

## Millcreek Elementary's Comprehensive School Improvement Plan 2022-25

### 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 60% as measured by KSA. Current level is 31 %.

#### State Assessment Results in Math

- By 2025, *Millcreek Elementary* will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 25 %.

#### State Assessment Results in Science

- By 2025, *Millcreek Elementary* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 21%.

#### State Assessment Results in Social Studies

- By 2025, *Millcreek Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 24%.

#### State Assessment Results in Combined Writing

- By 2025, *Millcreek Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 28%.

#### 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 68.9%.

#### 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 74.1%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Millcreek Elementary</i> will increase P/D in Reading to 35%.</p> <p>By 2023, <i>Millcreek Elementary</i> will increase P/D in Math to 35%.</p>	<p>By 2024, <i>Millcreek Elementary</i> will increase P/D in Reading to 45%.</p> <p>By 2024, <i>Millcreek Elementary</i> will increase P/D in Math to 40%.</p>	<p>By 2025, <i>Millcreek Elementary</i> will increase P/D in Reading to 60%.</p> <p>By 2025, <i>Millcreek Elementary</i> will increase P/D in Math to 55%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Millcreek Elementary</i> will increase P/D in Science to 25%. (Novice Reduction by 7%, 19% Novice)</p> <p>By 2023, <i>Millcreek Elementary</i> will increase P/D in Social Studies to 35%.</p> <p>By 2023, <i>Millcreek Elementary</i> will increase P/D in Combined Writing to 35%.</p>	<p>By 2024, <i>Millcreek Elementary</i> will increase P/D in Science to 33%. (Novice Reduction by 7%, 12% Novice)</p> <p>By 2024, <i>Millcreek Elementary</i> will increase P/D in Social Studies to 42%.</p> <p>By 2024, <i>Millcreek Elementary</i> will increase P/D in Combined Writing to 44%.</p>	<p>By 2025, <i>Millcreek Elementary</i> will increase P/D in Science to 45%.</p> <p>By 2025, <i>Millcreek Elementary</i> will increase P/D in Social Studies to 60%.</p> <p>By 2025, <i>Millcreek Elementary</i> will increase P/D in Combined Writing to 60%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Millcreek Elementary</i> will decrease Reading Novice</p> <ul style="list-style-type: none"> <li>Students with Disabilities to 48%</li> </ul> <p>By 2023, <i>Millcreek Elementary</i> will decrease Math Novice</p> <ul style="list-style-type: none"> <li>Students with Disabilities to 62%</li> </ul>	<p>By 2024, <i>Millcreek Elementary</i> will decrease Reading Novice</p> <ul style="list-style-type: none"> <li>Students with Disabilities to 43%</li> </ul> <p>By 2024, <i>Millcreek Elementary</i> will decrease Math Novice</p> <ul style="list-style-type: none"> <li>Students with Disabilities to 57%</li> </ul>	<p>By 2025, <i>Millcreek Elementary</i> will decrease Reading Novice</p> <ul style="list-style-type: none"> <li>Students with Disabilities to 38%</li> </ul> <p>By 2025, <i>Millcreek Elementary</i> will decrease Math Novice</p> <ul style="list-style-type: none"> <li>Students with Disabilities to 47%</li> </ul>

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

Quality of School Climate and Safety Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Millcreek Elementary</i> will increase the quality of school climate and safety to 78.3%.	By 2024, <i>Millcreek Elementary</i> will increase the quality of school climate and safety to 79%.	By 2025, <i>Millcreek Elementary</i> will increase the quality of school climate and safety to 85%.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

## Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS</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 *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 for all students, including English Learners, and Students with Disabilities.</p>	<ul style="list-style-type: none"> <li>● Grade level and individual planning sessions</li> <li>● Feedback on lesson plans</li> <li>● PLC Data review</li> <li>● Classroom observations</li> <li>● Coaching sessions</li> <li>● MAP percentile and growth reports</li> <li>● Unit assessments</li> <li>● Data analysis of common assessment</li> </ul>	<p>N/A</p>

Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS	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, <a href="#">the adapted for Kentucky Department of Education Charlotte Danielson's Framework for Teaching</a> in addition to the <a href="#">Uncommon Schools Get Better Faster Scope and Sequence</a> for classroom management and academic rigor.	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Lesson plan review</li> <li>• Teacher participation in grade level planning sessions</li> <li>• Evidence of student total participation and increased rigor in the classrooms</li> </ul>	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS	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	<ul style="list-style-type: none"> <li>• Grade level planning sessions</li> <li>• Classroom observations</li> <li>• Student achievement on exit tickets</li> <li>• Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit</li> </ul>	N/A

		lesson to determine student learning as a result of the teaching that occurred within a specific timeframe.		
Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS	<p>KCWP2 Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of all students, including English Learners and Students with Disabilities 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.	<ul style="list-style-type: none"> <li>● Grade level planning sessions</li> <li>● PLC Data review</li> </ul>	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS	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. 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	<ul style="list-style-type: none"> <li>● Collaboration between teachers and leadership team</li> <li>● Hard copies of assessment information will be sent home with students in home-school communication folders</li> </ul>	N/A



		make and take resources for families to use at home.		
Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS	<p>KCWP2-Design and Deliver Instruction Ensure item analysis methods are occurring within PLCs 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 academic and behavioral data to monitor student progress and determine which students require additional time/instruction for mastery, including English Learners, and Students with Disabilities. Teachers continue to track data throughout the reteach and reassess process for students who have yet to reach mastery on the concepts taught.</p>	<ul style="list-style-type: none"> <li>● PLC Data Review</li> <li>● MTSS Committee Data Review</li> </ul>	N/A
<b><u>Progress Monitoring</u></b>				

Method of progress monitoring	Monitoring Timeline	Responsible Party	
Review math, reading, writing, content common district assessments/formative data by looking at student misconceptions and trends by analyzing student choices and products	Weekly- formative data Quarterly- district unit assessments	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Participation in Professional Learning Communities to discuss math, reading, writing, content, English Language progress, achievement gap progress	Weekly (subject foci will change weekly) monitoring through PLC Agenda/Minutes	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Use of school-wide digital data tracker for math, reading, content, guided reading levels, disaggregating achievement gap sub-group data, and English Language progress.	Weekly Monitoring	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Review and disaggregate MAP Data for math, reading, gap sub-group data, and English Language progress looking for trends in data to allow for the formulation of prescriptive actions steps.	Fall, Mid-Year, Spring	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Parent Survey Data via Google Forms sent out to parents using the school website and Class Dojo. This data will allow us to have feedback from a unique perspective.	Fall, Mid-Year, Spring	Principal	
KSA data review from multiple lenses to review data from all tested content areas to assess areas of strengths and constraints to inform the new CSIP for school year 2023-2024	Fall of 2023	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers, SBDM	

## Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress, QSCS	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"> <li>● Grade level and individual planning sessions</li> <li>● Feedback on lesson plans</li> <li>● PLC Data review</li> <li>● Classroom observations</li> <li>● Coaching sessions</li> <li>● MAP percentile and growth reports</li> <li>● Unit assessments</li> <li>● Data analysis of common assessment</li> </ul>	N/A
Cont. Yr. 1 Reading, Math, Science, Social	KCWP 1 Ensure that formative assessment practices	Teachers will use as a basis for planning and delivery of lessons, KDE state standards, the adapted	<ul style="list-style-type: none"> <li>● Classroom observations</li> <li>● Lesson plan</li> </ul>	N/A

<p>Studies, Combined Writing, SWD progress, QSCS</p>	<p>allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>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>	<p>review</p> <ul style="list-style-type: none"> <li>● Teacher participation in grade level planning sessions</li> <li>● Evidence of student total participation and increased rigor in the classrooms</li> </ul>	
<p>Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress, QSCS</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"> <li>● Grade level planning sessions</li> <li>● Classroom observations</li> <li>● Student achievement on exit tickets</li> <li>● Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit</li> </ul>	<p>N/A</p>

Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS	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	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 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.	<ul style="list-style-type: none"> <li>• Grade level planning sessions</li> <li>• PLC Data review</li> </ul>	N/A
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS	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"> <li>• Collaboration between teachers and leadership team</li> <li>• Hard copies of assessment information will be sent home with students in home-school communication folders</li> </ul>	N/A
Cont. Yr. 1	KCWP2-Design and	Teachers and leadership team	<ul style="list-style-type: none"> <li>• PLC Data</li> </ul>	N/A

<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress, QSCS</p>	<p>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>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>	<ul style="list-style-type: none"> <li>● Review MTSS Committee Data Review</li> </ul>	
<p>Year 2 Math</p>	<p>KCWP2  Ensure teachers determine the most appropriate and effective high yield strategies are implemented</p>	<p>Teachers utilize the Concrete, Representational, and Abstract (CRA) model when teaching mathematics at all grade levels to support students at all levels of understanding.</p>	<ul style="list-style-type: none"> <li>● Grade level planning sessions</li> <li>● Observational Data</li> <li>● Professional Learning Session</li> <li>● Lesson plan review</li> </ul>	<p>N/A</p>
<p>Year 2 Reading Combined Writing</p>	<p>KCWP2  Ensure teachers determine the most appropriate and effective high yield strategies are implemented</p>	<p>Adopt a school-wide vertical system for incorporating academic and literary vocabulary into daily reading lessons.</p>	<ul style="list-style-type: none"> <li>● Grade level planning sessions</li> <li>● Observational Data</li> <li>● Professional</li> </ul>	

			Learning Session <ul style="list-style-type: none"><li>• Lesson plan review</li><li>• Student growth in reading comprehension</li></ul>	
<b><u>Progress Monitoring</u></b>				

Method of progress monitoring	Monitoring Timeline	Responsible Party	
Review math, reading, writing, content common district assessments/formative data by looking at student misconceptions and trends by analyzing student choices and products	Weekly- formative data Quarterly- district unit assessments	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Participation in Professional Learning Communities to discuss math, reading, writing, content, English Language progress, achievement gap progress	Weekly (subject foci will change weekly) monitoring through PLC Agenda/Minutes	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Use of school-wide digital data tracker for math, reading, content, guided reading levels, disaggregating achievement gap sub-group data, and English Language progress.	Weekly Monitoring	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Review and disaggregate MAP Data for math, reading, gap sub-group data, and English Language progress looking for trends in data to allow for the formulation of prescriptive actions steps.	Fall, Mid-Year, Spring	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Parent Survey Data via Google Forms sent out to parents using the school website and Class Dojo. This data will allow us to have feedback from a unique perspective.	Fall, Mid-Year, Spring	Principal	
KSA data review from multiple lenses to review data from all tested content areas to assess areas of strengths and constraints to inform the new CSIP for school year 2023-2024	Fall of 2023	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers, SBDM	



### Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Cont. Yr. 2 Reading, Math, Science, Social Studies, Combined Writing, SWD progress, QSCS	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"> <li>● Grade level and individual planning sessions</li> <li>● Feedback on lesson plans</li> <li>● PLC Data review</li> <li>● Classroom observations</li> <li>● Coaching sessions</li> <li>● MAP percentile and growth reports</li> <li>● Unit assessments</li> <li>● Data analysis of common assessment</li> </ul>	N/A
Cont. Yr. 1 Reading, Math,	KCWP 1 Ensure that formative	Teachers will use as a basis for planning and delivery of lessons,	<ul style="list-style-type: none"> <li>● Classroom observations</li> </ul>	N/A

<p>Science, Social Studies, Combined Writing, SWD progress,QSCS</p>	<p>assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>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"> <li>● Lesson plan review</li> <li>● Teacher participation in grade level planning sessions</li> <li>● Evidence of student total participation and increased rigor in the classrooms</li> </ul>	
<p>Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS</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"> <li>● Grade level planning sessions</li> <li>● Classroom observations</li> <li>● Student achievement on exit tickets</li> <li>● Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit</li> </ul>	<p>N/A</p>

Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS	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	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 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.	<ul style="list-style-type: none"> <li>• Grade level planning sessions</li> <li>• PLC Data review</li> </ul>	N/A
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS	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"> <li>• Collaboration between teachers and leadership team</li> <li>• Hard copies of assessment information will be sent home with students in home-school communication folders</li> </ul>	N/A
Cont. Yr. 1	KCWP2-Design and	Teachers and leadership team	<ul style="list-style-type: none"> <li>• PLC Data</li> </ul>	N/A

<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress, QSCS</p>	<p>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>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>Review</p> <ul style="list-style-type: none"> <li>● MTSS Committee Data Review</li> </ul>	
<p>Year 2 Math</p>	<p>KCWP2 Ensure teachers determine the most appropriate and effective high yield strategies are implemented</p>	<p>Teachers utilize the Concrete, Representational, and Abstract (CRA) model when teaching mathematics at all grade levels to support students at all levels of understanding.</p>	<ul style="list-style-type: none"> <li>● Grade level planning sessions</li> <li>● Observational Data</li> <li>● Professional Learning Session</li> <li>● Lesson plan review</li> </ul>	<p>N/A</p>
<p>Year 2 Reading Combined Writing</p>	<p>KCWP2 Ensure teachers determine the most</p>	<p>Adopt a school-wide vertical system for incorporating academic and literary vocabulary into daily</p>	<ul style="list-style-type: none"> <li>● Grade level planning sessions</li> </ul>	

	appropriate and effective high yield strategies are implemented	reading lessons.	<ul style="list-style-type: none"> <li>• Observational Data</li> <li>• Professional Learning Session</li> <li>• Lesson plan review</li> <li>• Student growth in reading comprehension</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Grade-level notebook check/share</li> <li>• Student-led conferences</li> </ul>	Title 1

Method of progress monitoring	Monitoring Timeline	Responsible Party	
Review math, reading, writing, content common district assessments/formative data by looking at student misconceptions and trends by analyzing student choices and products	Weekly- formative data Quarterly- district unit assessments	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
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Review and disaggregate MAP Data for math, reading, gap sub-group data, and English Language progress looking for trends in data to allow for the formulation of prescriptive actions steps.	Fall, Mid-Year, Spring	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers	
Parent Survey Data via Google Forms sent out to parents using the school website and Class Dojo. This data will allow us to have feedback from a unique perspective.	Fall, Mid-Year, Spring	Principal	
KSA data review from multiple lenses to review data from all tested content areas to assess areas of strengths and constraints to inform the new CSIP for school year 2023-2024	Fall of 2023	ILT team (principal, assistant principal, school-based instructional specialist, MTSS coordinator, certified teachers, SBDM	



2023-2024 Phase One: Executive Summary for  
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2023-2024 Phase One: Executive Summary for Schools

**Millcreek Elementary School**

**Jodi Johnson**

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Lexington, Kentucky, 40517  
United States of America

## 2023-2024 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?

Millcreek Elementary is a Title 1 PK-5 Elementary School situated in an urban area of Lexington, Kentucky. The school is located at 1212 Reva Ridge Way better known as the Tates Creek area of Lexington. The current school snapshot recognizes a total student population of 456 to include 225 females and 231 males. The following racial/ethnic categories make up Millcreek's total population: 18.20 % Hispanic, 10.53% Two or More, 41.67% African American or Black, 28.29% White, .22% Indian, and 1.10% Asian. A total of 16.4% of students qualify for special education services, 3.08% qualify to receive gifted services, and 24.78% 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 needs, a state-funded preschool program, and an MSD classroom serving students with moderate to severe disabilities.

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 a school counselor, district mental health specialist, and school social worker collaborate to ensure the safety and well-being of all students. This team also collaborates with outside mental health 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. They 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 and Family and Community Engagement coordinator who work as a liaison between the school, school families, and the community.

Millcreek Elementary is unique due to its affiliation with the Stephen Covey Institute as a Leader In Me School. Here at Millcreek, we recognize the leader in each individual. 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 role models during our Pride Group time where multi-age groups of students gather monthly to learn about the 7 Leader In Me Habits.

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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Millcreek's stakeholders are integral to students' growth. The school elicits input from teachers and staff members through surveys, discussion, and collaboration. Our community partners are intent on providing support to our school and our school families. Their investment in our success is evident in providing students with snack packs to take home over the weekend, volunteering for sports events, designing mom's night out events, bringing in snacks and meals for our teachers, and donating any needed items. These partners in education attend our monthly School Based Decision Making (SBDM) meetings along with three elected staff members and two elected parent members. Each month our SBDM council meets to discuss topics geared toward creating a learning environment that supports teacher and student success. Millcreek families are one of our most important and largest stakeholder groups. Our leadership team is constantly developing and improving systems and processes that foster open and honest communication between the school staff and our families.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our vision for Millcreek is to prepare every student for a limitless future through a safe and inspiring community, centered on personal growth and strong leadership. 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 fostering students' ability to connect classroom learning to real world application. These connections are made through peer to peer discussion, explicit examples, incorporating real world problem solving, and collaborating with field experts. Millcreek fosters strong leadership skills through our Leader In Me program and school-wide positive behavioral intervention system (PBIS). Student

leaders are expected to set realistic academic and behavioral goals with assistance from their teacher as appropriate. Over the course of the school year, students revisit their goals and make adjustments as necessary. Our PBIS system provides the foundation and model for students to actualize leadership skills in every area of the school. Students track their "employability" points which align to our L.E.A.D (Listen, Engage, Act, and Develop) leadership expectations. Students are recognized for their individual development and contribution to our school culture and climate through daily, weekly, and monthly acknowledgements.

### 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.

- Millcreek was recently recognized as an Overall 3-Pillar Green Schools Champion for our performance on the FCPS 2023 Sustainability + Wellness Scorecard. The efforts of our staff members toward sustainable measures serves as a model for our future custodians of our Earth.
- Members of our intermediate academic achievement club took first place in the 2023 Superintendent's Cup which allowed them to move on to the district Academic Challenge. This was the first time that Millcreek students participated in the Academic Challenge for which they took home a second place trophy.
- Millcreek K-5 students participate in a world language program to study the language and culture of China. Our school was most recently awarded a \$10,000 grant from the Bridging Cultures Organization to support and grow the program.
  
- Student achievement is an area of improvement as indicated by our CSIP. Our school is committed to alignment between the written, taught, and assessed curriculum, using data to inform instructional decisions, and incorporating a gradual release model to shift the cognitive load from the teacher to the student.
- As a Leader in Me school, Millcreek is currently working toward achieving Lighthouse Status.

### Additional Information

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

Millcreek staff members are engaged in a year-long professional journey to learn how to utilize the structure of Thinking Maps to support student learning.



# 2023-2024 Phase Two: The Needs Assessment for Schools\_10182023\_19:22

2023-2024 Phase Two: The Needs Assessment for Schools

**Millcreek Elementary School**

**Jodi Johnson**

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

## **2023-24 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.

MAP testing Reading- Tuesday, August 29th

Math - Wednesday, August 30th

MAP Make-up sessions- Thursday, September 7th

September 5th - September 29th MAP scores for reading and math were disaggregated and results analyzed in grade level teams led by team leads (Emily Daniels: KG, Melanie Combs: 1st, Caylie Allen-Young: 2nd, Lindsey Cremeans: 3rd, Emily Clark & Ashley Offenbach: 4th, and Kendra Weisenfeld: 5th, and the school based instructional coach Ms. Brittany Forsythe.

September 5th - September 29th Teachers sent home family letters to parents sharing the results of student's individual MAP scores.

August 31st - September 1st MAP scores for reading and math were disaggregated by proficiency level within grade levels and by racial demographics by instructional leadership team to include the principal, assistant principal, and MTSS coordinator.

September 15th MAP results were shared with the school chief during the monthly site visit check-in.

October 19th MAP results were shared with SBDM council to include the school principal, Jodi Johnson, teachers, Timothy Ferry, Lorie Devers, and Kendra Weisenfeld, and parent members Tiffany Tackett and Mylah Shields.

October 20th MAP results shared with staff members

### 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 2022-2023 CSIP was based on previous year's KSA scores.

By 2023, Millcreek Elementary will increase P/D in Reading to 43%. By 2023, Millcreek Elementary will increase P/D in Math to 38%. By 2023, Millcreek Elementary will increase P/D in Science to 60%. (Novice Reduction by 7%, 19% Novice). By 2023, Millcreek Elementary will increase P/D in Social Studies to 45%. By 2023, Millcreek Elementary will increase P/D in Combined Writing to 50%.

Objectives: Backward Planning- Alignment between the written, taught, and assessed curriculum, Use of KDE standards, Charlotte Danielson KY adapted Framework and the Uncommon Schools Get Better Faster Scope and Sequence to plan and deliver lessons, Use and display student-friendly learning targets with success criteria, Use data to inform daily instructional decisions, Share diagnostic information with families (MAP parent letters and Text level family letters), Develop school-wide data tracking system

These objectives included researched-based levers designed to improve both teaching and learning.

### 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

For 2020-2021, students at Millcreek Elementary scored 24th percentile in reading and 19th percentile in math. The subgroups for both students receiving special education services was too small to report.

According to 2020-2021 MAP results, students at Millcreek Elementary scored below their grade-level norms in both reading and math. Reading was at or below the 23rd percentile and Math was at or below the 15th percentile.

The historical state data for Millcreek Elementary indicate that students have consistently scored at or below the 35th percentile in both reading and math.

	%Proficient Reading	%Proficient Math
202018	32.6	32.7
202019	35.3	33.5
202020-no data due to Covid		
202021-no data due to Covid		
202022	31	27



Significant areas for improvement include closing the gaps in achievement between subgroup populations. 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to fall 2023 MAP scores:

446 students scored in the 35% in math and reading

Our Black and African American students scored significantly lower at 25 and 29% in math and reading versus our White students scoring in the 52 and 48% in math and reading, respectively.

Quarter 1 district common unit assessments in reading: 3rd grade- 18% proficient, 4th grade-8% proficient, 5th grade-18% proficient

Attendance data- 35% in tier 1 with < 5% school absences to 68% of students, 38% in tier 2 with 10-19% school absences to 11%, 38% in tier 3 missing > 20% of school to 21%

98% of students have 0 - 1 Office Discipline Referrals

68% of office discipline referrals occurred in classrooms with the highest event type of 'disregarding safety.'

### 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.

Black or African American students scored in the 25% in math as compared to White students scoring in the 52% on the fall MAP assessment.

Black or African American students scored in the 29% in reading as compared to White students scoring in the 48% on the fall MAP assessment.

Students with disabilities scored in the 15th and 10th percentile in math and reading respectively on the fall MAP assessment.

### 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.

Student proficiency in reading increased from 26.67 proficient to 31.93 proficient in reading from the winter to the spring MAP assessment in 2023.

83% of 5th grade Hispanic and Latino students met the MAP growth projections from fall 2022 to fall 2023 in math.

73% of 4th grade Hispanic and Latino students met the MAP growth projections from fall 2022 to fall 2023 in math.

64% of 1st grade Hispanic and Latino students met the MAP growth projections from fall 2022 to fall 2023 in math.

Students in the EL program received consistent instruction at their instructional level throughout the year which served as a high leverage practice.

High leverage practices such as aligning the written, taught, and assessed curriculum through the backward design process was part of the CSIP from 2022 (KWCP 3). Continuing to improve on this practice while ensuring that all student tasks are aligned to the rigor of the standards is also a high leverage area (KWCP 2).

Data collection and disaggregation from formative and summative assessments would help to inform instructional practices and determine which students needed to participate in remediation or enrichment (KWCP 4). This process could be achieved through a high functioning PLC that meets the accomplished or exemplary criterion.

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**Accomplished:** The PLC team consistently used data to inform instructional decisions, effectively monitors and analyzes student progress, and adjusts instruction to meet student needs.

**Exemplary:** The PLC team leverages data analysis to drive continuous improvement, effectively uses data to identify areas for growth, and develops innovative solutions to improve student learning outcomes.

### 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 Results](#)

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

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

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 directly below.**

#### **ATTACHMENTS**

##### **Attachment Name**

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KCWP Template

8. 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 District Improvement Plan (CSIP) diagnostic and template.

Use Backward Design for planning lessons that are aligned to the KY state standards, and include rigorous activities that promote critical thinking.

Teams collaborate as professional learning communities to disaggregate and analyze data to design reteach and enrich lessons.

Danielson Framework, Aligned practice and assessment, rigor, independent work, student assignments



2023-2024 Phase Two: School Assurances\_11072023\_14:15

2023-2024 Phase Two: School Assurances

**Millcreek Elementary School**  
**Jodi Johnson**

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

## 2023-24 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**

Staff members participate in professional development on Thinking Maps, LETRS, & Tier I & II differentiation.

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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The

school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

**COMMENTS**

Provided to parents at Open House

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

Yes

No

N/A

**COMMENTS**

Parent/Teacher Conferences, Open House Night

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**

Open meeting times, early afternoon, and late evening

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning,

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

**Yes**

No

N/A

**COMMENTS**

Monthly SBDM meetings

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**

Academic information sent home throughout the year.

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**

Parent survey data

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**

Title I math and literacy nights, parent handbook, parent/teacher nights

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**

Title I math and literacy night

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

Yes

No



N/A

**COMMENTS**

Beginning of the year faculty meeting and staff newsletters throughout the school year

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**

Community partnerships and Family and Community Engagement parent nights

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**

Millcreek utilizes Talking Points which translates into over 150 languages. We also employ translators to our schoolwide events.

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**

Millcreek partners with the multilingual department throughout the school year. We also ensure that all families, regardless of disability, are able to participate in any schoolwide events.

**Title I Schoolwide Programs**

15. In a school 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. In a school 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**

SBDM council is involved in all stages of comprehensive school planning.

17. In a school 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. In a school 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**

CSIP is located on our school website.

19. In a school 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**

Millcreek is implementing Thinking Maps as a means for targeted support and improvement.

20. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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**

28. In a school 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**

29. In a school 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. In a school 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**

Evidence-based programs are utilized to include Orton Gillingham

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**

Identified in CSIP



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

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## 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**

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• **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.

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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 u**
- **Teachers will use the deconstructed standards and assessments within their weekly team planning sessions and d**
- **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 t**
- **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,

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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, high frequency words)**
- **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 support**
- **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.

**FCPS Professional Learning Plan 2023-2024**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*  
**2022-2023 Phase 4**  
**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**

School Name: The Academy for Leadership at Millcreek Elementary

**District Mission**

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

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

**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.**

How do the identified top two focus areas requiring professional learning relate to district goals?

**PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)**

**Assessment: All schools will develop a balanced assessment system.**

**Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.**

**Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.**



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**

**Describe Strategic Plan Priority Areas:** The two identified focus areas relate to student achievement and diversity, equity, inclusion, & belonging. Backwards planning and small group ELA professional learning will provide the foundation for teachers to better understand how planning, instructional delivery, utilizing data to inform instruction, and student growth and learning are aligned.

**The Fayette County Public Schools CDIP goals include:**

- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**

- **Graduation Rate.**

**Describe CDIP alignment:**

Our first focus area of backwards planning will align with reading, math, combined writing, achievement gap and Multi-Language Learner progress. During this school year, teachers will implement the backwards planning process with a focus in reading, math and writing. Within the backwards planning process, teachers will learn how to create Tier 1 lesson plans that most effectively address all learners as well as use data to inform re-teaches and extensions of the content that will ultimately close the achievement gap and acceleration of learning. In addition, during the backwards planning process, teachers will focus on designing and implementing various supports for Multi-Language Learners such as soliciting and providing background knowledge, incorporating visuals, and reviewing vocabulary . Furthermore, intentional collaboration with English Language (EL) teachers during lesson planning to scaffold and differentiate instructional strategies to make content accessible for English language learners.

**Professional Learning Development Tools**

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

**Focus Area 1**

### **Focus Area 1 Objectives**

**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.

### **Focus Area 1 Intended Results**

**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.

### **Focus Area 1 Monitoring**

**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.

### **Focus Area 1 Indicators of Success** (Please describe in detail.)



- Teachers will participate in deconstructing standards and creating formative and summative assessments for an upcoming unit on a quarterly basis with the support of administration, MTSS coordinator, and the SBIS.
- Teachers will use the deconstructed standards and assessments within their weekly team planning sessions and discussions.
- Lesson plans will include aligned learning intentions and success criteria which will also be posted in classrooms for student access.
- Teachers will engage in productive conversations during weekly PLCs about the assessment data and next steps to remediate and/or accelerate learning as evidenced by PLC minutes.
- Strategies discussed from PLCs will appear in weekly lesson plans
- Formative assessment data should improve from beginning to end of a unit

### Focus Area 1 Targeted Audience

K-5 elementary homeroom teachers

K-5 elementary students

### Focus Area 1 Resources

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.

### Focus Area 1 Ongoing Supports for Implementation

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.

## Focus Area 2

### Focus Area 2 Objectives

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](#).

### Focus Area 2 Intended Results

**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.

### Focus Area 2 Monitoring

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.

### Focus Area 2 Indicators of Success - Success indicators include:

- 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, high frequency words etc.)
- 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 next steps to remediate and/or accelerate learning evidenced by PLC agenda.
- 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 academic growth for students below grade level.

### Focus Area 2 Targeted Audience

- All students
- All teachers of reading

### Focus Area 2 Resources

- 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**

### Focus Area 2 Ongoing Supports for Implementation

- **The SBIS will 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 ELA district specialists and coaches to support teachers one-on-one.**
- **Continued school-wide professional learning**
- **Classroom observations followed by specific and timely feedback/coaching sessions**

### Optional Extension