



2022-23 Millcreek Elementary Phase One: Continuous Improvement Diagnostic for Schools_09122022_14:28

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Millcreek Elementary School

Jodi Johnson

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

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

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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 Bates 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



2022-2023 Millcreek Elementary School Assurances

2022-23 Phase Two: School Assurances

Millcreek Elementary School

Jodi Johnson

1212 Reva Ridge Way

Lexington, null, 40517

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Calendars translated in students' home languages are sent home monthly

School-wide messages are sent home via Dojo which are easily translated into families' home languages

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Teaching staff are engaging in LETRS training to expand their knowledge of the science behind teaching reading.

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

Parents in grades 2-5 are sent home examples of unit tests in math and reading along with scores for said tests.

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS**Schools Identified for Targeted Support and Improvement**

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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
Reading, Math, Science, Social Studies, Combined Writing, SWD progress	<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 	N/A

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 academic rigor.	<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 	N/A
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

Reading, Math, Science, Social Studies, Combined Writing, SWD progress	<p>KCWP2 Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed</p> <p>KCWP 3 Use summative evidence to inform what comes next for individual and groups of students</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.	Grade level planning sessions PLC Data review	N/A
Reading, Math, Science, Social Studies, Combined Writing, SWD progress	<p>KCWP 2 Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems</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.	<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
Reading, Math, Science, Social Studies, Combined Writing, SWD progress	<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>	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

	KCWP3 Develop a tracking system for monitoring of student achievement progress by learning target and by standard			
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p> Common Unit/End of Unit Assessment Data PLC Agenda/Minutes Data Tracker Continued Professional Learning Parent Survey Data </p>				

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	<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>	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	
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>Common Unit/End of Unit Assessment Data PLC Agenda/Minutes Data Tracker Continued Professional Learning Parent Survey Data MAP and KSA Data</p>				

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
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	<ul style="list-style-type: none"> • Classroom observations • Lesson plan review • Teacher participation in grade level planning 	N/A

		and Sequence for classroom management and academic rigor.	sessions <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

	KCWP 3 Use summative evidence to inform what comes next for individual and groups of students	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.		
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	<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>	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 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
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>Common Unit/End of Unit Assessment Data PLC Agenda/Minutes Data Tracker Continued Professional Learning Parent Survey Data MAP and KSA Data</p>				



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05012023_11:02

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Millcreek Elementary School
Jodi Johnson
1212 Reva Ridge Way
Lexington, null, 40517

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Attachment Summary 10

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

School Mission - We empower each other to lead by example in learning and life.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs

assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1 Backwards Planning - Deconstructing standards, developing clear and aligned learning intentions with success criteria, planning effective and engaging lessons, assessing lesson effectiveness through data, and using data to create actionable steps for future instruction to meet the needs of all students.

Focus Area 2- To increase the number of students reading on grade level through small group ELA instruction in response to diagnostic assessments and guided by ELLE modules and school-wide word study scope and sequence.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Backward planning is an actionable process that occurs during PLC meetings. When teachers come together to engage in conversations about what students should know and be able to do, it results in greater student achievement and promotes academic acceleration because the focus is always around student data. This creates a culture and climate that is data and response focused. One of the important aspects of backward planning is alignment between the written, taught, and assessed curriculum. When teachers have an understanding of how students will be assessed based on the learning they are asked to demonstrate, they are better able to construct lessons that accelerate learning. The data that is obtained from daily formative assessments and teacher anecdotal records that will inform the direction of small group ELA plans. Additionally, increased professional development in small group ELA will allow teachers to become better diagnosticians, increase their ability to determine what skills each student is lacking, and understand how to align these skills with meaningful daily practice. Through a focus on these two areas of backward planning and small group ELA, teachers will have an increased opportunity and improved skillset, to support students' individual needs, close academic gaps, and accelerate learning. This plan ties in with the greater picture of student belonging and ensuring students' social-emotional needs are met because success elicits motivation and a greater sense of achievement.

Strategic Plan Priority Areas are:

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**

- **Organizational Health and Efficiency**

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes: Teachers will deconstruct the standards in a unit, create aligned assessments, employ research-based teaching instructional strategies, analyze data, and use data to create actionable steps to inform instruction in both ELA and math with the support of administration and instructional coaches.

Long-Term Changes: Teachers will deconstruct the standards in a unit, create aligned assessments, employ research-based teaching instructional strategies, analyze data, and use data to create actionable steps to inform instruction in all subject areas with the support of their grade level teams.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Student Outcomes: All students will demonstrate growth, and 80% of students will score a 70% or above on summative assessments in math, ultimately showing mastery of the unit.

Educator Beliefs: Teachers will understand the importance of backwards planning, creating formative and summative assessments, and aligning instructional strategies prior to beginning each unit as an integral component of student growth and learning.

Educator Practices: Teachers will improve in their ability to select high quality resources as their knowledge of the standards and how students will be assessed deepens. Teachers will begin to implement the backwards planning process across other content areas.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? Formative and summative assessment data will be gathered on a regular basis. Formative classroom-based assessment data will be gathered weekly in math. District-created-summative assessment data will be gathered quarterly after each unit.

Who is responsible for gathering data? Teachers will input data into our school wide data spreadsheet on a weekly basis. Administrators and MTSS coordinator will monitor data input.

How frequently will it be analyzed? Data will be analyzed on a weekly basis with the instructional leadership team (administration, MTSS coordinator, and SBIS) in order to determine the needs of our school. Data will also be analyzed by teachers on a weekly basis during PLCs in order to inform instruction.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

- Teachers will participate in deconstructing standards and creating formative and summative assessments for an unit
- Teachers will use the deconstructed standards and assessments within their weekly team planning sessions and data
- Lesson plans will include aligned learning intentions and success criteria which will also be posted in classrooms
- Teachers will engage in productive conversations during weekly PLCs about the assessment data and next steps to
- Strategies discussed from PLCs will appear in weekly lesson plans
- Formative assessment data should improve from beginning to end of a unit

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

K-5 elementary homeroom teachers

K-5 elementary students

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

In order to implement this plan, we have teachers engage in release days once per quarter using our non-homeroom staff (specials teachers, EL, intervention etc.) in order to minimize the need for substitutes.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Our SBIS will lead quarterly release days to deconstruct standards, develop learning intentions/success criteria, and support in the creation of summative/formative assessments. The SBIS will also facilitate weekly PLCs to analyze data from the developed assessments and support teachers in making instructional decisions with the data.

In addition, it would be helpful to have a ELA and math specialist attend our quarterly release days including our built- in August 15th PD day as a resource when deconstructing the ELA and math standards.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Students reading on or above grade level will demonstrate one year of academic growth as measured by The Next Steps for Guided Reading Assessment.

Students reading below grade level will demonstrate at least 1.5 years of academic growth as measured by The Next Steps for Guided Reading Assessment.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Student Outcomes: 100% of students will demonstrate at least one year of academic growth in their guided reading level. 100% of students coming into the 23-24 school year below the expected guided reading level will demonstrate at least 1.5 years of academic growth in their guided reading level.

Educator Beliefs: Educators will ensure that small group instructional time is protected at all costs. Teachers will understand the importance of intentionally planning and delivering differentiated ELA small group instruction to include appropriate word study activities based on ongoing assessment of student needs. Teachers will also understand the difference between a code-emphasis lesson and a meaning-emphasis lesson and be able to apply each in the appropriate scenario with the necessary students.

Educator Practices: Teachers will improve in their ability to analyze a diagnostic assessment (PAST, ELLE Assessment, Frye High Frequency Word List) in order to craft differentiated ELA small group lessons that embed an intentional word study component. Teachers will also begin to track student learning and growth using daily and weekly formative assessments and make adjustments to small group lessons based on these assessments.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations,

etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered?

- **Weekly word study assessment differentiated to meet students' current level of achievement.**
- **Weekly high frequency word quick checks**
- **NSGRA (3X/year)**
- **District unit assessments**

Who is responsible for gathering data? Teachers will gather the data and input into a school wide data spreadsheet (TALME Data Hub). Administrators and ILT members will monitor the data input.

How frequently will it be analyzed?. Data will be analyzed on a weekly basis with the instructional leadership team (administration, MTSS coordinator, and SBIS) in order to determine the needs of our school. Data will also be analyzed by teachers on a weekly basis during PLCs in order to inform instruction.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

- **Teachers will apply learning from LETRS trainings in order to craft intentional small group code-emphasis lesson plans**
- **Lesson plans will include aligned evidence of science of reading practices from LETRS (word study, decodables, h**
- **Collected data will demonstrate gradual growth as indicated on the TALME data hub.**
- **Teachers will engage in reflective data driven conversations during weekly PLCs about the assessment data and n**
- **Strategies discussed from PLCs will appear in weekly small group lesson plans**
- **NSGRA data will show at least one year of academic growth for students on grade level and at least 1.5 year's acad**

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

- **All students**
- **All teachers of reading**

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

- **LETRS manual/webinar**
- **ELLE modules**
- **Diagnostic assessments**
- **Small group lesson plans**
- **School-wide data hub**
- **Differentiated Frye words**
- **Decodable books**
- **Word building materials**
- **School-wide word study scope and sequence**


5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- **The SBIS will facilitate weekly PLCs to analyze data from the developed assessments and supports**
- **In addition, it would be helpful to have ELA district specialists and coaches to support teacher**
- **Continued school-wide professional learning**
- **Classroom observations followed by specific and timely feedback/coaching sessions**

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

We have no extensions at this time.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023 2024 Millcreek Professional Learning Plan with Linking Documents		<ul style="list-style-type: none">