118000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Engagement Initiatives	Watch Dog Dads, Lunch and Learn, Vision and Dental Screenings, Backpack Buddies, Holiday Assistance	Parent Involvement, Community Engagement, Other - Family Resource Center	08/18/2016	05/31/2019	\$3000	FRYSC
Total					\$3000	

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	The school used the KPREP scores as well as district assessments to determine the current needs of the school based on the current population of students.	

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	Back to School events for families and students.	

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	Extended school opportunities such as tutoring and intervention blocks including homework club	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school works with the District HR department and area Universities	

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	As documented in the budgetary and Title One documentation	

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

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	As required by Title One and SBDM	

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	As decided upon by the Instructional Leadership Team and Teacher leaders.	

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	By all stakeholders an annual evaluation allows for continuous improvement and planning to meet current needs.	

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	All subgroups were reviewed for their needs	

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

Coleridge-Taylor Elementary

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	As made available and aware of programs aligned with needs of population.	

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.	No	Through common assessments, through PLCs using data analysis for further planning and implementation.	

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.	N/A	Also providing job embedded PD to support continued growth.	

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	Planned by the teacher leaders and Instructional Leadership Team	

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

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	Ongoing through staff meetings and PLCs with guided questions.	

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	https://www.jefferson.kyschools.us/parents Under the log in - School Websites	

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	Using a holistic approach	

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

Coleridge-Taylor Elementary

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:

All Coleridge-Taylor Montessori students will attend school daily to learn in a safe, nurturing and healthy learning environment.

Measurable Objective 1:

collaborate to increase student attendance by 05/25/2016 as measured by an increase in average daily attendance from 95.6% to 95.8%..

Strategy1:

Parent Awareness - Parents will better understand school policies and procedures relating to attendance requirements.

Category:

Research Cited:

Activity - Family Resource Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Holiday assistance programming will be tied to student attendance, parent attendance at school conferences, and other factors. Evidence: Increased daily attendance and parent involvement (Focus School Requirement)	Parent Involvement	08/12/2015	12/18/2015	\$0 - No Funding Required	Family Resource Coordinator

Activity - Muffins with Meg	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly morning conversations with administrators will provide opportunities for parents to discuss district and school policy and to share suggestions and ideas for school improvement. Evidence: Increased daily student attendance. (Focus School Requirement)	Parent Involvement	08/12/2015	05/25/2016	\$0 - No Funding Required	Principal, Assistant Principal, Family Resource Coordinator, Counselor

Strategy2:

Attendance Committee - Attendance Committee will collaborate to improve student attendance.

Category:

Research Cited:

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Weekly meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance committee will meet bi-monthly to analyze attendance data, identify students with excessive absences/tardies, make referrals to school social worker, and follow district attendance policies. Evidence: Increased daily student attendance. (Focus School Requirement)	Policy and Process	08/12/2015	05/25/2016	\$0 - No Funding Required	Attendance Committee FRC Coordinator

Activity - Student Work Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be nominated and interviewed by the attendance committee to perform various jobs before/after school. These jobs are designed to provide motivation to come to school. Evidence: Increased student daily attendance. (Focus School Requirement)	Extra Curricular	08/12/2015	05/25/2016	\$0 - No Funding Required	Attendance Committee, FRC Coordinator Security Guard

Measurable Objective 2:

collaborate to improve student behaviors by 12/01/2015 as measured by reducing suspensions from 22 to 20.

Strategy1:

Classroom/school community - School will collaborate with various groups to maintain a safe, orderly, and healthy learning environment in classrooms.

Category:

Research Cited: Care for Kids

Activity - School-Based Therapy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will collect referrals and will coordinate services for students in need of mental/behavioral health counseling. (Focus School requirement)	Behavioral Support Program	08/12/2015	05/25/2016	\$0 - No Funding Required	FRC Coordinator Counselor Assistant Principals Teachers Principal

Activity - School Nurse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School nurse provides many valuable services such as dispensing medication, treating minor health issues, monitoring immunization records, facilitating vision/hearing screenings and providing health education services to school families. (Focus School Requirement)	Recruitment and Retention	08/12/2015	05/25/2016	\$32000 - General Fund	Principal Nurse

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Program Reviews--Wellness Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review committee will meet monthly to review needs improvement areas in Arts & Humanities, Practical Living which includes school wellness policy, Primary Program and Writing to make recommendations for appropriate curricular adjustments to meet Program Review standards. Agendas will be shared with faculty. (Focus School Requirement)	Behavioral Support Program	08/12/2015	05/25/2016	\$0 - No Funding Required	Assistant Principal FRC Coordinator Counselor

Activity - SRT/PAC Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and district Student Response Team is on call to respond to disruptive classroom situations to deescalate situation so that students may continue to learn. (Focus School requirement)	Behavioral Support Program	08/12/2015	05/25/2016	\$0 - No Funding Required	Assistant Principal Counselor SRT Team

Strategy2:

School and Community Supports - School will provide behavioral supports and collaborate with community agencies to meet the need of students behaviorally.

Category:

Research Cited:

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will use various means such as Friday Facts, classroom newsletters, FRC newsletter, Coffee and Conversations, Parent tours and school and classroom websites to communicate with parents about instruction, school events and policies. (Focus School Recommendation)	Parent Involvement	08/12/2015	05/25/2016	\$0 - No Funding Required	Principal FRC Coordinator Teachers

Activity - Student advocacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be supported by caring adults through community building (Morning meeting, Check in meetings, closing meetings),. EveryOne Reads volunteers, social skills groups, and CT Buddy mentoring program, Student Leadership Team and school pledge. (Focus School Requirement)	Behavioral Support Program	08/12/2015	05/25/2016	\$0 - No Funding Required	Principal Assistant Principal Counselor FRC Director Teachers

Activity - Social Skills Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will recommend students who will participate in social skills classes during the school day conducted by the PAC room staff. Evidence: decrease in student referrals and increase in student instructional time. (Focus School Requirement)	Behavioral Support Program	08/12/2015	05/25/2016	\$0 - No Funding Required	Assistant Principal Security Guard

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Counselor Guidance lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will collaborate with teachers to provide counseling services to students and classes. on topics such as bullying and relationship building using programs such as Second Steps. . (Focus School requirement)	Behavioral Support Program	08/12/2015	05/25/2016	\$0 - No Funding Required	Counselor Teachers

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

Goal 1:

Coleridge-Taylor Montessori will reduce the achievement gap in reading, math and writing by 5 to 7%

Measurable Objective 1:

7% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in language by 7% in English Language Arts by 06/01/2019 as measured by the percent proficient on delivery targets.

Strategy1:

Prerequisite Skills Practice - WIN intervention blocks are provided for students to increase knowledge.

Category: Integrated Methods for Learning

Research Cited:

Activity - WIN Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventions will occur in the classroom or with coaches three times a week.	Academic Support Program	10/01/2015	06/01/2019	\$0 - No Funding Required	Principal, AP, Goal Clarity Coach

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading on grade level in English Language Arts by 06/01/2019 as measured by using a variety of assessments to determine reading level and comprehension levels..

Strategy1:

Essential Skills for reading - The students will learn essential skills needed for reading.

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and assistants will attend a teaching reading professional development. Teachers will attend a guided reading group professional development session	Professional Learning	10/01/2015	06/01/2019	\$0 - No Funding Required	Principal, Teachers

Activity - Reading Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading materials will be purchased to support beginning and emerging readers.	Academic Support Program	10/01/2015	06/01/2019	\$1000 - Text Books	Principal, AP GCC

Activity - Intentional Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided differentiated reading groups will be implemented at all levels. Benchmark assessments in reading will determine continuous fluid differentiated grouping.	Direct Instruction	10/01/2015	06/01/2019	\$0 - No Funding Required	Principal, AP, GCC, Teachers

Goal 2:

The students at Coleridge-Taylor Montessori will demonstrate yearly percentage growth in grade level reading and reading scores.

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade Male Black or African-American, Economically Disadvantaged and Two or More Races students will increase student growth and increased proficiency in Reading by 05/31/2019 as measured by Benchmarks in reading assessments that measure WPM and grade level, district proficiencies and KPREP scores..

Strategy1:

Professional Learning Community - Grade level Professional Learning Communities will analyze data from various sources to identify students who are not meeting standards and use data to design small group lessons based on standards not met.

Category:

Research Cited: Learning by Doing, Rick and Rebecca DuFour

Activity - Assessment--Dashboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Dashboard to determine students who are not meeting standards and to implement timely instruction in specific standards not met as measured by PLC agendas, work plans and walkthroughs. (Focus school requirement)	Policy and Process	08/12/2014	05/27/2016	\$0 - No Funding Required	Principal Resource Teacher Teachers

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Assessment--Patterns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze district Performance assessments to determine patterns of student errors as well as success patterns of growth. This data will be used to determine interventions and instructional needs as measured by data conferences and PLC agendas. Students will review their performance and set goals to become a stakeholder in their own learning. Evidence: Student groupings, work plans, walkthrough data, and increase in student achievement as measured by district preformance assessments and K-PREP. (Focus School Requirement)	Policy and Process	08/12/2015	06/10/2016	\$0 - No Funding Required	Administration Teachers Interventionists and Coaches

Goal 3:

All students at Coleridge-Taylor Montessori will increase their math levels to grade level or above.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in essential skills needed for math and problem solving. in Mathematics by 06/01/2019 as measured by using the district, state, and formative assessments to determine math levels..

Strategy1:

Cubing - The school will commit to a school-wide problem solving strategy of cubing

Category: Integrated Methods for Learning

Research Cited:

Activity - Cubing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practices session with math materials and problem solving strategy of cubing. Common assessments will be developed in PLCs using the cubing method.	Academic Support Program	10/01/2015	06/01/2019	\$0 - No Funding Required	Principal, AP, GCC

Strategy2:

Professional Development in Math - Teachers and assistants will attend a teaching problem solving professional development session.

Teachers will attend a math materials professional development session

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Professional Development for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend district and school embedded math PD's to gain strategies in teaching the essential skills.	Professional Learning	10/01/2015	06/01/2019	\$0 - No Funding Required	Principal, AP, GCC, Teachers

Strategy3:

ESS for math - Extended school services will be offered to further support all students in math instruction.

Category: Learning Systems

Research Cited:

Activity - ESS for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Afterschool ESS will focus on 3rd and 4th grade students who would benefit from Math Lab skill practice.	Extra Curricular	10/01/2015	04/29/2016	\$5000 - State Funds	Principal, AP,

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

Goal 1:

Increase achievement proficiency in all 5 content areas by 2019

Measurable Objective 1:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 05/26/2016 as measured by KPREP.

Strategy1:

Formative Assessments - Teachers will complete professional development in the administration of running records and how to plan specific reading instruction as a result of RR data.

Category:

Research Cited: Marie Clay, Observation Surveys

Dufours, Formative Assessments

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All entering five year olds will be given the Brigance Readiness assessment either before school begins or during the first months of school. The data will be used to plan instruction for entering students.	Academic Support Program	08/13/2014	05/28/2015	\$1000 - General Fund	Principal Kindergarten Teachers

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

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

Goal 1:

Increase achievement proficiency in all 5 content areas by 2019

Measurable Objective 1:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 05/26/2016 as measured by KPREP.

Strategy1:

Formative Assessments - Teachers will complete professional development in the administration of running records and how to plan specific reading instruction as a result of RR data.

Category:

Research Cited: Marie Clay, Observation Surveys

Dufours, Formative Assessments

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All entering five year olds will be given the Brigance Readiness assessment either before school begins or during the first months of school. The data will be used to plan instruction for entering students.	Academic Support Program	08/13/2014	05/28/2015	\$1000 - General Fund	Principal Kindergarten Teachers

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

Goal 1:

Increase achievement proficiency in the core content areas by 2019

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency that will reduce the gap and increase proficiency in Reading by 05/26/2016 as measured by KPREP.

Strategy1:

Professional Learning Community - .Intermediate Science PLC will analyze science data to drive small group instruction.

Category:

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Research Cited: DuFours

Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the Cascade DASHBOARD system to identify students who are not meeting standards in specific gap subgroups of reading. Teachers will designing specific practice lessons and implement small group/individual instruction that will result in student proficiency as monitored by classroom walkthroughs, data conferences, PLC agendas and student work plans. (Focus School Requirement)	Academic Support Program	10/05/2015	06/10/2016	\$0 - No Funding Required	Principal Assistant Principal Teachers Goal Clarity Coach Montessori Curriculum Coach

Activity - Data Conference for Gap students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers including ECE teachers will meet with Guidance Counselor, ECE Resource teacher, Interventionists/Coaches, administration after each instructional cycle to analyze data of gap subgroup students who are not meeting standards. Appropriate data such as RTI, Running Records, District Performance assessments, Intervention reports will be utilized to develop individual student action plans to reach continued growth and proficiency. Evidence: Increased student proficiency as measured by district Proficiency Assessments. (Focus School requirement)	Academic Support Program	10/05/2015	06/10/2016	\$0 - No Funding Required	Administration Teachers ECE teachers Guidance Counselor Interventionists/Coaches

Measurable Objective 2:

51% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/26/2016 as measured by KPREP.

Strategy1:

Home/School Partnership - Parents will be invited to be directly involved in their students' math learning through class news, homework and Math curriculum nights and parent/child work nights with the student guides the parent in math lessons and materials.

Category: Continuous Improvement

Research Cited: Home/School Partnership

Activity - Parent/Child Work Demonstrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before each Parent/Teacher conference, parents will have the opportunity to spend an evening at school with their children who will guide them through their current math lessons, materials and assignments.	Direct Instruction Academic Support Program	10/05/2015	03/25/2016	\$0 - General Fund	Teachers Montessori Curriculum Coach

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Math Curriculum Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and family members will have an opportunity to learn about the Math curriculum and the materials, sequence of math learning targets presented by the students, faculty and coaches. Parents will have an opportunity to make Math games to take home.	Parent Involvement Community Engagement Academic Support Program	03/08/2016	03/08/2016	\$0 - General Fund	Teachers Montessori Curriculum Coach

Strategy2:

PLC Teams - Professional Learning Communities (PLCs) will meet 2-3 times monthly by team and content areas to deconstruct foundational standards and analyze cycle assessment data, identifying instructional strengths, identifying areas of challenge and planning common assessments to address needs in Math.

Category: Professional Learning & Support

Research Cited: Data tracking from District assessments, curriculum maps and K-CAS resources.

Activity - Math WIN Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize small instructional differentiated groups to meet the needs of non-proficient students as monitored by PLC agendas, student work plans, classroom walkthroughs and data conferences. Teachers will continue to monitor growth and progress by using exit slips of understanding, formal and informal assessments.(Focus School Requirement)	Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Principal Asst Principal Montessori Curriculum Coach Goal Clarity Coach Teachers

Activity - Deconstruction of Standards/Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deconstruct foundational standards and review curriculum maps as aligned to K-CAS. Teachers will utilize the Cascade DASHBOARD system to identify students who are not meeting math Common Core Standards. Assessment data will be analyzed to determine patterns of student strengths and errors. This data will be used to determine instructional needs for reteaching, planning rigorous lessons. Evidence: Student groupings, work plans, walkthrough data, and increase in student achievement as measured by district performance assessments and K-PREP. (Focus School Requirement)	Professional Learning Direct Instruction Academic Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Principal Assistant Principal Math Lead Montessori Curriculum Coach Goal Clarity Coach Resource Teacher Teachers

Strategy3:

Math Interventions - A variety of interventions will be available and utilized to meet the needs of Tier 2 and Tier 3 students who are not meeting Math standards including the use of Reflex Math and other District or KY Dept. of Ed resources.

Category: Continuous Improvement

Research Cited: Stiggins

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Assistant Lesson Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Montessori classroom Instructional Assistants will receive Montessori training as well as District PD to facilitate monitoring and support of small groups and individual instruction to students who have been identified as not meeting specific Math Common Core Standards as evidenced by regular monitoring and evaluation, review of test data, walkthroughs and student work plans. (Focus School requirement)	Academic Support Program	08/10/2015	05/26/2016	\$0 - General Fund	Principal Assistant Principal Montessori Curriculum Coach Goal Clarity Coach Instructor Assistants

Activity - Interventionists/Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Interventionists/coaches will work with students in 3rd-5th grades two-three times weekly to sharpen math sense and fluency skills. Targeted subgroups and specific low performing students will be identified. Interventionists using skill level benchmarks, timely feedback from teachers, test data to determine instructional focus needs will collaborate with classroom teachers to monitor continued student progress. Evidence: Interventionists schedule, increase in student proficiency as measured by District Performance Assessments. (Focus School Requirement)	Academic Support Program	09/01/2015	05/26/2016	\$40000 - General Fund	Principal Assistant Principal Montessori Curriculum Coach Goal Clarity Coach Math Interventionist/Coach Teachers

Measurable Objective 3:

58% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Common Core Standards in English Language Arts by 05/26/2016 as measured by KPREP.

Strategy1:

Parental Communication & Involvement - Through regular school and classroom communication, with a strong emphasis on the home/school partnership, parents will feel more involved in their children's education. They will develop an understanding of the grade level skills and learning targets with ways to support continued learning and practice at home.

Category: Stakeholder Engagement

Research Cited: Developmental Studies, Robert Marzano

Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families

The Essential Conversation: What Parents and Teachers Can Learn from Each Other

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Administrative Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to participate in a series of school parent interactive conversations with administrators, "Muffins with Meg" to provide and opportunity to discuss topics that support the home/school partnership, parent engagement in learning, school policy and parental questions or concerns. Conversations will be held when parents drop off students in the morning. All sessions will occur in the Family Resource Center to provide families with "need to know regular information" about the FRC as a resource for families to support lifting barriers that may impact successful learning. (Focus School recommendation)	Community Engagement	09/01/2015	05/26/2016	\$100 - Other	Principal Assistant Principal Family Resource Center Coordinator Guidance Counselor Teachers

Activity - Curriculum Nights and Literacy Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to attend 2 curriculum nights to understand the lessons and skills in the core subjects of Reading and Math. They will also be invited to participate in Literacy week activities such as Book Fair, Read-a-thon, book making, storyteller, and after school events during this week that highlight literacy. Evidence: increased student proficiency as measured by district Performance Assessments and skill levels. (Focus School recommendation)	Community Engagement	09/01/2015	05/26/2016	\$500 - General Fund	Administration Montessori Curriculum Coach Literacy committee Math committee Teachers

Activity - Monday Memos and Class News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administration will generate a weekly electronic and printed newsletter "Monday Memo" to provide timely information to parents that support the home/school partnership, parents as primary educators in their children's lives and other resources to support continued learning within the family unit. Teachers will share class news, learning targets, homework expectations, learning progress and helpful resources through emails, daily agendas, conference, and phone calls home. (Focus School recommendation)	Academic Support Program	08/12/2015	05/26/2016	\$0 - No Funding Required	Principal Assistant Principal Classroom Teachers

Activity - Parent Engagement and Volunteerism	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to be active members of their school community. This will provide them with an inside knowledge of the learning program. Opportunities include participation in the SBDM, PTA, library volunteering, Watchdog dads, classroom support, special projects such as beautification of the campus, community gardening, enrichment classes, career day and field trip chaperoning.	Parent Involvement Community Engagement Academic Support Program	08/12/2015	05/26/2016	\$3000 - General Fund	Principal Asst Principal Teachers Instructor Assistants Guidance Counselor Family Resource Coordinator

Strategy2:

Reading Continuum, Assessment and Progress Check - Teachers will collective review different forms of reading assessments including K-CAS aligned methods such as: Brigance, Running record, Bellarmine Literacy Project assessments, DIBELS, RDA, LEXIA to provide all students with challenging and equitable opportunities to develop learning, thinking and life skills. Teachers will meet at level and in vertical

SY 2016-2017

Page 76

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

teams to ensure that rigor of learning experiences and curriculum horizontally and vertically aligned to prepare students for next level success.

Category: Learning Systems

Research Cited: Solution Tree - DuFour, Classroom Assessment for Student Learning, Stiggins, Chappuis

Journey of Words, Power of Words.

Activity - Differentiated Skill groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use 4-6 week data and review continuum of reading skills as outlined in the District mappings, BLP scope and sequence, curriculum benchmarks and District RPAs as based on K-CAS to create and reconfigure progressive small differentiated reading groups to meet individual student needs. Groups will be identified in lessons plans and on work plans.	Direct Instruction Academic Support Program	08/17/2015	06/03/2016	\$0 - General Fund	Teachers Reading Recovery teacher Montessori Curriculum Coach Goal Clarity Coach

Strategy3:

Continuous Professional Development - Teachers will be given a "voice" through the Instructional Leadership Team (ILT) and staff meetings to determine the professional development direction for the school year. They will use their professional growth goals, student growth goals as well as data collected and tracked from the District and KPREP as vehicles to determine areas of focus, the specific needs of the school and students to support academic growth and achievement as well as teachers' and instructor assistants continued professional growth as educators.

Category: Professional Learning & Support

Research Cited: Marie Clay, Observation Survey

Care for Kids, Ruby Payne

Solution Tree - DuFour

Activity - Equity and Diversity in the School Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be offered on understanding diversity, development of a cultural identity and teaching to diverse cultural perspectives by speakers offered by the district and community resources. Evidence: Teacher understanding and involvement in student assignment of multi-age classroom communities. Decrease in student behavior referrals, increase in student proficiency in all content areas as measured by Performance Assessments. (Focus School Requirement)	Professional Learning	01/04/2016	05/26/2016	\$1200 - General Fund	Principal Assistant Principals Teachers instructor Assistants

Activity - Cycle Alignment Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with the Montessori Curriculum Coach and the Goal Clarity Coach to align District curriculum maps and K-CAS across all content areas with the Montessori curriculum. Lessons and strategies will be discussed and determined to optimize learning and critical need areas of learning for all students.	Academic Support Program Professional Learning Direct Instruction	08/10/2015	06/10/2016	\$0 - No Funding Required	Administration Montessori Curriculum Coach Goal Clarity Coach Teachers

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Student Data Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, including ECE teachers, coaches and interventionists will meet with the Guidance Counselor, ECE Resource teacher and administration to discuss non-progressing students, Tier III students as well as "bubble" students. Data collection and tracking will be reviewed, student growth and collaboration about effectiveness of instruction and student interventions and next steps monitored and set in motion. Evidence: student data, increase in student proficiency as measured by assessments, consultations, District Proficiency Assessments and student skill levels. (Focus School requirement)	Professional Learning	11/09/2015	06/03/2016	\$0 - No Funding Required	Guidance Counselor ECE Resource Teacher Teachers Coaches and Interventionists Administrators

Strategy4:

Multi-Tiered Systems of Support - A variety of interventions will be available and utilized to meet the needs of Tier 2 and tier 3 students who are not meeting reading standards including the use of Lexia Core5, Journey Reading Textbooks.

Category: Continuous Improvement

Research Cited: Classroom Assessment for Student Learning, Stiggins & Chappuis, MTSS District materials and manual, KY Dept of Ed.

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified first graders will receive intensive reading instruction individually or in small groups daily from Reading Recovery teacher. RR teacher will communicate with classroom teacher to ensure a smooth classroom transition. Evidence: RR schedule, increase in student reading levels as measured by Running Records and Bellarmine Literacy Project assessments and DRA. (Focus School Requirement)	Academic Support Program	08/17/2015	05/26/2016	\$10000 - Grant Funds \$60000 - State Funds	Principal Reading Recovery Teacher Teachers

Activity - Interventionists/Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Interventionists/coaches will work with students in P1-P4 grades two-three times weekly to target subgroups and specific low performing students. Interventionists use skill level benchmarks, timely feedback from teachers, test data to determine instructional focus needs and collaborate with classroom teachers to monitor continued student progress. Evidence: Interventionists schedule, increase in student proficiency as measured by district Performance Assessments. (Focus School Requirement)	Academic Support Program	09/01/2015	05/26/2016	\$20000 - General Fund	Principal Interventionists Montessori Coach Teachers

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Activity - Assistant Lesson Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Montessori classroom Instructional Assistants will receive Montessori training as well as District PD to facilitate monitoring and support of small groups and individual instruction to students who have been identified as not meeting specific ELA/Reading Common Core Standards as evidenced by regular monitoring and evaluation, review of test data, walkthroughs and student work plans. (Focus School requirement)	Academic Support Program	08/17/2015	05/26/2016	\$5000 - General Fund	Principal Assistant Principal Montessori Curriculum Coach Goal Clarity Coach Teachers Instructor Assistants

Strategy5:

PLC Teams - Professional Learning Communities (PLCs) will meet 2-3 times monthly by team and content areas to deconstruct foundational standards and analyze cycle assessment data, identifying instructional strengths, identifying areas of challenge and planning common assessments to address needs.

Category: Continuous Improvement

Research Cited: Solution Tree - Design by 5, Rick DuFour, JCPS curriculum maps and assessments as aligned to K-CAS.

Activity - Deconstruction of Standards/Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deconstruct foundational standards and review curriculum maps as aligned to K-CAS. They will analyze cycle district diagnostic and proficiency assessments to determine patterns of student strengths and errors. This data will be used to determine instructional needs for reteaching, planning rigorous lessons as well as identifying best practices in teaching. Students will review their performance and set goals to become a stakeholder in their own learning. Evidence: Student groupings, work plans, walkthrough data, and increase in student achievement as measured by district performance assessments and K-PREP. (Focus School Requirement)	Professional Learning Direct Instruction Academic Support Program	08/10/2015	06/03/2016	\$0 - No Funding Required	Principal Teachers Montessori Curriculum Coach Goal Clarity Coach Reading Recovery Teacher and Interventionists Itinerant Teachers

Activity - Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during Staff/PLC team meetings to review and practice effective instructional strategies for teaching reading and plan differentiated guided reading groups based on skill levels. Bellarmine Literacy Project, Montessori Language Sequence, Orton Gillingham, Dibels.	Professional Learning	08/10/2015	06/03/2016	\$0 - No Funding Required	Principal Asst Principal Teachers Instructor Assistants Montessori Curriculum Coach Goal Clarity Coach Reading Recovery Teacher

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement proficiency in the core content areas by 2019

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency that will reduce the gap and increase proficiency in Reading by 05/26/2016 as measured by KPREP.

Strategy1:

Professional Learning Community - .Intermediate Science PLC will analyze science data to drive small group instruction.

Category:

Research Cited: DuFours

Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the Cascade DASHBOARD system to identify students who are not meeting standards in specific gap subgroups of reading. Teachers will designing specific practice lessons and implement small group/individual instruction that will result in student proficiency as monitored by classroom walkthroughs, data conferences, PLC agendas and student work plans. (Focus School Requirement)	Academic Support Program	10/05/2015	06/10/2016	\$0 - No Funding Required	Principal Assistant Principal Teachers Goal Clarity Coach Montessori Curriculum Coach

Activity - Data Conference for Gap students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers including ECE teachers will meet with Guidance Counselor, ECE Resource teacher, Interventionists/Coaches, administration after each instructional cycle to analyze data of gap subgroup students who are not meeting standards. Appropriate data such as RTI, Running Records, District Performance assessments, Intervention reports will be utilized to develop individual student action plans to reach continued growth and proficiency. Evidence: Increased student proficiency as measured by district Proficiency Assessments. (Focus School requirement)	Academic Support Program	10/05/2015	06/10/2016	\$0 - No Funding Required	Administration Teachers ECE teachers Guidance Counselor Interventionists/Coaches

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

N/A (this question does not apply)

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

N/A (this question does not apply)

Comprehensive School Improvement Plan

Coleridge-Taylor Elementary

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

Goal 1:

All students at Coleridge Taylor Montessori will become proficient writers.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on state and district writing assessments. in Writing by 06/01/2019 as measured by using state and district assessments to determine writing ability on a predetermined writing rubric..

Strategy1:

Writing Instruction - The school will commit to a school-wide writing strategies of 4 square method and R.A.C.E. strategies.

The teachers will attend a best practices of writing session

Category: Integrated Methods for Learning

Research Cited:

Activity - Best Practice and PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will practice session with writing strategies. Common assessments will be developed in PLCs using the writing methods.	Policy and Process	10/01/2015	06/01/2019	\$0 - No Funding Required	Principal, AP, GCC

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?

Coleridge-Taylor Montessori Elementary (CTM) is located in the west end area of downtown Louisville. The present site was built in 1946 and was designated a Montessori magnet program in 1999. As a Montessori program instruction is delivered in a Montessori manner using hands-on learning materials. Coleridge-Taylor Montessori draws students specifically for the Montessori program from the eastern and central areas of the city. The Montessori philosophy enhances demographic, socio-economic and cultural differences by emphasizing the value of differences and respect for diverse cultures. Our school population includes 3 and 4 year old students who are enrolled in a school-based Montessori preschool, two early childhood classrooms which include Headstart and PreK and grades K-5. Our enrollment averages 640 students, including early childhood. Our school provides services to 15% of Students with Disabilities which includes two FMD (Functionally Mental Disabled) classrooms. CTM is a Title One school with approximately 72% of Free and Reduced population of the total student population. Reflecting our Montessori values, the classroom communities are each multi-age combining two to three grade levels to provide the opportunity for children to build a strong relationship with their teachers and learn from each other at an own individualized pace. Hands-on Montessori materials, use of individualized student work plans, certified Montessori teachers and an Instructional Assistant in every classroom are the foundation components of our Montessori program. Dr. Maria Montessori's vision was an educational philosophy and method aimed to develop "the whole child".

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 Coleridge-Taylor Montessori Elementary mission is "to provide culturally integrated quality education for each child using Dr. Maria Montessori's philosophy of 'Education for Life.' "We are committed to the development of the whole child including his/her intellectual, social, emotional and physical needs." The success of our mission is strengthened by the establishment of an educational partnership with the student and family. It is our ultimate goal to prepare each child to become a learner and leader as a citizen of the world. The Montessori methodology delivers instruction with specially designed hands-on materials while teaching content and concepts in an impressionistic manner. Additionally, the Montessori philosophy of education instills students with respect, critical problem solving skills and self-reliance. CTM's mission and purpose is aligned with the District's Strategic plan as every student progresses. Our stakeholders enrich our students' educational experience. Our school is staffed, resourced and equipped to support our individual students' needs. As a Montessori public school, Coleridge-Taylor is committed to teaching the Kentucky Common Core standards and Kentucky Core Content 4.1 . Student work is individualized using independent work plans and small group differentiated instruction based on the results of student assessment data, district curriculum map expectations and the Montessori curriculum sequence. Our Montessori-prepared classroom environments are led by certified Montessori teachers and Instructional Assistants who are utilized as instructional guides within the classroom communities. Respect for others, the learning materials and the school as well as the student's understanding of his/her role as a contributor to the learning community are all Montessori key philosophical concepts that permeate every aspect of learning.

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.

This 2016-2017 school year, Coleridge-Taylor Montessori marks its 17th year in the district as a Montessori program. In January 2015, a new principal was hired at Coleridge-Taylor Montessori School who holds certification and experience as a Montessori certified teacher and administrator. This provided the stakeholders, including teachers, staff, parents and the community an opportunity to review the mission and core values as a Montessori school. All classrooms have completed inventories of Montessori learning tools or materials. Additionally, all classes were returned to multi-age grades. The Board of Education and SBDM approved a Montessori curriculum coach who works directly with teachers to align standards with the Montessori sequence and materials. The coach models Montessori lessons for teachers and students as well as works with small differentiated groups of students, both accelerated learners as well as students needing multi-tiered systems of learning support. Coleridge-Taylor remains committed to its Montessori philosophy and methodology by using the school's budget to provide Montessori professional development and Montessori certificated training for teachers. The school has continued to provide an Instructional Assistant for every classroom in order to offer the individualized and differentiated learning expected in a Montessori program.

CTM would like to see our 3rd-5th grade students meet 2-8 Novice Reduction goals in math and reading including students in the subgroups of FRL, ECE, AA and gap students. This would demonstrate interventions are working successfully as individual students to progress towards proficiency.

The Montessori magnet enrollment has continued to increase because of the school's reputation in the community of providing an authentic Montessori learning experience at all grade levels. Through this re-adjusted focus on the Montessori method and a direct core subject emphasis on reading and math using skill based differentiated small groupings, Coleridge-Taylor will meet the 2016-2017 KPREP delivery targets. The total impact will be increased proficiency in the core subject areas of Reading and Math, further enhancing the achievement of the gap group of students by increasing their proficiency by 6%.

Remedial skill tutoring and coaching is provided by primary and intermediate reading and math tutors who meet with identified students 2-3 times a week. Dedicated computer use of Lexia, MobyMax, and Reflex Math in every classrooms continues to provide additional efficient interventions and practice for students. Also, teacher Interventionists are available at every grade level during the school day to provide small group instruction in identified standards, as well as a Reading Recovery teacher.

Additional Information

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

Our school draws from broad areas of diverse demographics. Families seeking a Montessori public education for their children results in a student enrollment that pulls from many parts of the city. Additionally, Coleridge-Taylor Montessori serves the population in the surrounding neighborhoods of its western Louisville downtown location.

Dr Montessori founded her educational philosophy working with a disabled and or low socio-economic students from a variety of backgrounds and cultures. Coleridge-Taylor Montessori welcomes the accessibility of its educational methodology to a wide diversity of students. This provides increased opportunities to positively affect student lives from varied backgrounds. However, this does increase the depth and breadth of our academic challenges. Students enter Coleridge-Taylor Montessori at very different academic, emotional and social levels. This is apparent in the extreme pendulum of our academic achievement. The subgroups require additional time and resources to meet grade level standards. As a school, we are committed to meeting the diverse needs of our school population as both a Montessori magnet choice as well as a community school.