

Millcreek Elementary Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

KCWP 2: Design and Deliver Instruction
 KCWP 4: Review, Analyze, and Apply Data Results

Needs Assessment: Processes, Practices, or Conditions

KCWP 2: Focus on clarity of the KAS and the planning/implementation of active student engagement strategies.
 KCWP4: Focus on the implementation of a cyclical, data-driven PLC protocol to collaboratively develop standards-aligned instruction, assessment, and response to student need.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	37.7	-7.6
State Assessment Results in science, social studies, and writing	35.6	-11.5
English Learner Progress	60.0	-8.9
Quality of School Climate and Safety	68.9	-5.2
Postsecondary Readiness - <i>High School only</i>		
Graduation Rate - <i>High School only</i>		

1: State Assessment Results in Reading and Mathematics

By October 2028 Millcreek Elementary will increase in Reading and Math combined status percentage from 37.7 to 43.64.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Increased student growth and achievement in 2026 from 37.7 to 39.58</p> <p>Increased student growth and achievement in 2027 from 39.58 to 41.56</p> <p>Increased student growth and achievement in 2028 from 41.56 to 43.64</p>	<p>KCWP 2: Design and Deliver Instruction:</p> <ul style="list-style-type: none"> Plan strategically in the selection of high yield instructional strategy usage within lessons. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies. 	<p>Student Engagement:</p> <p>Teachers collaboratively plan using an aligned and rigorous backward-design template and independently deliver engaging lessons that allow students to do the bulk of the work.</p>	<ul style="list-style-type: none"> all students engaged in the learning through <ul style="list-style-type: none"> asking and answering questions quality peer-peer discourse writing to demonstrate learning using manipulatives to understand and demonstrate learning 	<ul style="list-style-type: none"> Grade level planning sessions/notes/plans <p>Weekly-by teachers and instructional leadership team through being present in planning sessions</p> <ul style="list-style-type: none"> Classroom observations <p>Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric</p> <ul style="list-style-type: none"> Formative data tracking/review <p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p>	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>
<p>Increased student growth and achievement in 2026 from 37.7 to 39.58</p> <p>Increased student growth and achievement in 2027 from 39.58 to 41.56</p> <p>Increased student growth and achievement in 2028 from 41.56 to 43.64</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results:</p> <ul style="list-style-type: none"> Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Use classroom assessment data to 	<p>PLC Work:</p> <p>Teachers collaboratively analyze the results of instruction, and create actionable plans to respond to student learning on a cyclical basis.</p>	<ul style="list-style-type: none"> evidence of standards-aligned lessons and work assignments responsive teaching through formative assessment standards deconstruction (teachers & students) 	<ul style="list-style-type: none"> Grade level planning sessions/notes/plans <p>Weekly-by teachers and instructional leadership team through being present in planning sessions</p> <ul style="list-style-type: none"> PLC rolling data agendas <p>Weekly- by grade-level team members and instructional leadership team through PLC meetings</p> <ul style="list-style-type: none"> Student work samples <p>Weekly- by grade-level team members and instructional</p>	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>

By October 2028 Millcreek Elementary will increase in Reading and Math combined status percentage from 37.7 to 43.64.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>inform teachers' instructional decisions</p>		<ul style="list-style-type: none"> students receive needs-based remediation and/or enrichment 	<p>leadership team through PLC meetings</p> <ul style="list-style-type: none"> Formative assessment data <p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p> <ul style="list-style-type: none"> Tracking effectiveness of PLC work using a rubric <p>Quarterly- by grade-level team members (self-reflection) and instructional team reflection through the PLC @ Work PLC Effectiveness Rubric</p>	
<p>Increased student growth and achievement in 2026 from 37.7 to 39.58</p> <p>Increased student growth and achievement in 2027 from 39.58 to 41.56</p> <p>Increased student growth and achievement in 2028 from 41.56 to 43.64</p>	<p>KCWP 2: Design and Deliver Instruction:</p> <ul style="list-style-type: none"> Ensure students have an opportunity to “unpack” standards. Construct student-friendly learning targets. Ensure that students understand the success criteria within each learning target. 	<p>Clarity for Learning: Teachers and students demonstrate knowledge of the intention and level of rigor of the KAS through lesson plans, instructional delivery, and student work.</p>	<ul style="list-style-type: none"> lessons and student work are standards-aligned students can verbalize the intent of the lesson and the criteria for success the learning intention is referred to throughout the lesson student exemplars created and utilized to demonstrate grade-level proficiency 	<ul style="list-style-type: none"> Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit <p>Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric</p> <ul style="list-style-type: none"> KAS-aligned work samples <p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p> <ul style="list-style-type: none"> Student interviews during observations <p>Weekly- by members of the</p>	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>

By October 2028 Millcreek Elementary will increase in Reading and Math combined status percentage from 37.7 to 43.64.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				instructional leadership team through the process of using a instructional walk-through tool and aligned rubric <ul style="list-style-type: none"> Tracking clarity for learning through observations Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric	

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2025, Millcreek Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 35.6 to 43.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student growth and achievement in 2026 from 35.6 to 37.38 Increased student growth and achievement in 2027 from 37.38 to 39.25 Increased student growth and achievement in 2028 from 39.25 to 41.21	KCWP 2: Design and Deliver Instruction: <ul style="list-style-type: none"> Plan strategically in the selection of high yield instructional strategy usage within lessons. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	Student Engagement: Teachers collaboratively plan using an aligned and rigorous backward-design template and independently deliver engaging lessons that allow students to do the bulk of the work.	<ul style="list-style-type: none"> all students engaged in the learning through <ul style="list-style-type: none"> asking and answering questions quality peer-peer discourse writing to demonstrate learning 	<ul style="list-style-type: none"> Grade level planning sessions/notes/plans Weekly- by teachers and instructional leadership team through being present in planning sessions <ul style="list-style-type: none"> Classroom observations Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric <ul style="list-style-type: none"> Formative data tracking/review 	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

By October 2025, Millcreek Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 35.6 to 43.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> Plan for and implement active student engagement strategies. 		<ul style="list-style-type: none"> using manipulatives to understand and demonstrate learning 	<p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p>	
<p>Increased student growth and achievement in 2026 from 37.7 to 39.58</p> <p>Increased student growth and achievement in 2027 from 39.58 to 41.56</p> <p>Increased student growth and achievement in 2028 from 41.56 to 43.64</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results:</p> <ul style="list-style-type: none"> Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Use classroom assessment data to inform teachers' instructional decisions 	<p>PLC Work:</p> <p>Teachers collaboratively analyze the results of instruction, and create actionable plans to respond to student learning on a cyclical basis.</p>	<ul style="list-style-type: none"> standards-aligned lessons and work assignments responsive teaching through formative assessment standards deconstruction students receive needs-based remediation and/or enrichment 	<ul style="list-style-type: none"> Grade level planning sessions/notes/plans <p>Weekly-by teachers and instructional leadership team through being present in planning sessions</p> <ul style="list-style-type: none"> PLC rolling data agendas <p>Weekly- by grade-level team members and instructional leadership team through PLC meetings</p> <ul style="list-style-type: none"> Student work samples <p>Weekly- by grade-level team members and instructional leadership team through PLC meetings</p> <ul style="list-style-type: none"> Formative assessment data <p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p> <ul style="list-style-type: none"> Tracking effectiveness of PLC work using a rubric <p>Quarterly- by grade-level team members (self-reflection) and instructional team reflection through the PLC @ Work PLC Effectiveness Rubric</p>	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>

By October 2025, Millcreek Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 35.6 to 43.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Increased student growth and achievement in 2026 from 37.7 to 39.58</p> <p>Increased student growth and achievement in 2027 from 39.58 to 41.56</p> <p>Increased student growth and achievement in 2028 from 41.56 to 43.64</p>	<p>KCWP 2: Design and Deliver Instruction:</p> <ul style="list-style-type: none"> Ensure students have an opportunity to “unpack” standards. Construct student-friendly learning targets. Ensure that students understand the success criteria within each learning target. 	<p>Teaching for Clarity</p> <p>Teachers and students demonstrate knowledge of the intention and level of rigor of the KAS through lesson plans, instructional delivery, and student work.</p>	<ul style="list-style-type: none"> lessons are standards-aligned students can verbalize the intent of the lesson and the criteria for success the learning intention is referred to throughout the lesson 	<ul style="list-style-type: none"> Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit <p>Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric</p> <ul style="list-style-type: none"> KAS-aligned work samples <p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p> <ul style="list-style-type: none"> Student interviews during observations <p>Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric</p> <ul style="list-style-type: none"> Tracking clarity for learning through observations <p>Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric</p>	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Decrease in novice scores in 2026 from 49.0 to 46.55 in math and from 47.0 to 44.65 in reading.</p> <p>Decrease in novice scores in 2027 from 46.55 to 44.1 in math and from 44.65 to 42.3 in reading.</p> <p>Decrease in novice scores in 2028 from 44.1 to 41.65 in math and from 42.3 to 39.95 in reading.</p>	<p>KCWP 2: Design and Deliver Instruction:</p> <ul style="list-style-type: none"> Plan strategically in the selection of high yield instructional strategy usage within lessons. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies. 	<p>Student Engagement:</p> <p>Teachers collaboratively plan using an aligned and rigorous backward-design template and independently deliver engaging lessons that allow students to do the bulk of the work.</p>	<ul style="list-style-type: none"> all students engaged in the learning through <ul style="list-style-type: none"> asking and answering questions quality peer-peer discourse writing to demonstrate learning using manipulatives to understand and demonstrate learning 	<ul style="list-style-type: none"> Grade level planning sessions/notes/plans Weekly-by teachers and instructional leadership team through being present in planning sessions <ul style="list-style-type: none"> Classroom observations Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric <ul style="list-style-type: none"> Formative data tracking/review Weekly- by grade-level team members and instructional leadership team through weekly data meetings 	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>
<p>Decrease in novice scores in 2026 from 49.0 to 46.55 in math and from 47.0 to 44.65 in reading.</p> <p>Decrease in novice scores in 2027 from 46.55 to 44.1 in math and from 44.65 to 42.3 in reading.</p> <p>Decrease in novice scores in 2028 from 44.1 to 41.65 in</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results:</p> <ul style="list-style-type: none"> Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Use classroom assessment data to 	<p>PLC Work:</p> <p>Teachers collaboratively analyze the results of instruction and create actionable plans to respond to student learning on a cyclical basis.</p>	<ul style="list-style-type: none"> standards-aligned lessons and work assignments responsive teaching through formative assessment standards deconstruction students receive needs-based remediation 	<ul style="list-style-type: none"> Grade level planning sessions/notes/plans Weekly-by teachers and instructional leadership team through being present in planning sessions <ul style="list-style-type: none"> PLC rolling data agendas Weekly- by grade-level team members and instructional leadership team through PLC meetings <ul style="list-style-type: none"> Student work samples Weekly- by grade-level team members and instructional leadership team through PLC 	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>math and from 42.3 to 39.95 in reading.</p>	<p>inform teachers' instructional decisions</p>		<p>and/or enrichment</p>	<p>meetings</p> <ul style="list-style-type: none"> Formative assessment data <p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p> <ul style="list-style-type: none"> Tracking effectiveness of PLC work using a rubric <p>Quarterly- by grade-level team members (self-reflection) and instructional team reflection through the PLC @ Work PLC Effectiveness Rubric</p>	
<p>Decrease in novice scores in 2026 from 49.0 to 46.55 in math and from 47.0 to 44.65 in reading.</p> <p>Decrease in novice scores in 2027 from 46.55 to 44.1 in math and from 44.65 to 42.3 in reading.</p> <p>Decrease in novice scores in 2028 from 44.1 to 41.65 in math and from 42.3 to 39.95 in reading.</p>	<p>KCWP 2: Design and Deliver Instruction:</p> <ul style="list-style-type: none"> Ensure students have an opportunity to “unpack” standards. Construct student-friendly learning targets. Ensure that students understand the success criteria within each learning target. 	<p>Teaching for Clarity</p> <p>Teachers and students demonstrate knowledge of the intention and level of rigor of the KAS through lesson plans, instructional delivery, and student work.</p>	<ul style="list-style-type: none"> lessons are standards-aligned students can verbalize the intent of the lesson and the criteria for success the learning intention is referred to throughout the lesson 	<ul style="list-style-type: none"> Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit <p>Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric</p> <ul style="list-style-type: none"> KAS-aligned work samples <p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p> <ul style="list-style-type: none"> Student interviews during observations <p>Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric</p> <ul style="list-style-type: none"> Tracking clarity for learning through observations <p>Weekly- by members of the</p>	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				instructional leadership team through the process of using a instructional walk-through tool and aligned rubric	

4: English Learner Progress

By April April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Increased student growth in ACCESS composite score in 2026 from 60 to 63.</p> <p>Increased student growth in ACCESS composite scores in 2027 from 63 to 66.15.</p> <p>Increased student growth in ACCESS composite scores in 2028 from 66.15 to 69.45.</p>	<p>KCWP 2: Design and Deliver Instruction:</p> <ul style="list-style-type: none"> Plan strategically in the selection of high yield instructional strategy usage within lessons. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies. 	<p>Student Engagement:</p> <p>Teachers collaboratively plan using an aligned and rigorous backward-design template and independently deliver engaging lessons that allow students to do the bulk of the work.</p>	<ul style="list-style-type: none"> all students engaged in the learning through <ul style="list-style-type: none"> use of academic language asking and answering questions quality peer-peer discourse writing to demonstrate learning using Thinking Maps structures to understand and demonstrate learning 	<ul style="list-style-type: none"> Writing & Speaking formative assessments (bi-monthly through the EL department) Benchmark Advanced Interim assessments (Monthly- Classroom & EL Teachers) Student progress in the Hello-EL curriculum through Benchmark Advanced (Monthly- Classroom & EL Teachers) 	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>

By April April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Increased student growth in ACCESS composite score in 2026 from 60 to 63.</p> <p>Increased student growth in ACCESS composite scores in 2027 from 63 to 66.15.</p> <p>Increased student growth in ACCESS composite scores in 2028 from 66.15 to 69.45.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results:</p> <ul style="list-style-type: none"> Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Use classroom assessment data to inform teachers' instructional decisions 	<p>PLC Work:</p> <p>Teachers collaboratively analyze the results of instruction, and create actionable plans to respond to student learning on a cyclical basis.</p>	<ul style="list-style-type: none"> standards-aligned lessons and work assignments responsive teaching through formative assessment standards deconstruction students receive needs-based remediation and/or enrichment 	<ul style="list-style-type: none"> Grade level planning sessions/notes/plans <p>Weekly-by teachers and instructional leadership team through being present in planning sessions</p> <ul style="list-style-type: none"> PLC rolling data agendas <p>Weekly- by grade-level team members and instructional leadership team through PLC meetings</p> <ul style="list-style-type: none"> Student work samples <p>Weekly- by grade-level team members and instructional leadership team through PLC meetings</p> <ul style="list-style-type: none"> Formative assessment data <p>Weekly- by grade-level team members and instructional leadership team through weekly data meetings</p> <ul style="list-style-type: none"> Tracking effectiveness of PLC work using a rubric <p>Quarterly- by grade-level team members (self-reflection) and instructional team reflection through the PLC @ Work PLC Effectiveness Rubric</p>	<p>Title I General SIF Grant MAF Grant RDIF Grant RTA Grant</p>
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By April April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			throughout the lesson	observations Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric <ul style="list-style-type: none"> Tracking clarity for learning through observations Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric	

5: Quality of School Climate and Safety

By October 2025, Millcreek Elementary will increase the Quality of School Climate and Safety status from 68.9 to 75.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Five percent increase in student growth and achievement in 2026 from 68.9 to 72.345 Five percent increase in student growth and achievement in 2027 from 72.34 to 75.96 Increased student growth and achievement in 2028 from 75.96 to 79.76	KCWP 6: Establish a Learning Environment and Culture (Practice): Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. Students Develop Leadership roles within the school	<ul style="list-style-type: none"> PBIS - structures and processes Student support groups Outside therapy Create FBAs and BIPs as needed Leader in Me daily lessons Pride Leadership Groups Morning Meeting Grow Academy 21st Century Program 	<ul style="list-style-type: none"> PBIS/ODR Data Employability Data Threat Assessment Data 	<ul style="list-style-type: none"> eOS- Employability rating & Ebucks-monthly and as needed by SEL & leadership team BIPs-annually or as needed by special education/SEL/and/or leadership team MTSS- Data Analysis-bi-monthly or as needed/intervention and leadership team DESSA- bi-annually or as needed/SEL team Classroom observations-weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric 	General Title 1 BGCF

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By February 2025 Millcreek Elementary will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, Millcreek Elementary will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year.	<ul style="list-style-type: none"> • Copy of FACE plan (see attached) • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> • Section 6 • Title 1 • FRC • PTA • KYCSI • BGCF
		Execute the expectations established on the FACE action plan.	<ul style="list-style-type: none"> • Pre-Post action plan data/reflection • Participation data 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> • Section 6 • Title 1 • FRC • PTA • KYCSI • BGCF
		Offer a variety of events, activities and supports for families per the FACE plan.	<ul style="list-style-type: none"> • Participation at events • List of resources provided and/or number of families accessing the resources 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> • Section 6 • Title 1 • FRC • PTA • KYCSI • BGCF

Special Considerations for Targeted Support and Improvement (TSI)

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response: School principal is a participant in NISL, is working with an ERL team from KDE, and meets with the school chief 2X/month to review student data and observe in classrooms.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Student IEPs were reviewed to determine the amount of time students spent in the resource setting as compared with the general education setting. In reviewing this data, it became evident that students with IEPs, who were not making academic progress, were spending more time in the resource setting than the general education setting when working with a special education teacher. The data supported some students spending more time in the general education setting in addition to supporting the co-teach model of instructional delivery.

With regard to instructional practices, we audited teachers who have been trained in using Orton-Gillingham practices for reading and writing. Only a few teachers had undergone training to use this highly effective practice. Using that information, combined with the scores from MAP and KSA for our students with IEPs, we determined that more training was a necessary next step to improve our instructional effectiveness.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: Based on available data, our targeted subgroup underperforms in the area of decoding, which affects student achievement across all subject areas. All efforts are focused on our students learning how to read and comprehend at grade-level standards.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: Our general education teachers and special education teachers will participate in Orton-Gillingham training through the Institute for Multisensory Education (IMSE). This training will provide our teachers with a robust set of tools to address students' phonemic awareness and decoding deficits. Additionally, our teachers will be provided as-needed training on co-teach best practice techniques.

Monitoring:

Completion of IMSE training course

Implementation of OG techniques through walk-throughs and classroom observations

Implementation of co-teaching strategies through walk-throughs and classroom observations

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TSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Special Education and general education teachers will engage in co-teaching strategies so that students with disabilities have greater access to grade level curriculum.	Hang, Q., & Rabren, K. (2009). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Remedial and Special Education, 30(5), 259–268. https://doi.org/10.1177/0741932508321018 Brendle, J., Lock, R., & Piazza, K. (2017). A study of co-teaching identifying effective implementation strategies. International Journal of Special Education, 32(3), 538-550.	<input checked="" type="checkbox"/>
The Multi-Sensory Institute for Education (IMSE) provides teacher training in a systematic process to improve instruction and advance learning through a multisensory approach using	Study from the What Works Clearinghouse (WWC). https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28	<input checked="" type="checkbox"/>

Orton Gillingham and Morphological strategies.		
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2024-2025 Phase One: Millcreek Elementary Executive Summary
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2024-2025 Phase One: Executive Summary for Schools

Millcreek Elementary School

Jodi Johnson

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

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2024-2025 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 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. We have partnered with the Prichard Committee and are one of forty schools across the state of KY to receive the KY Community Schools Initiative Grant which focuses on strengthening the connection between the school, our families, and the surrounding community.

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 behavior coach 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 our control as well as outside our realm of influence. All students are able to serve as leaders each day by fulfilling classroom job roles, tracking their own academic, behavioral, and attendance data as well as serving as peer mentors. Our upperclassmen 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 in grades 3-5 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 currently hosts approximately 50 students. Our students also have the option of joining afterschool clubs throughout the year.

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. Our partners in education are present at our FACE, FRYSC, and 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 through the use of Third Space meetings, surveys, newsletters, and community events.

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 current 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 foundational academic skills and foster their 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 2024 Sustainability + Wellness Scorecard. The efforts of our staff members toward sustainable measures serves as a model for our future custodians of our Earth.
- Millcreek was awarded a 5-year grant and partnership with the Prichard Committee to improve integrated student supports, provide expanded learning time and opportunities, increase family and community engagement, and foster greater collaborative leadership and practices.
- Millcreek has partnered with the FoodCorps to increase awareness about food sustainability, healthy eating practices, and advocating for our students' overall health and well-being.
- Millcreek students and student leaders participate in milk carton recycling through the Milk Carton Council centered around raising awareness on how recycling promotes a positive impact on our community.
- Millcreek was awarded several grants from the KDE to include the Math Achievement Fund, Reading Achievement Fund, and School Improvement Fund, all geared to support instructional focus areas and student improvement.
- 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.
- Professional Learning Communities (PLCs) will serve as the foundation for student growth through a focus on the Plan, Do, Study, Act (PDSA) cycle.

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 our second year professional learning centered on how to utilize the structure of Thinking Maps to support student learning.

Millcreek teaching staff members are participating in Orton-Gillingham and Morphology training through the Institute for Multi-Sensory Education.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for Millcreek

2024-2025 Phase Two: The Needs Assessment for Schools

Millcreek Elementary School

Jodi Johnson

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

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2024-2025 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 they will address 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 as you conducted 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 were documented.

An iterative process was planned and actionable steps taken to analyze the available data in collaboration with our core leadership team which includes the principal, assistant principal, MTSS coordinator, Math Coach, School Based Instructional Specialist, and RTA Coach. The disaggregated information was also presented in faculty and grade level meetings for the purpose of gathering multiple perspectives to participate in the problem-solving process.

- 9/24, 10/21, 10/30 - Meeting with ERL team to review current systems and processes supporting the current CSIP and KDE Priority Improvements
- 8/6, 10/12, 11/7 - MTSS Core Team meetings to review Tier 2 and Tier 3 data
- 8/21, 9/4, 10/22 - Leadership Team meetings to review MAP and iReady math and reading diagnostic data disaggregated by proficiency level within grade levels and by subgroup and racial demographics by instructional leadership

team to include the principal, assistant principal, MAF Coach, RTA Coach, SBIC, and MTSS coordinator.

- 9/26- Meeting with Special Education Team members to review Priority Standards from KDE 2-day Review, KSA & MAP data for SWD, current ELA and Math instructional programs, and staff training to implement high-yield ELA instruction to determine next steps for SIF grant application
- TSA team support as thought partners in considering the different ways to disaggregate the data in a manner that actionable and focused steps could be taken.
- 10/8 - Faculty meeting to review KSA data and discuss alignment among HQIR fidelity, using rigorous and standards-aligned assessments to make instructional decisions, and ways in which staff could facilitate students' improved knowledge of basic foundational skills.
- 10/14- PLC meetings with grade level teams to review disaggregated writing KSA scores, current instructional practices in writing, and how to use a focused approach to standards-based instruction and assessment.
- 10/17 -Open Spaces meeting with faculty to review CSIP, KCWP, and Priority Standards from 2-day KDE Review
- 10/17 KCWP analysis (comparing last year's work to this year's need)
 - Root Cause analysis (SWOT)
- 10/29 Meeting with principal and leadership team of a neighboring school that recently exited CSI status to learn about conducting Root Cause Analysis Protocols, improving meeting structures, and working with grade level teams to improve systems for responding to student data.
- 10/31 Meeting with director of special education, ACC, and admin team to review KSA data, IEP service minutes, and create action items for next steps.
- 11/1 Grade level teams work through KCWP Classroom Activities to determine the highest-yield leverage actions for school improvement.

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?

TSI Group: SWD

Activities: Special Education and general education teachers will engage in co-teaching strategies so that students with disabilities have greater access to grade level curriculum.

Data indicate a slight increase from 7% P/D in SY 21-22 to 10% P/D in SY 23-24 in math.

Data indicate a decrease in P/D in reading from 20% P/D in SY 21-22 to 15% P/D in SY 23-24

Millcreek students spend a large majority of their time outside the general education classroom to receive their service minutes. This practice prohibits teachers using the high-yield instructional strategy of co-teaching.

To move in the direction of continuous school improvement, student IEPs must be reevaluated by the IEP team to determine the most beneficial setting for students to receive specialized instruction in order to close the academic gap.

Activities: The Multi-Sensory Institute for Education (IMSE) provides teacher training in a systematic process to improve instruction and advance learning through a multisensory approach using Orton Gillingham and Morphological strategies.

The IMSE activity was recently added to the CSIP in response to the KDE 2-Day review. Special education and general education teachers will attend the institute over the course of the next two years. This professional learning opportunity ensures that all teachers have the required skills to improve students' ability to quickly and accurately decode words, thus lessening the cognitive load, and improving the ability to enjoy and comprehend text.

All Students:

Activities: The previous year's plan emphasized strategic lesson planning and lesson delivery using high-yield teaching strategies. It also focused on using a PLC structure to utilize data to inform high-quality delivery of instruction and improve student learning.

Although these are all high-leverage strategies for school improvement, there were no clear systems or structures put in place to ensure the PDSA model was effectively implemented.

This information informs this year's plan by demonstrating the need to effectively establish clear PDSA systems and monitor their effectiveness through performance on student formative assessments.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

MAP growth and achievement data for math and reading shows a downward trend as the grade levels increase.

Trends from KSA indicate students achieving proficient/distinguished have decreased over the past three years from a color ranking of red in 2022 to a color ranking of orange the next year, and then back to a color ranking of red for SY 23-24.

Our ELL students made over 100% growth during SY 23-24 which contributed to our overall school growth during SY 2024-2024.

The lowest scores from the Impact Survey indicated a growth area in Q1, "How often do you receive feedback on your teaching?" and Q3, "Overall, how positive is the influence of the school leaders on the quality of your teaching?" In response to the data from this survey, the admin team implemented an Impact Action Plan to respond to the data. This action plan is continuing into the 24-25 school year which includes a walk-through schedule to ensure that the admin team is present in classrooms each day, along with a system to provide feedback to teachers. The next steps in this process is to establish a schoolwide dashboard that demonstrates the work being accomplished each day in addition to implementing a running agenda for our leadership team meetings, combining MTSS meetings and the leadership meetings to include actionable items, and establishing a guiding coalition team consisting of the instructional leadership team, SBDM council, FRC advisory council, FACE committee, PTA, SEL staff, and other key players leading the important work that occurs each day in our school.

Information from the KDE 2-Day Review highlighted Standard 7 (Leaders guide professional staff members in a continuous improvement process focused on learning experiences and needs.) and Standard 26 (Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.) as priorities for improvement. These two priorities are currently being addresses through a new PLC process established this year which focuses on students writing to demonstrate their learning.

Projected proficiency for KSA according to iReady in reading for grade 3 is 31%, grade 4 is 25%, and grade 5 is 18% if students make typical growth. Similarly, projected proficiency for KSA in math for grade 3 is 33%, grade 4 is 26%, and grade 5 is 18% if students make typical growth.

Excluding SLI, the reading scores for fourth-grade students indicate that 14 students demonstrated a novice level while 4 students achieved an apprentice level. Notably, 2 students are within 5 points of reaching the apprentice level, and 9 additional students are within 10 points of that level. In the eligibility category for SLI, a total of 3 students assessed two scored at the novice level and one student scored apprentice. Of these students, 2 is within 10 points and none are within 5 points of apprentice.

71% of 3/4 students tested receive resource minutes compared to 29% of coteach. In reading, 79% of services are spent in resource. In math, 69% of services are spent in resource. In writing, 90% of services are spent in resource. And in regards to VABS, 47% of services are in the resource setting with 53% of students are served in the gen ed setting. This indicates there is potentially 71% of students missing Tier 1 instruction, which would lead one to think that our students with IEPs will struggle

to achieve commensurate to same aged peers leading to difficulties for the school to "close the gap" when they are out of gen ed instruction for such significant amount of time.

With the exception of the SLI area, all assessed third-grade students (6) demonstrated novice level in mathematics. Among these students, one is within 5 points of achieving apprentice level, and two others are within 10 points of the apprentice level. In the eligibility category for SLI, one is proficient, two are apprentice, and one is novice under five points from next level.

Excluding SLI, the reading scores for third-grade students indicate that 4 students demonstrated a novice level while 1 students achieved an apprentice level. Notably, no students are within 5 points of reaching the apprentice level, and one student is within 10 points of that level. In the eligibility of SLI, there are four third graders. One scored novice, no apprentice, two proficient, and one distinguished.

The mathematics scores for fourth-grade students indicate that eight students demonstrated a novice level while one student achieved an apprentice level. Notably, one student is within 5 points of reaching the apprentice level, and two additional students are within 10 points of that level. In the eligibility category for SLI, all three students assessed scored at the novice level. One is within 10 points and the other student is within 5 points of apprentice.

Results from the Contextual Analysis (NISL) indicated a need for more clarity and congruence between teams in terms of what data is used for school improvement in addition to clear direction on expectations surrounding instructional practices and planning.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact

survey data shows that 71% of staff feel like they belong at our school.

- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - Twenty-one percent (21%) of students scored in the proficient/distinguished range in reading and math.
 - Twenty-three percent (23%) of students in KG-5th grade scored in the on-grade level range on the fall iReady **reading** diagnostic. Forty-one percent (41%) scored in the Tier 2 range, and thirty-seven percent (37%) scored in the Tier 3, at-risk range.
 - According to the iReady 5-level placement, 251 KG-5th grade students are ready for grade-level work or above in reading whereas 146 KG-5th grade students are scoring one or more grade levels below.
 - Only eight percent (8%) of KG-5th grade students scored in the on-grade level range on the fall iReady **math** diagnostic. Fifty-two percent (52%) of students scored in the Tier 2 range, and forty-one percent (41%) of students scored in the Tier 3, at-risk range. According to the iReady 5-level placement 257/432 KG-5th grade students are ready for grade-level work or above and 175 students are one or more grade levels below in math.
 - Our MAP fall achievement KG-5th data show a 35% ranking in math and a 36% ranking in reading.
 - In all academic data reported, our students with disabilities, Hispanic, ELL, and African American population underperformed as compared to the demographic of White students.
 - Millcreek has active family engagement in terms of attending parent/teacher conferences, sporting events, and evening family engagement nights. Parents are supportive of their students' success and want to see them succeed. As a Title I school with an 80% Free and Reduced Lunch rating, our students have many barriers that must be overcome. However, when placed in an educational setting with relevant material and high-yield instructional practices, they typically always rise to the occasion.
 - Student survey results from the KSA indicate that 95% of students view Millcreek as a caring place. However, 74% of students agree that students being mean or hurtful to each other is a problem at our school. Overall, our climate and safety index dropped from 77.1 in SY 21-22 down to 71.9% in SY 23-24. This year we have brought on a behavior coach to oversee our PBIS system and engage students and staff in reflective, restorative conversations.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

* School Improvement Priority 1 Standard 7: Leaders guide professional staff members in a continuous improvement process focused on learning experiences and needs. Action Statement: Develop, implement, and monitor a continuous improvement process that identifies specific goals (both academic and non-academic) with detailed strategies, activities, and measures (e.g., incremental benchmarks, data sources to determine the degree to which goals are attained). Use multiple forms of data to triangulate and determine needed adjustments and next steps.

*School Improvement Priority 2 Standard 26: Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning. Action Statement: Develop, implement, and monitor a school wide instructional process that ensures all learners are 1) clearly informed of learning expectations, 2) provided exemplars of high-quality work and 3) given multiple opportunities to demonstrate understanding of content through daily formative assessments.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Our English Language population earned a yellow designation in SY 23-24.

SWD P/D% has increased in math from 7 to 10 % from SY 21-22 to SY 23-24

Hispanic or Latino P/D% increased in math from 11 to 13% from SY 22-23 to SY 23-24

The surrounding community heavily invests in our school and is committed to helping us achieve our goal.

Millcreek has received an SIF, RTA, RDIF, MAF, and KYCSI grants to support our efforts toward school improvement.

School principal is participating in NISL.

A high percentage of our primary students show they are ready for on-grade level instruction as evidenced by iReady Diagnostic Assessments.

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 Processes](#)

[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

 Millcreek KCWP Template


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.
- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, identify and deploy those adjustments.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Millcreek KCWP Template		• 7



2024-2025 Phase Two: Millcreek School
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2024-2025 Phase Two: School Assurances

Millcreek Elementary School

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Lexington, Kentucky, 40517
United States of America

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children 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

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

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

Yes

No

N/A

COMMENTS

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

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04172024_15:06

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

Millcreek Elementary School
Jodi Johnson
1212 Reva Ridge Way
Lexington, Kentucky, 40517
United States of America

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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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?

The mission of Millcreek Elementary is to love, inspire, and to equip the whole child with the experiences to dream big, and the skills to positively impact the world.

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 Instructional Cycle- Deconstruct standards, develop clear and aligned learning intentions with success criteria, create standards-aligned summative and formative assessments, choose appropriate learning structures to maximize student engagement, continuous monitoring of student learning, make data informed adjustments to instruction, reteach and reassess to 80% proficiency.

Focus Area 2: Writing Instruction- Thinking Maps Write from the Beginning and Beyond

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

Describe Strategic Plan Priority Areas: The two identified focus areas relate to student achievement, organizational health and efficiency, and diversity, equity, inclusion, & belonging. Backwards planning and Thinking Maps Writing Instruction professional learning will provide the foundation for improvement in these priority areas using a systematic process to center planning around student outcomes and improving their ability to create varied learner experiences for students to develop their writing skill set and increase reading comprehension for all students.

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.

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

Backward planning is an actionable process that focuses on student learning and understanding through meaning-making. Explicit design of instruction by first focusing on outcomes, promotes rigor and increased alignment between learning standards and task assignment. Formative and summative assessments, along with student experiences are designed based on the level of learning indicated by the standard. Once teachers determine what students should know and be able to do, then design opportunities to measure the level of understanding, they can then shift to making decisions on what strategies will be used to deliver the instruction and what learner experiences would yield the highest results. Using a backward design model of planning creates a data driven and response-focused culture and climate. Alignment between the written, taught, and assessed curriculum promotes equitable student achievement.

Thinking Maps: Write from the Beginning and Beyond is a program designed for teachers to learn how to engage students in the model, practice, and reflect instructional cycle while demonstrating the integration of the key areas of reading and writing to provide learner experiences for students to improve their ability to both analyze and create text from multiple genres. Students will develop their skill to read like a writer and write like a reader which ultimately will promote reading comprehension and the overall enjoyment of reading.

Through a focus on these two areas of backward planning and the writing process, 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**

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

Focus Area 1 Intended Results: Student Outcomes: All students will demonstrate growth as a result of Backward Planning. A score of 80% will be used for mastery. Educator Beliefs: The Backward Planning process is designed to promote student growth and learning through a focus on student outcomes and alignment between standards-aligned assessments and learner tasks. Educator Practices: Teachers will improve in their ability to select high quality resources as their knowledge of the rigor of the standards and how students will demonstrate mastery 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.)

Focus Area 1 Monitoring: What data will be considered and gathered? Observational data collected during grade-level planning sessions, and data from classroom walkthroughs will be collected.

Who is responsible for gathering data? Instructional Leadership Team

How frequently will it be analyzed? Bi-Monthly

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.

Focus Area 1 Indicators of Success

- Teachers will participate in deconstructing standards and creating formative and summative assessments for upco
- Teachers will successfully navigate through the PDSA process within their weekly team planning sessions.
- Lesson plans will include standards-aligned learning intentions with success criteria
- 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 and summative assessment data demonstrate an increase student growth and learning

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

K-5 teachers

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.)

Focus Area 1 Resources: Backward Design district professional learning, Backward Design Millcreek Playbook, District Instructional Coach, Coordinated effort from

discretionary teachers to support quarterly release days for grade level long-term planning

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.

Continued support from Instructional Leadership Team and district instructional coach

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.

Short-Term Changes- Developing teacher capacity and student writing skills. Increased familiarity with and student use of Thinking Maps. Vertical alignment in K-5 writing instruction and assessment. Students engaged in written response across the curriculum daily.

Long-Term Changes- Improvement in student's ability to respond orally and in writing. Increase in reading comprehension evidenced by CUAs and KSA scores in reading.

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

Focus Area 2 Intended Results:

Student Outcomes: Improve students' ability to organize their thinking and internalize the skills required for effective writing. Educator Beliefs: When provided the appropriate tools and scaffolding, KG-5 students will be able to organize their thoughts and respond in a coherent manner for extended response items across all content areas. Educator Practices: KG-5 teachers use the Write from the Beginning...and Beyond with fidelity and provide students with skill-specific feedback to foster growth.

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

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

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

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

Focus Area 2 Monitoring: What data will be considered and gathered? Data from analytic improvement rubrics and walkthrough observations

Who is responsible for gathering data? Classroom teacher and ILT team

How frequently will it be analyzed? Weekly

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.

Increase in the quantity and quality of student extended response in all grades across all subject areas

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

KG-5 teachers

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.)

Thinking Maps Write from the Beginning...and Beyond teacher manuals (Funding for teacher manuals and student supplies)


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.

Continued support and professional learning, PLC engagement and calibration for grade level rigor

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Millcreek Professional Learning Plan		.



FCPS Professional Learning Plan 2024-2025
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2023-2024 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Millcreek

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: The mission of Millcreek Elementary is to love, inspire, and to equip the whole child with the experiences to dream big, and the skills to positively impact the world.

Focus Area 1

Backwards Planning Instructional Cycle- Deconstruct standards, develop clear and aligned learning intentions with success criteria, create standards-aligned summative and formative assessments, choose appropriate learning structures to maximize student engagement, continuous monitoring of student learning, make data informed adjustments to instruction, reteach and reassess to 80% proficiency.

Focus Area 2

Writing Instruction- Thinking Maps Write from the Beginning and Beyond



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

Backward planning is an actionable process that focuses on student learning and understanding through meaning-making. Explicit design of instruction by first focusing on outcomes, promotes rigor and increased alignment between learning standards and task assignment. Formative and summative assessments, along with student experiences are designed based on the level of learning indicated by the standard. Once teachers determine what students should know and be able to do, then design opportunities to measure the level of understanding, they can then shift to making decisions on what strategies will be used to deliver the instruction and what learner experiences would yield the highest results. Using a backward design model of planning creates a data driven and response-focused culture and climate. Alignment between the written, taught, and assessed curriculum promotes equitable student achievement.

Thinking Maps: Write from the Beginning and Beyond is a program designed for teachers to learn how to engage students in the model, practice, and reflect instructional cycle while demonstrating the integration of the key areas of reading and writing to provide learner experiences for students to improve their ability to both analyze and create text from multiple genres. Students will develop their skill to read like a writer and write like a reader which ultimately will promote reading comprehension and the overall enjoyment of reading.

Through a focus on these two areas of backward planning and the writing process, 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, organizational health and efficiency, and diversity, equity, inclusion, & belonging. Backwards planning and Thinking Maps Writing Instruction professional learning will provide the foundation for improvement in these priority areas using a systematic process to center planning around student outcomes and improving their ability to create varied learner experiences for students to develop their writing skill set and increase reading comprehension for all students.



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 aligns with reading, math, combined writing, achievement gap and Multi-Language Learner progress components of our CDIP. During the 24-25 school year, teachers will implement the backwards planning process with a focus in reading and math K-2 and reading, math, and the content areas for grades 3-5. As part of the backwards planning process, teachers will calibrate around and practice deconstructing state standards to determine anticipated student outcomes, create extended response exemplars and standards-aligned formative and summative assessments, and then design experiential learning for students using high-yield engagement strategies.

The second focus area of writing instruction aligns to our math, reading, combined writing, achievement gap and Multi-Language Learner progress components of our CDIP. The Write from the Beginning...and Beyond is a Tier 1, comprehensive writing program that leverages Thinking Maps to enable students to organize their thinking for effective written and oral communication.



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Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2024-2025](#)

[FCPS Professional Learning Timeline 2024-2025 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: Short-Term Changes: Teachers will deconstruct the standards in a unit, create state-aligned assessments, employ research-based teaching instructional strategies, in both reading and math with the support of administration and instructional coaches.

Long-Term Changes: Utilizing Backward Design will produce robust data for teachers to analyze in PLCs which can be used to make shifts in instructional decisions leading to greater student learning and closing of the achievement gap.



Focus Area 1 Intended Results

Student Outcomes: All students will demonstrate growth as a result of Backward Planning. A score of 80% will be used for mastery.

Educator Beliefs: The Backward Planning process is designed to promote student growth and learning through a focus on student outcomes and alignment between standards-aligned assessments and learner tasks.

Educator Practices: Teachers will improve in their ability to select high quality resources as their knowledge of the rigor of the standards and how students will demonstrate mastery 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? Observational data collected during grade-level planning sessions, and data from classroom walkthroughs will be collected.

Who is responsible for gathering data? Instructional Leadership Team

How frequently will it be analyzed? Bi-Monthly

Focus Area 1 Indicators of Success

- Teachers will participate in deconstructing standards and creating formative and summative assessments for upcoming units on a quarterly basis with the support of administration, MTSS coordinator, and the SBIS.
- Teachers will successfully navigate through the PDSA process within their weekly team planning sessions.
- Lesson plans will include standards-aligned learning intentions with success criteria
- 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 and summative assessment data demonstrate an increase student growth and learning



Focus Area 1 Targeted Audience: K-5 teachers

Focus Area 1 Resources: Backward Design district professional learning, Backward Design Millcreek Playbook, District Instructional Coach, Coordinated effort from discretionary teachers to support quarterly release days for grade level long-term planning

Focus Area 1 Ongoing Supports for Implementation: Continued support from IIT and district instructional coach

Focus Area 2

Focus Area 2 Objectives

Short-Term Changes- Developing teacher capacity and student writing skills. Increased familiarity with and student use of Thinking Maps. Vertical alignment in K-5 writing instruction and assessment. Students engaged in written response across the curriculum daily.

Long-Term Changes- Improvement in student's ability to respond orally and in writing. Increase in reading comprehension evidenced by CUAs and KSA scores in reading.

Focus Area 2 Intended Results

Student Outcomes: Improve students' ability to organize their thinking and internalize the skills required for effective writing.

Educator Beliefs: When provided the appropriate tools and scaffolding, KG-5 students will be able to organize their thoughts and respond in a coherent manner for extended response items across all content areas.

Educator Practices: KG-5 teachers use the Write from the Beginning...and Beyond with fidelity and provide students with skill-specific feedback to foster growth.



Focus Area 2 Monitoring

What data will be considered and gathered? Data from analytic improvement rubrics and walkthrough observations

Who is responsible for gathering data? Classroom teacher and ILT team

How frequently will it be analyzed? Weekly

Focus Area 2 Indicators of Success

- **Increase in the quantity and quality of student extended response in all grades across all subject areas**

Focus Area 2 Targeted Audience

- **KG-5 teachers**

Focus Area 2 Resources

- **Thinking Maps Write from the Beginning...and Beyond teacher manuals**

Focus Area 2 Ongoing Supports for Implementation



- Continued support and professional learning, PLC engagement and calibration for grade level rigor

[Optional Extension](#)