

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

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

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

Please enter your name and date below to certify.
Jodi Johnson- 9/12/22



2022-23 Millcreek Elementary Phase One: Executive Summary for Schools_09122022_14:21

2022-23 Phase One: Executive Summary for Schools

Millcreek Elementary School

Jodi Johnson

1212 Reva Ridge Way
Lexington, Kentucky, 40517
United States of America

2022-23 Phase One: Executive Summary for Schools

Description of the School

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

The Academy for Leadership at Millcreek Elementary is a Title 1 PK-5 Elementary School situated in an urban area of Lexington, KY. The school is located at 1212 Reva Ridge Way which is in the Tates Creek Rd. area of Lexington. The current school snapshot recognizes a total student population of 548 to include 252 females and 296 males. The following racial/ethnic categories make up Millcreek's total population: 15.51% Hispanic, 11.13% Two or More, 37.41% African American or Black, 34.12% White, .18% Island Pacific, .18% Indian, and 1.46% Asian. A total of 16.42% of students qualify for special education services, 3.08% qualify to receive gifted services, and 20.62% receive English Learner services. Millcreek also hosts a Highly Structured Program serving students who qualify to receive special education services to assist with social/emotional deficits.

Millcreek Elementary is a neighborhood school with several community partners to include local businesses and churches. Our school staff consists of approximately 100 certified and classified staff members that serve our students. A strong mental health team to include school counselor, district mental health specialist, and school social worker collaborate to ensure the safety and well-being of all students. This team also works with outside agencies that provide compliment services to those offered in the school setting. We have an active PTA who work closely with the administrative team and school staff to plan and support events for the students throughout the year. Millcreek has a growing number of family volunteers that provide assistance to our teachers and students. Our families are supported by our Family Resource Coordinator who works as a liaison between the school, school families, and the community.

A unique aspect of our school is our affiliation with the Stephen Covey Institute as a Leader In Me School. Here at Millcreek, we recognize the leader in each individual. Our motto is "Growing Leaders into Readers." The major tenant of Leader in Me is living the 7 Habits which focuses on how as leaders we respond to aspects in our lives that are within as well as outside our realm of influence. All students are able to serve as leaders each day by fulfilling their classroom job roles, tracking their own academic, behavioral, and attendance data as well as serving as peer mentors. Our upper classmen have the added benefit of serving as roll models during our Pride Group time where multi-age groups of students gather monthly to learn about the 7 Leader In Me Habits. We have also incorporated a student advisory committee this year where elected fifth grade students work with the school administration team in proactive and problem-solving capacity.

Millcreek students also have the opportunity to participate in afterschool academic practice as well as extracurricular activities in our afterschool Grow Academy funded by a 21st Century Grant. This program presently hosts approximately 70 K-5

students. Our students also have the option of joining afterschool clubs to include but not limited to choir, intermural basketball, Soccer, and Girls who Game.

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.

Our vision for Millcreek is to create a community where our children develop the scholarship for academic achievement and the character to change the world. In order to make strides toward our vision, our teachers and staff members plan and execute lessons that help students continuously build upon academic skills and understanding for the purpose of connecting classroom learning to real world application. These connections are made through peer to peer discussion, explicit examples, incorporating real world problem solving, and connecting with experts in the field. With regard to our vision of assisting students to develop the character to change the word, Millcreek fosters character development through our Leader In Me program and our school-wide positive behavioral intervention system (PBIS). Our students are expected to set realistic academic and behavioral goals with assistance from their teacher as appropriate. Over the course of the school year, students return to their leadership notebook daily and record their progress toward their goals. Classroom teachers and staff members work with students to assist them in adjusting effort, frequency, or process. Our PBIS system sets the expectations for what appropriate citizenship looks like in all areas of the school and rewards students for contributing to our positive school culture. Additionally, students' achievements are recognized weekly and monthly through TALME Awards.

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.

As a Leader in Me school, Millcreek is currently working toward achieving Lighthouse Status. In schools that have received Lighthouse Status leadership principles are not only taught through direct instruction, they are 'lived' through the language used, behaviors modeled, and seen in the physical environment. When staff members, students, and families work together to create a culture of setting goals, creating a plan for continuous improvement, and celebrate our differences, the pathway to improved social connections, sense of belonging to the school community, and increased academic achievement and success.

Additional Information

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

N/A

Additional Information

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

N/A



2022-2023 Millcreek Elementary- Needs Assessment

2022-23 Phase Two: The Needs Assessment for Schools

Millcreek Elementary School

Jodi Johnson

1212 Reva Ridge Way
Lexington, Kentucky, 40517
United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

The process for reviewing the 2021-2022 KSA data involved meeting at the leadership team level to include the principal, assistant principal, school-based instructional specialist, and MTSS lead. This team met together and with the district MTSS supervisor. Additionally, the team met with the district special education supervisor to review data and discuss supports required for our school.

Review of Previous Plan

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

The 2021-2022 Proficiency Goal focused on increasing the number of students meeting their growth goal in reading and math at each grade 1st-5th by 25% by May 2022. The Separate Academic Indicator focused on increasing the percentage of

proficient/distinguished students in science by 25% by spring of 2023. The Gap goal focused on increasing the percentage of proficient/distinguished African Americans in reading and math from 26% to 36% using the MAP assessment. Subsequently, the 2021-2022 Gap goal focused on increasing the percentage of proficient/distinguished students in science by 12.5% by spring 2023. The Growth goal objective was to increase growth from 60.7% to 62% as measured by MAP. The Growth goal focused on increasing growth by May 2022 from 60.7% to 62% as measured by MAP.

Strategies employed to reach these goals and objectives focused on Tier 2 instruction and developing a systematic approach for the design and delivery of instruction to ensure Tier I instruction and assessments meet the intent of the standards.

Trends

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

Example of Trends

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

The historical data for Millcreek Elementary indicate that students have consistently scored at or below the 35th percentile in both reading and math. There remains a disparity between students receiving special education services and those who do not. There are also gaps between students reported as economically disadvantaged and those who are not. Additionally, Hispanic and African American students consistently score lower than their White counterparts.

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - Federal Designation from the 2021 KSA is orange with an overall score of 43.5.
 - Identified school for Targeted Support and Intervention for students with disabilities.
 - Thirty-seven percent (37%) of all students scored Proficient/Distinguished (P/D) in reading
 - Twenty-nine percent (29%) of all students scored P/D in math
 - Fifty-five percent (55%) of students in fourth grade scored P/D in science
 - Thirty-seven percent (37%) of students in fifth grade scored P/D in social studies
 - Forty-five percent (45%) of students in fifth grade scored P/D in writing
 - Seventeen percent (17%) of students made English learner progress by earning a score of equal to or greater than 80
 - The quality of school climate and safety rating indicator was 74.3

Priorities/Concerns

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

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

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

- Twenty percent (20%) of students with IEPs scored in the proficient/distinguished (P/D) range on the KSA as compared to twenty-nine (29%) of students without IEPs.
- Forty percent (40%) of White students scored in the P/D range on the KSA in reading as compared to thirty-two percent (32%) of African American students, and thirty-five percent (35%) of Hispanic students,
- Current third grade students missed out on foundational skills in kindergarten due to school closures during the COVID pandemic

Strengths/Leverages

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

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

- Fifteen percent (11/71) of students who took the Gr4 KSA assessment in reading missed the apprentice level by 1 to 3 points.
- Twelve percent (9/71) of students who took the Gr4 KSA assessment in reading missed the proficient level by less than 18 points.
- Five percent (4/71) of students who took the Gr4 KSA assessment in reading missed the distinguished level by six points or less.
- Eleven percent (8/71) of students who took the Gr4 KSA assessment in math missed the apprentice level by six points or less.
- Four percent (4/71) of students who took the Gr4 KSA assessment in math missed the proficient level by four points.
- Eight percent (6/71) of students who took the Gr4 KSA assessment in math missed the distinguished level by five points or less.
- Fourteen percent (11/77) of students who took the Gr3 KSA assessment in reading missed the apprentice level by five points or less.
- Ten percent (8/77) of students who took the Gr3 KSA assessment in reading missed the proficient level by four points or less.
- Five percent (5/77) of students who took the Gr3 KSA assessment in reading missed the distinguished level by six points or less.

Our grade level teams utilize a backwards design process for planning, analyze data weekly, and create action steps for reteach and reassessment in response to the data.

Evaluate the Teaching and Learning Environment

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

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

a. Complete the [Key Elements Template](#).

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

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

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

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

- Time must be allotted for special area teachers to push into PLCs to discuss student progress
- Creation and implementation of a school-wide data wall to track data globally
- Bi-monthly special education data meetings
- Greater school-family transparency with regard to students' academic progress throughout the year
- Backward design lesson planning
- Weekly professional learning community meetings

Millcreek Elementary Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% growth in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, *Millcreek Elementary* will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 37 %.

State Assessment Results in Math

- By 2025, *Millcreek Elementary* will increase Math proficient and distinguished level to 61% as measured by KSA. Current level is 29 %.

State Assessment Results in Science

- By 2025, *Millcreek Elementary* will increase Science proficient and distinguished level to 62% as measured by KSA. Current level is 55%.

State Assessment Results in Social Studies

- By 2025, *Millcreek Elementary* will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 37%.

State Assessment Results in Combined Writing

- By 2025, *Millcreek Elementary* will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 45%.

Achievement Gap

- By 2025, *Millcreek Elementary* will decrease novice in Reading and Math to 14%.

English Learner Progress

- By 2025, *Millcreek Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 17%.

Quality of School Climate and Safety

- By 2025, *Millcreek Elementary* will increase the quality of school climate and safety index to 85% as measured by KSA. Current level is 74.3%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Millcreek Elementary</i> will increase P/D in Reading to 43%.	By 2024, <i>Millcreek Elementary</i> will increase P/D in Reading to 51%.	By 2025, <i>Millcreek Elementary</i> will increase P/D in Reading to 61%.
By 2023, <i>Millcreek Elementary</i> will increase P/D in Math to 38%.	By 2024, <i>Millcreek Elementary</i> will increase P/D in Math to 47%.	By 2025, <i>Millcreek Elementary</i> will increase P/D in Math to 56%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Millcreek Elementary</i> will increase P/D in Science to 60%. (Novice Reduction by	By 2024, <i>Millcreek Elementary</i> will increase P/D in Science to 65%. (Novice Reduction by 7%,	By 2025, <i>Millcreek Elementary</i> will increase P/D in Science to 70%. (Novice Reduction by 7%, 5%

7%, 19% Novice) By 2023, <i>Millcreek Elementary</i> will increase P/D in Social Studies to 45%. By 2023, <i>Millcreek Elementary</i> will increase P/D in Combined Writing to 50%.	12% Novice) By 2024, <i>Millcreek Elementary</i> will increase P/D in Social Studies to 53%. By 2024, <i>Millcreek Elementary</i> will increase P/D in Combined Writing to 55%.	Novice) By 2025, <i>Millcreek Elementary</i> will increase P/D in Social Studies to 61%. By 2025, <i>Millcreek Elementary</i> will increase P/D in Combined Writing to 61%.
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Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Millcreek Elementary</i> will decrease Reading Novice <ul style="list-style-type: none"> • Students with Disabilities to 48% By 2023, <i>Millcreek Elementary</i> will decrease Math Novice <ul style="list-style-type: none"> • Students with Disabilities to 62% 	By 2024, <i>Millcreek Elementary</i> will decrease Reading Novice <ul style="list-style-type: none"> • Students with Disabilities to 43% By 2024, <i>Millcreek Elementary</i> will decrease Math Novice <ul style="list-style-type: none"> • Students with Disabilities to 57% 	By 2025, <i>Millcreek Elementary</i> will decrease Reading Novice <ul style="list-style-type: none"> • Students with Disabilities to 38% By 2025, <i>Millcreek Elementary</i> will decrease Math Novice <ul style="list-style-type: none"> • Students with Disabilities to 52%

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Millcreek Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 17%.	By 2024, <i>Millcreek Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <i>Millcreek Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Year 1 Focus Areas

<p>By 2023, <i>Millcreek Elementary</i> will increase P/D in Reading to 43%. Current level is 37 %.</p> <p>By 2023, <i>Millcreek Elementary</i> will increase P/D in Math to 38%. Current level is 29 %.</p>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP 1 Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures</p> <p>KCWP3 Create formative and summative assessments that are aligned to the standards</p> <p>*Increase collaboration in deconstructing standards and developing congruent learning targets.</p> <p>KCWP2 *Ensure congruence between standards, learning targets, and assessment measures.</p>	<p>Backward Planning- Alignment between the written, taught, and assessed curriculum</p> <p>Teachers will grow proficient in planning with the end in mind by first determining student outcomes (what the students should know and be able to do) by deconstructing state standards, creating student friendly learning intentions with success criteria and relevance to greater learning or knowledge, then developing formative assessments, and lastly, developing a plan to model/guide/scaffold new learning with a focus on differentiated learning, and creating opportunities for student discourse, collaborative and independent learning.</p>	<ul style="list-style-type: none"> ● Grade level and individual planning sessions ● Feedback on lesson plans ● PLC Data review ● Classroom observations ● Coaching sessions ● MAP percentile and growth reports ● Unit assessments ● Data analysis of common assessment 	<p>N/A</p>

<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP 1 Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>Teachers will use as a basis for planning and delivery of lessons, KDE state standards, the adapted for Kentucky Department of Education Charlotte Danielson's Framework for Teaching in addition to the Uncommon Schools Get Better Faster Scope and Sequence for classroom management and academic rigor.</p>	<ul style="list-style-type: none"> ● Classroom observations ● Lesson plan review ● Teacher participation in grade level planning sessions ● Evidence of student total participation and increased rigor in the classrooms 	<p>N/A</p>
<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP 1 Construct student-friendly learning targets. Ensure learning targets are clear to teacher and students</p>	<p>Teaching for clarity- Teachers develop and share with students kid-friendly learning intentions to include success criteria, and front loading of explicit academic vocabulary for the purpose of increased student achievement and student ownership of their learning progress. Learning intentions will serve as the foundation of the lesson and exit tickets at the end of each lesson unit and be placed in the broader context of learning or real world scenarios (...so I can...). Targets will be reviewed at the end of the lesson to determine student learning as a result of the teaching that occurred within a specific timeframe.</p>	<ul style="list-style-type: none"> ● Grade level planning sessions ● Classroom observations ● Student achievement on exit tickets ● Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit 	<p>N/A</p>

<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP2 Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed KCWP 3 Use summative evidence to inform what comes next for individual and groups of students</p>	<p>Teachers will continuously use diagnostic, formative, and summative data to drive student instruction. Data sources will come from pre-assessing students at the beginning of the unit and/or utilizing diagnostic MAP data to determine the course of differentiated instruction, formative assessment to include exit tickets, anecdotal records, and data obtained from aggressive monitoring during independent practice, as well as summative results to determine next actionable steps in instruction.</p>	<p>Grade level planning sessions PLC Data review</p>	<p>N/A</p>
<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP 2 Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems</p>	<p>Assessment information will be sent home to all students in grades second through fifth throughout the school year to keep parents and guardians informed of their students' academic progress. A family engagement data literacy night held three times each year in September, January, and April will be held for the purpose of both informing families regarding their student's growth and to provide make and take resources for families to use at home.</p>	<ul style="list-style-type: none"> ● Collaboration between teachers and leadership team ● Hard copies of assessment information will be sent home with students in home-school communication folders 	<p>N/A</p>
<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP2-Design and Deliver Instruction *Ensure item analysis methods are occurring within PICs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments</p>	<p>Teachers and leadership team utilize a school-wide system to track and analyze data to monitor student progress and determine which students require additional time/instruction for mastery. Teachers continue to track data throughout the reteach and reassess process for students who have yet to reach mastery on the concepts taught.</p>	<p>PLC Data Review MTSS Committee Data Review</p>	<p>N/A</p>

	KCWP3 Develop a tracking system for monitoring of student achievement progress by learning target and by standard			
<u>Progress Monitoring</u>				
Common Unit/End of Unit Assessment Data PLC Agenda/Minutes Data Tracker Continued Professional Learning Parent Survey Data				

Year 2 Focus Areas

By 2024, *Millcreek Elementary* will decrease novice in Reading to 25%.

By 2024, *Millcreek Elementary* will decrease novice in Math to 27%.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP 1 Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures KCWP3 Create formative and summative assessments that are aligned to the standards *Increase collaboration in deconstructing standards and developing congruent learning targets. KCWP2 *Ensure congruence between standards, learning targets, and assessment measures.	Backward Planning- Alignment between the written, taught, and assessed curriculum Teachers will grow proficient in planning with the end in mind by first determining student outcomes (what the students should know and be able to do) by deconstructing state standards, creating student friendly learning intentions with success criteria and relevance to greater learning or knowledge, then developing formative assessments, and lastly, developing a plan to model/guide/scaffold new learning with a focus on differentiated learning, and creating opportunities for student discourse, collaborative and independent learning.	<ul style="list-style-type: none"> ● Grade level and individual planning sessions ● Feedback on lesson plans ● PLC Data review ● Classroom observations ● Coaching sessions ● MAP percentile and growth reports ● Unit assessments ● Data analysis of common assessment 	N/A
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP 1 Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Teachers will use as a basis for planning and delivery of lessons, KDE state standards, the adapted for Kentucky Department of Education Charlotte Danielson's Framework for Teaching in addition to the Uncommon Schools Get Better Faster Scope and Sequence for classroom management and	<ul style="list-style-type: none"> ● Classroom observations ● Lesson plan review ● Teacher participation in grade level planning sessions 	N/A

		academic rigor.	<ul style="list-style-type: none"> Evidence of student total participation and increased rigor in the classrooms 	
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP 1 Construct student-friendly learning targets. Ensure learning targets are clear to teacher and students	Teaching for clarity- Teachers develop and share with students kid-friendly learning intentions to include success criteria, and front loading of explicit academic vocabulary for the purpose of increased student achievement and student ownership of their learning progress. Learning intentions will serve as the foundation of the lesson and exit tickets at the end of each lesson unit and be placed in the broader context of learning or real world scenarios (...so I can...). Targets will be reviewed at the end of the lesson to determine student learning as a result of the teaching that occurred within a specific timeframe.	<ul style="list-style-type: none"> Grade level planning sessions Classroom observations Student achievement on exit tickets Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit 	N/A
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP2 Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed KCWP 3	Teachers will continuously use diagnostic, formative, and summative data to drive student instruction. Data sources will come from pre-assessing students at the beginning of the unit or utilizing diagnostic MAP data to determine the course of differentiated instruction, formative assessment to	Grade level planning sessions PLC Data review	N/A

	Use summative evidence to inform what comes next for individual and groups of students	include exit tickets, anecdotal records, and data obtained from aggressive monitoring during independent practice, as well as summative results determine next actionable steps in instruction.		
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP 2 Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems	Assessment information will be sent home to all students in grades second through fifth throughout the school year to keep parents and guardians informed of their students academic progress.	<ul style="list-style-type: none"> • Collaboration between teachers and leadership team • Hard copies of assessment information will be sent home with students in home-school communication folders 	N/A
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP2-Design and Deliver Instruction *Ensure item analysis methods are occurring within PICs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments KCWP3 Develop a tracking system for monitoring of student achievement progress by learning target and by standard	Teachers and leadership team utilize a school-wide system to track and analyze data to monitor student progress and determine which students require additional time/instruction for mastery. Teachers continue to track data throughout the reteach and reassess process for students who have yet to reach mastery on the concepts taught.	PLC Data Review MTSS Committee Data Review	N/A
Year 2 Math	KCWP2 Ensure teachers determine the most	Teachers utilize the Concrete, Representational, and Abstract (CRA) model when teaching	Grade level planning sessions Observational Data	N/A

	appropriate and effective high yield strategies are implemented	mathematics at all grade levels to support students at all levels of understanding.	Professional Learning Session Lesson plan review	
Year 2 Reading Combined Writing	KCWP2 Ensure teachers determine the most appropriate and effective high yield strategies are implemented	Adopt a school-wide vertical system for incorporating academic and literary vocabulary into daily reading lessons.	Grade level planning sessions Observational Data Professional Learning Session Lesson plan review Student growth in reading comprehension	
<u>Progress Monitoring</u>				
Common Unit/End of Unit Assessment Data PLC Agenda/Minutes Data Tracker Continued Professional Learning Parent Survey Data MAP and KSA Data				

Year 3 Focus Areas

By 2025, Millcreek Elementary will decrease novice in Reading to 14%.

By 2025, Millcreek Elementary will decrease novice in Math to 14%.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP 1 Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures KCWP3 Create formative and summative assessments that are aligned to the standards *Increase collaboration in deconstructing standards and developing congruent learning targets. KCWP2 *Ensure congruence between standards, learning targets, and assessment measures.</p>	<p>Backward Planning- Alignment between the written, taught, and assessed curriculum</p> <p>Teachers will grow proficient in planning with the end in mind by first determining student outcomes (what the students should know and be able to do) by deconstructing state standards, creating student friendly learning intentions with success criteria and relevance to greater learning or knowledge, then developing formative assessments, and lastly, developing a plan to model/guide/scaffold new learning with a focus on differentiated learning, and creating opportunities for student discourse, collaborative and independent learning.</p>	<ul style="list-style-type: none"> ● Grade level and individual planning sessions ● Feedback on lesson plans ● PLC Data review ● Classroom observations ● Coaching sessions ● MAP percentile and growth reports ● Unit assessments ● Data analysis of common assessment 	<p>N/A</p>
<p>Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP 1 Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>Teachers will use as a basis for planning and delivery of lessons, KDE state standards, the adapted for Kentucky Department of Education Charlotte Danielson's Framework for Teaching in addition to the Uncommon Schools Get Better Faster Scope</p>	<ul style="list-style-type: none"> ● Classroom observations ● Lesson plan review ● Teacher participation in grade level planning 	<p>N/A</p>

		and Sequence for classroom management and academic rigor.	<p>sessions</p> <ul style="list-style-type: none"> Evidence of student total participation and increased rigor in the classrooms 	
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP 1 Construct student-friendly learning targets. Ensure learning targets are clear to teacher and students	Teaching for clarity- Teachers develop and share with students kid-friendly learning intentions to include success criteria, and front loading of explicit academic vocabulary for the purpose of increased student achievement and student ownership of their learning progress. Learning intentions will serve as the foundation of the lesson and exit tickets at the end of each lesson unit and be placed in the broader context of learning or real world scenarios (...so I can...). Targets will be reviewed at the end of the lesson to determine student learning as a result of the teaching that occurred within a specific timeframe.	<ul style="list-style-type: none"> Grade level planning sessions Classroom observations Student achievement on exit tickets Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit 	N/A
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP2 Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed	Teachers will continuously use diagnostic, formative, and summative data to drive student instruction. Data sources will come from pre-assessing students at the beginning of the unit or utilizing diagnostic MAP data to determine the course of differentiated	Grade level planning sessions PLC Data review	N/A

	<p>KCWP 3 Use summative evidence to inform what comes next for individual and groups of students</p>	<p>instruction, formative assessment to include exit tickets, anecdotal records, and data obtained from aggressive monitoring during independent practice, as well as summative results determine next actionable steps in instruction.</p>		
<p>Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP 2 Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems</p>	<p>Assessment information will be sent home to all students in grades second through fifth throughout the school year to keep parents and guardians informed of their students academic progress.</p>	<ul style="list-style-type: none"> • Collaboration between teachers and leadership team • Hard copies of assessment information will be sent home with students in home-school communication folders 	<p>N/A</p>
<p>Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress</p>	<p>KCWP2-Design and Deliver Instruction *Ensure item analysis methods are occurring within PICs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments</p> <p>KCWP3 Develop a tracking system for monitoring of student achievement progress by learning target and by standard</p>	<p>Teachers and leadership team utilize a school-wide system to track and analyze data to monitor student progress and determine which students require additional time/instruction for mastery. Teachers continue to track data throughout the reteach and reassess process for students who have yet to reach mastery on the concepts taught.</p>	<p>PLC Data Review MTSS Committee Data Review</p>	<p>N/A</p>

Year 2 Math	KCWP2 Ensure teachers determine the most appropriate and effective high yield strategies are implemented	Teachers utilize the Concrete, Representational, and Abstract (CRA) model when teaching mathematics at all grade levels to support students at all levels of understanding.	Grade level planning sessions Observational Data Professional Learning Session Lesson plan review	N/A
Year 2 Reading Combined Writing	KCWP2 Ensure teachers determine the most appropriate and effective high yield strategies are implemented	Adopt a school-wide vertical system for incorporating academic and literary vocabulary into daily reading lessons.	Grade level planning sessions Observational Data Professional Learning Session Lesson plan review Student growth in reading comprehension	
Year 3 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP4- Develop a system for student monitoring using data notebooks	Students will track their data in all areas in their leadership notebooks with an emphasis on making progress toward grade level standards or making at least a year's growth for students at or near grade level standards	Grade-level notebook check/share Student-led conferences	Title 1
<u>Progress Monitoring</u>				
Common Unit/End of Unit Assessment Data PLC Agenda/Minutes Data Tracker Continued Professional Learning Parent Survey Data MAP and KSA Data				