

MI: 2019-2020 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Millbrooke Elementary School

415 Millbrooke Drive
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 12/10/2019
Status: Locked

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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?

Millbrooke Elementary School, located in southwestern Hopkinsville, serves a population of approximately 750 K-6th Grade students. The population at Millbrooke is approximately 25% African American, 60% Caucasian, 4% Hispanic, with 11% having an IEP, and 10% identified as PTP/GT. Millbrooke's demographics are comparable to the city of Hopkinsville. Our students are both rural and inner-city. While our students come from a broad range of socioeconomic lifestyles, they receive high quality, differentiated instruction which allows them to all achieve at high levels, with a focus on making one year's growth. Millbrooke's teachers experience range from 2 Brand new teacher to some with almost 40 years experience.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Millbrooke's mission is "Millbrooke Will Inspire ALL to be the best version of themselves in an ever-changing society". Our vision includes "Every Student, Every Day", whether the child receives RTI instruction or participates in Gifted and Talented services. Millbrooke teachers value every student through research-based, individualized and differentiated small group instruction, with the goal of proficiency and attainment of one year's growth for all. Our belief is that ALL students CAN and WILL be successful, and we guarantee our instruction is congruent, rigorous, and based upon best practice. The district's Vision Statement is to "Transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities". The district's Mission - "To create an educational culture of continuous growth through shared partnerships and responsibilities."

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.

Millbrooke strives to move all students to proficiency and beyond, in addition to the goal of all students making a year's growth. We have restructured PLCs to focus on formative assessment/ data disaggregation to guide small group and differentiated instruction. We also restructured our RTI model to include 3-5 instructional assistants "surging" into each classroom for 30 minutes daily to assist with reading and math.

Additional Information

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

Additional Information

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

Millbrooke continues to have a tradition of pride and excellence. We are proud to offer our students a wide range of opportunities including STLP, Academic Team, 5th Grade Choir, Archery, District Choir, Millbrooke Musicals, local and state art and writing contests, Millbrooke Fitness Club, Junior Beta, Band, KYA, Chess Club, and Boys and Girls Club opportunities. Many of our students enjoy district-sponsored GT events. 4th-6th graders participate in the Millbrooke Job Program, as well as community sponsored clubs such as K-Kids, Boy and Girl Scouts, Finally, we encourage our students to participate in community events such as HCCYL Baseball and Softball, YMCA sports, Junior Pro Basketball and Cheerleading, and Upward Basketball. Many students participate in fine arts opportunities at the Alhambra and PAC. We also promote school-wide participation in the Festival of Trees, Jeffers Bend Nature Fest, Veteran's Day Parade, MLK March, and the Samure Salve among other community events.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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MI: 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Ryan J. Amerson, 9/5/19

MI: 2019-20 Phase Two: The Needs Assessment for Millbrooke Elementary School

2019-20 Phase Two: The Needs Assessment for Schools

Millbrooke Elementary School

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Continuous Improvement Team: SBDM Council, Deep Dive, Literacy Team, LDC, TILT, School Leadership Team

Gather and organize data: School leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings and in PLCS. School leaders review: state accountability data, attendance and behavior data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the school with the district through a shared Google spreadsheet that is used for monitoring purposes.

Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth.

Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.

Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified.

Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate) for which the school did not meet federal, state and/or local expectations.

Identify root and hypothesize potential causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control.

Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established.

Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives.

Implement plan: The improvement plan is communicated to all stakeholders and implemented.

Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize 5X monitoring, department meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring. The district and school will utilize scorecards for short cycle planning and monitoring of the implementation of the CSIP.

Components of Continuous Improvement: SBDM Council, Deep Dive, Literacy Team, LDC, TILT, School Leadership Team

Deep Dive: Review of Previous Year Data, Use of Deep Dive Protocol involving a 5 step process.

1. Charting Scores of School Wide KPREP Data by grade level
2. Graphing Scores
3. Root Causes
4. Problems of Practice
5. Next Steps

Professional Learning Communities

Teachers at Millbrooke have continued the data work that has taken place with the Deep Dive Team. Teachers in all grade levels looked at the trends in Math and Reading. Teachers in all grade levels then looked at trends for various sub groups. Teachers complete the entire Deep Dive protocol as previously mentioned.

PLC Process (Teachers Meet Weekly)

Plan, Do, Study, Act using summative Data as well as classroom data to drive instruction. Data is used to drive actions of teachers and instruction in all classrooms.

SBDM Council

SBDM Council reviewed data from KREPP. Parent members were encouraged to ask questions regarding data.

Literacy Team

Team Meets 3 times a semester.

PERKS Assessment Completed and Reviewed by team members.

See attached work:

"PERKS Assessment" School Leadership Team Meets every other week. Various Data is used and examined based on need. Team members

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Academic Current State 32.5% of African American Students scored at proficiency on the KPREP test in reading as opposed to just 57% of non-gap learners. 35% of African American Students scored at proficiency on the KPREP test in math as opposed to just 63.4% of non-gap learners. 24.5% of Students with disabilities scored at proficiency on the KPREP test in reading as opposed to just 53.4% of non-gap learners. 26.2% of Students with disabilities scored at proficiency on the KPREP test in math as opposed to just 59.9% of non-gap learners. Math Proficiency Rate: 56% Reading Proficiency Rate: 50.2% Science Proficiency Rate: 13.9% Social Studies Proficiency Rate: 55.1% Writing Proficiency Rate: 45.8% Overall Growth: 51.3%

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.
- STUDER Surveys
- Parent: Student: On a 5 point scale students overall rated the school at 3.99
- Employee Engagement: On a 5 point scale teachers overall satisfaction was at a 3.39.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

32.5% of African American Students scored at proficiency on the KPREP test in reading as opposed to just 57% of non-gap learners. 35% of African American Students scored at proficiency on the KPREP test in math as opposed to just 63.4% of non-gap learners. 24.5% of Students with disabilities scored at proficiency on the KPREP test in reading as opposed to just 53.4% of non-gap learners. 26.2% of Students with disabilities scored at proficiency on the KPREP test in math as opposed to just 59.9% of non-gap learners. 84 students were within 4 points of the next performance level in Reading on the 2019 administration of K-PREP. 74 students were within 4 points of the next performance level in Math on the 2019 administration of K-PREP.

Trends

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

African Americans, Students with Disabilities and Students from Lower Socioeconomic Groups remain significant areas for improvement. As they have continued to perform below there counterparts in almost all areas.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

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

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

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

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

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

KCWP 2: Design and Deliver Instruction All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best. See attached work PERKS Assessment

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Math in 5th grade has reduced Novices to only 7 students.Math in 6th grade has reduced Novices to only 9 students.Student Attendance Rate: 95.8%Teacher Attendance Rate: 96%

Attachment Summary

Attachment Name	Description	Associated Item(s)
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MI 2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Millbrooke Elementary School

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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.

- ☒ Yes
- ☐ No
- ☐ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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

Title I Targeted Assistance School Programs

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☐ Yes
- ☐ No
- ☒ N/A

Schools Identified for Targeted Support and Improvement

17. If identified for 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

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ Yes
- ☐ No
- ☐ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Title I Annual Review Diagnostic_12102019_15:01

2019-20 Phase Three: Title I Annual Review Diagnostic

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

<https://docs.google.com/document/d/1VRAsBc8zhxahVhxoCFGnzaf0fHLLDYn51bIT0-9NW7s/edit?usp=sharing>

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

K-6 Literacy Cohort: Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels. Data source: F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data Teachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success. Data source: F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data Content Area/Disciplinary Reading: Grades 6 - 12 Literacy Intervention Project in partnership with KDE. In partnership with Literacy Specialists from KDE, pilot teams at CCMS and CCHS are engaging in embedded professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities. Data source: F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions. Data source: F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data PLC minutes Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Data source: F&P Levels RI Growth DSA Proficiency Deep Dive - Differentiation Focus: Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas. Teams include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction, increasing awareness of effective strategies for teaching children of poverty through the work of Eric Jensen, and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2016-2017 school year. Data source: Instructional Rounds data, evaluation observations Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning

and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Data source: F&P Levels, RI Growth, DSA Proficiency Coaching observations Instructional Rounds data PBIS: Implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Data source: Discipline data, PBIS fidelity audits

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

DATA DISAGGREGATION and DEEP DIVE DATA DAYS, Leadership first disaggregated data for all students and looked at achievement gaps of the lowest performing groups. Data Protocol was used district wide. Data Protocol was rolled out to Millbrooke staff and all contents dug into their data looking at the lowest performing gaps.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Data sources reviewed include: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Parent and family event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. Data sources reviewed include: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Parent and family event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. After reviewing the data the, most effective: our SURGE RTI Initiative - the use of Title 1 personnel and reading/math resources. The least effective was the lack of effective Progress Monitoring of the SURGE initiative. We will continue to evaluate our RTI initiative and make changes as needed.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served 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 academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide 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, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

The following parent and family engagement activities were held last year, and event surveys, an annual survey, and parent feedback are used to determine the effectiveness of offerings.
 Millbrooke's 17-18 Family Event's Calendar August 3– 5-8pm – Open House Grandparent's Day
 Watch D.O.G.S. Kick-Off September Showcase Parent Conferences Chili Festival/PTO Blood
 Drive Veterans' Day Program Veterans' Day Parade Thanksgiving Lunch Christmas Program/PTO
 Santa Shop 6th Grade Beta Induction 3rd Grade Multiplication Bee KPREP Awards Banquet Parent
 Conferences (3rd 9 weeks) iRead March Madness 5th Grade Musical Title 1 Parent Luncheon
 Summer Send-Off Lunch And Learns 1 per grade level Use of Studer Parent Satisfaction survey
 and other annual surveys.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

This year we will continue to monitor as we begin to make preparation for the 2020 and 2021 school years.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Millbrooke CSIP

SCHOOL YEAR 2019 - 2020

**Comprehensive School Improvement Plan
(CSIP)**

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required school goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - o For elementary, these include: proficiency, separate academic indicator, achievement gap, and growth.

1: Proficiency Goal

Goal 1 Proficiency: Increase the percentage of students scoring proficient or above in Reading and Math from 53.1% to 63.72% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of elementary students scoring proficient or above in reading from 50.2% to 53.54%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Interpret Data	Striving Readers Comprehensive Literacy Initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach: Kentucky Literacy Intervention Project: Continuation of grades 6 - 12, teams at the middle and high schools are engaging in professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support all students. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities and online learning sessions. Literacy Design Collaborative Coach and Learn Teams: Continuation of grades 3-12 professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams (now cohorts 1 and 2) are regularly supported by LDC Coaches and K-12 Literacy Coach through online sessions, and participate in implementation of high-quality anchor modules built by LDC with emphasis on focus standards, disciplinary literacy, and aligned instruction. Early Childhood Literacy Academy: All preschool teachers and one kindergarten teacher in every elementary school participate in the academy to build capacity around quality early childhood literacy instruction. Three schools, as well as participating daycares, also receive targeted coaching support through this Academy. School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semester. Supplemental Phonics Program: A systemwide phonics program is being implemented in all elementary schools K-3 to create a cohesive approach to phonics instruction districtwide. Professional learning support is offered through phonics coaching, including an outside coach as well as district literacy coaches, for teacher	RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations Deep Dive Data Collection data SRCL Monitoring Visits Literacy Plans Lesson studies	SRCL Monitoring Visits PLC documentation Online support documentation (FlipGrid and Google Classroom, LDC Core Tools, LDC online support sessions) School Literacy Plans and School Literacy Team agendas (3x per semester) KLIP school PLCs and online support sessions LDC Student Scores Sheets (monitors anchor module implementation and effectiveness)	Grant Funded; KDE Supported

		implementation and administrator monitoring of phonics instruction. Lesson studies will be conducted around the implementation of phonics twice per year. Literacy Lesson Studies will be implemented twice a year to build capacity and monitor implementation.			
KCWP 1: Design and Deploy Standards	Curriculum Planning and Implementation: Content area teachers will be provided with training and resources in order to design and deliver instruction and assessments that meet the cognitive demand of the standards. Included in this strategy is content-specific professional learning through established district structures (summer curriculum days, growth days, content cohorts and TILJ), resource development, job-embedded instructional coaching.	F&P Levels RI Growth DSA Proficiency Pacing guides and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations Deep Dive observations data	PLC visits Deep Dive Data Collection/Analysis Curriculum Leadership Team Protocols	Title II Instructional Budget SRCL Grant	
KCWP 2: Design and Deliver Instruction					
KCWP 3: Design and Deliver Assessment Literacy					
KCWP 4: Review, Analyze and Interpret Data	Instructional Support & Monitoring: Teachers and Instructional Leaders in CCPs engage in a variety of professional learning structures to improve the quality of instruction for ALL students:		School Scorecards Data Protocols Deep Dive Data	Instructional Budget Title II	
KCWP 6: Establishing Learning Culture and Environment	<p>Deep Dive: Professional learning provided to all school teams districtwide. Each school team determines a problem of practice aligned to the CCPs Instructional Framework after completing a data analysis connected to instructional practices in their school. District support includes hourly stipends for work beyond the contracted day, substitute costs for lesson studies/training/instruction rounds, facilitation, and materials. District instructional staff facilitate a process to collect and analyze classroom instruction data related to the problem of practice for each school team. Additional district observations will be conducted, as requested.</p> <p>Professional Learning Communities (PLCs): The CCPs PLC Guidance Document, organized around the Plan-Do-Study-Act process, will be implemented in all schools. The Guidance Document includes</p>	<p>Deep Dive Observation data</p> <p>PLC implementation evidence</p> <p>CLT data analysis</p>			

		Teacher and Leader Professional Actions that guide reflection around the process of breaking down standards and planning aligned instruction, implementing high-quality instructional practices, analyzing data to determine student needs, and making adjustments in order to eliminate learning gaps before moving on to another instructional cycle. District instructional staff will support schools in implementation of the PLC process through observation and administrator coaching. Instructional Coaching: District Instructional Coaches provide targeted support to select teachers to implement instruction that meets the demands of the standards and student needs. Curriculum Leadership Team: Instructional leaders from each school meet monthly to 1.) establish and refine instructional expectations and 2.) develop skills to diagnose needs and positively impact the quality of instruction in their respective schools.			
KCWP 4: Review, Analyze and Interpret Data		Stakeholder Engagement: Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.	Survey results	Division meetings to debrief rounds data Administrator Academy Curriculum Leadership Team	Title II
KCWP 6: Establishing Learning Culture and Environment			Implementation of strategies during school visits and instructional rounds.	Collaborative Planning with Cabinet	Title I/ Academic Plan/ Instructional Budget
KCWP 6: Establishing Learning Culture and Environment		District Leadership Retreat: District Leaders, Principals, Assistant Principals, and Guidance Counselors participate in an annual district retreat prior to the start of the school year to establish district priorities for the year connected to realizing the district's vision and mission. ELA credit is earned in topics related to evaluation of staff, policies and procedures, financial practices, school safety, and other timely topics. PBIS: District supports all schools implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Students will not lose instruction due to disciplinary issues	Discipline Reports	General Fund
Objective 2: Increase the percentage of elementary students scoring proficient or	KCWP 1: Design and Deploy Standards	K - 8 Math Cohort: Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics at elementary and middle school levels. Grade level lesson studies	MI Growth DSA Proficiency	Coaching observations PLC conversations Deep Dive data	Grant Funded

above in math from 56% to 59.73 %;					
KCWP 2: Design and Deliver Instruction	once per semester along with quarterly after school sessions promote professional learning and collaborative teacher planning for cohort participants.				
KCWP 3: Design and Deliver Assessment Literacy	Curriculum Planning and Implementation: Content area teachers will be provided with training and resources in order to design and deliver instruction and assessments that meet the cognitive demand of the standards. Included in this strategy is content-specific professional learning through established district structures (summer curriculum days, growth days, content cohorts and TILT), resource development, job-embedded instructional coaching.	Quantile Growth DSA Proficiency Pacing guides and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations Deep Dive observation data	PLC visits Deep Dive Data Collection/Analysis Curriculum Leadership Team Protocols	Title II Instructional Budget	
KCWP 4: Review, Analyze and Interpret Data					
KCWP 5: Design, Align and Deliver Support					
KCWP 6: Establishing Learning Culture and Environment	Instructional Support & Monitoring: Teachers and Instructional Leaders in CCPS engage in a variety of professional learning structures to improve the quality of instruction for ALL students:	Deep Dive Observation data PLC implementation evidence CLT data analysis	School Scorecards Data Protocols Deep Dive Data	Title II Instructional Budget	
	Stakeholder Engagement: Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.	Survey Results	Division meetings to debrief rounds data Administrator Academy Curriculum Leadership Team	Title II	
	District Leadership Retreat: District Leaders, Principals, Assistant Principals, and Guidance Counselors participate in an annual district retreat prior to the start of the school year to establish district priorities for the year connected to realizing the district's vision and mission. ELA credit is earned in topics related to evaluation of staff, policies and procedures, financial practices, school safety, and other timely topics.	Implementation of strategies during school visits and instructional rounds.	Collaborative Planning with Cabinet	Title I/ Academic Plan/ Instructional Budget	
	PBIS: District supports all schools implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Students will not lose instruction due to disciplinary issues	Discipline Reports	General Fund	

2: Separate Academic Indicator

Goal 2 Separate Academic Indicators: Increase the combined percentage of students scoring proficient or above in Science, Social Studies, and Writing from 38.27.32% to 45.924.78% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the percentage of elementary students scoring proficient or above in science from 13.9% to 14.823 %	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons and TILT sessions. Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Teacher participation in science specific professional learning Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund
<u>Objective 2:</u> Increase the percentage of elementary students scoring proficient or above in social studies from 55.1% to 58.77%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Social Studies: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards through KDE-provided standards modules, to include deconstruction of standards, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards. Literacy in Social Studies: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social	Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund
			Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	General Fund

		studies instructional practices around inquiry and historical thinking.		
<u>Objective 3:</u> Increase the percentage of elementary students scoring proficient or above in writing from 45.8% to 48.85%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided through TILT and other means to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing. Literacy Design Collaborative: Implementation of Anchor Modules aligned to a district LDC Curriculum Map will occur with emphasis on disciplinary writing and authentic writing products.	School Writing Plans Systemwide implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) DSA for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products DSA Extended Responses Teacher/Administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio
			Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports
				General Fund Title II SRCL Grant

3: Growth

Goal 3 Growth: Increase the combined average growth score for elementary and middle school students from 53.95 to 64.74 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the combined growth score for elementary students from 51.3 to 54.72 by 2020.	KCWP 1: Design and Deploy Standards	Provide feedback to students on their progression of learning	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 2: Design and Delivery of Instruction	Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 2: Design and Delivery of Instruction	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	Lexile growth Quantile growth DSA Proficiency KPREP	Observations PLCs	Title II Instructional Budget General Fund
	KCWP 3: Design and Deliver Assessment Literacy	Utilize formative and summative information for increased student achievement	Common, formative, summative assessments	PLCs	Title II General Fund
	KCWP 4: Review, Analyze and Apply Data	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students	Lexile growth Quantile growth DSA Proficiency KPREP	PLCs Observations RTI/MTSS meetings Transition meetings	General Fund Title II Title I Title V
	KCWP 5: Design, Align and Deliver Support Processes	Determine which best practice strategies (e.g., Interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students	Lexile growth Quantile growth DSA Proficiency KPREP	PLCs Observations RTI/MTSS meetings	General Fund Title II Title I Title V
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction	Common, formative, summative assessments	PLCs	Title II General Fund

4: Achievement Gap (INSERT GAP GOALS I CREATED)

Goal 4 Achievement Gap: Increase the combined average percentage of students in the Consolidated Gap Group scoring proficient or above in reading and math from 41.65% to 45.82 % by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the number of students in the consolidated gap scoring proficient or above in Reading from 39.5% to 40.8% by 2020.	KCWP 2: Design and Deliver Instruction	Teachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success.	Principal/APs	Frontline	General

Reading: Non-Duplicated 39.5%, African American 32.5%, SWD 24.5%	KCWP 2: Design and Deliver Instruction	Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. PLCs will use the plan do study act	Principal/APs	Student Tracking Documents/	General/Title I
Increase number of African American students scoring proficient or above in reading from 32.8 to 33.9	KCWP 1: Design and Deploy Standards	Literacy Team: Team meets three teams each semester to plan literacy best practices and to discuss curriculum and instructional needs of the building as well as professional development need district wide.	Literacy Team	Sign in Sheets	No Funding Required
Increase the number of students with disabilities scoring proficient or above in Reading from 22.9 to 23.7%.	KCWP 5: Design, Align and Deliver Support	Birth to Five Academy: Inconjunction with Freedom Birth to Five academy will address early literacy needs of incoming students districted for Millbrooke School.			
	KCWP 2: Design and Deliver Instruction	LDC: LDC cohort 2 consists of 4 additional teachers that are being trained on task alignment and LDC modules. The LDC coach and	Participation Logs	Lesson Plans	Striving Readers Grant

		cohort members will work together to implement high quality tass built on focus standards, disciplinary literacy and aligned instruction.			
	KCWP 5: Design, Align and Deliver Support	Professional Learning and Coaching, on going with support from district	District Instructional Team		No Funding Required
		Deep Dive Team Focus on Differentiated Instruction visit other schools, classrooms collecting data to improve in focus area for the year.	Deep Dive Team (4 Certified Teachers and Administration	Data from Deep Dive Data Collection Days	General
	KCWP 5: Design, Align and Deliver Support	Stake Holder engagement: survey all stake holders, roll out data and create action plans for improvement based on results	All Stake Holders	Survey Results from Studer Group	General
	KCWP 5: Design, Align and Deliver Support	Literacy Cohort: English Language Arts Teachers will participate in the Literacy Cohort. Through this cohort participants will develop, implement, and support one another in effective reading instruction. By utilizing district support through instructional coaches, an effective guided reading program is being implemented	ELA Teachers		SRCL Grant/General/Title I
	KCWP 2: Design and Deliver Instruction	Guided Reading Blocks: Daily instruction at students current reading level in small groups	ELA Teachers	RI/MI/DSA/CCA	SRCL Grant/General/Title I

	KCWP 2: Design and Deliver Instruction	Supplemental Phonics Program: Fountas and Pinnell Phonics and Word Study System has been purchased and is being implemented this school year. Professional learning support is occurring for implementation and administrator monitoring of phonics instruction. Quarterly sessions are occurring Christi Wright and instructional coaches so that we ensure implementation with fidelity.	ELA Teachers	Phonics Inventory/iRead	
	KCWP 2: Design and Deliver Instruction	Read To Achieve: Through one on one intervention, small group intervention and collaboration within the classroom effective literacy skills are being taught in lower primary. Ensuring that students are reading on grade level before advancing to the next level is critical to future student success and proficiency.			
	KCWP 2: Design and Deliver Instruction	Response to Intervention Tracking of Students who fall between the 1st and 20th percentile for growth.	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 2: Design and Deliver Instruction	Deep Dive Focus: Differentiation and Feedback to students	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 4: Review, Analyze and Apply Data	Data Binders	All Certified Employees	RI/MI/DSA/CCA	General/Title I

	KCWP 4: Review, Analyze and Apply Data	Student Tracking Documents All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations.	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 2: Design and Deliver Instruction	Incorporate professional knowledge based on John Hattie's studies on Visible learning and examining best practice for core instruction based on the effect size of certain practices	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 5: Design, Align and Deliver Support	Parent Teacher Conferences		Conference Logs	NO Funding Required
	KCWP 4: Review, Analyze and Apply Data	School Score Card monitoring for progress	Principal/APs	RI/MI/DSA/CCA	General/Title I
Increase the number of students in the consolidated gap scoring proficient or above in Math from 43.3% to 44.7% by 2020.	KCWP 1: Design and Deploy Standards	Math Cohort: All math teachers will receive training in number talks as part of the vertical PLC process. This training will occur every 6 weeks and is continuous and job embedded. Utilizing Sherry Parrish's work through Number Talks book study, teachers will consistently implement the Number Talk instructional strategy	1 Grade Level Math Teacher		General/Title I

Math: Consolidated 43.3%, African American 33.6%, SWD 22.9%	KCWP 2: Design and Deliver Instruction	Number Talks: All math teachers will receive training in number talks as part of the vertical PLC process. This training will occur every 6 weeks and is continuous and job embedded. Utilizing Sherry Parrish's work through Number Talks book study, teachers will consistently implement the Number Talk instructional strategy K-6	All Math Instructors	RI/MI/DSA/CCA	General/Title I
Increase the number of African American students scoring proficient or better in math from 33.6 to 34.7	KCWP 4: Review, Analyze and Apply Data	PLCs (See Above)	All Certified Employees	RI/MI/DSA/CCA	General/Title I
Increase the number of students with disabilities scoring proficient or above in Reading and math from 22.9 to 23.7%.	KCWP 4: Review, Analyze and Apply Data	RTI (See Above)	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 1: Design and Deploy Standards	Curriculum Planning and Unit Planning	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 2: Design and Deliver Instruction	Professional Learning imbedded around John Hattie's Visible Learning	All Certified Employees	None	General/Title I
	KCWP 5: Design, Align and Deliver Support	Professional Learning and Coaching, on going with support from district	District Instructional Team		No Funding Required
	KCWP 5: Design, Align and Deliver Support	Deep Dive Team Focus on Differentiated Instruction visit other schools, classrooms collecting data to improve in focus area for the year.	Deep Dive Team (4 Certified Teachers and Administration	Data from Deep Dive Data Collection Days	

		Stake Holder engagement: survey all stake holders, roll out data and create action plans for improvement based on results	All Stake Holders	Survey Results from Studer Group	
	KCWP 5: Design, Align and Deliver Support			RI/MI/DSA/CCA	General/Title I
	KCWP 4: Review, Analyze and Apply Data	Data Binders	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 4: Review, Analyze and Apply Data	Student Tracking Documents All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations.	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 2: Design and Deliver Instruction	Incorporate professional knowledge based on John Hattie's studies on Visible learning and examining best practice for core instruction based on the effect size of certain practices	All Certified Employees	RI/MI/DSA/CCA	General/Title I
	KCWP 5: Design, Align and Deliver Support	Parent Teacher Conferences	All Certified Employees	Conference Logs	NO Funding Required
	KCWP 4: Review, Analyze and Apply Data	School Score Card monitoring for progress	Principal/APs	RI/MI/DSA/CCA	General/Title I

5: Partnerships (optional)

Goal 5: Encourage sustainable partnerships among all stakeholder groups and with the Millbrooke Community

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Participation in Parent Satisfaction Survey will have 25% of households responding.	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Parent and family participation: Schools and district will communicate with to stakeholders the opportunity to participate in the parent satisfaction. Stakeholder feedback will be used to create school and district action plans.	Measure of parent and family participation	Monitoring participation School action plans Review at Administrator Academy School Report Card	Title II Title I Parent & Family Engagement
					Title I Parent & Family Engagement
Objective 2: Achieve parent satisfaction baseline from 3.57 to 3.67 on "I receive positive phone calls, emails, or notes about my child from school"	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Positive Communication: Families will receive a visit, call, personal note home to communicate something positive about the child. Positive Communication: School will provide postage-paid 'Good News' postcards to all schools to communicate with parents and families.	Improvement of parent satisfaction	Monitoring teacher communication of positive contacts at Administrator Academies. Monitoring teacher communication of positive contacts at Administrator Academies School Report Card	Title I Parent & Family Engagement
					Title I Parent & Family Engagement
Objective 3: Increase parent satisfaction baseline from 3.9 to 4.0 on "I regularly receive feedback from school staff on how well my child is learning"	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Communication: Families will receive communication about the child's learning and behavior progress at school.	Improvement of parent satisfaction	Share their process of communicating at Administrator Academies School Report Card	Title I Part A Parent & Family Engagement Title II

6: Equitable Services (optional)

Goal 6: Provide equitable services that ensure the growth and success of all students.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Data & Notes	Funding
Objective 1: Increase the mean score on the Employee Engagement Survey from 3.39 to 3.49 by June 2020	KCWP 6: Establishing Learning Culture and Environment	Action Plan: Develop an action plan to address needs identified in the Employee Engagement Survey Rounding With Staff Spotlight Report based on Rounding with staff 30/90 Day conversations with all staff members Action plan to address needs identified in the Employee Engagement Survey.	Improvement on Employee Engagement	School Report Card	General Fund
		Work in 9 Principles	Improvement on Employee Engagement	School Report Card 9 Principles work	Instructional / Title II
Objective 2: Increase student attendance rate from 95.8 to 96 by June 2020.	KCWP 6: Establishing Learning Culture and Environment	Attendance clerk to run basic attendance reports for monitoring purposes and work with supervising principal to set attendance goals. An administrator/AP liaison will attend attendance training, implement strategies, and assist in in-house monitoring of attendance procedures. Media recognition for monthly elementary, middle, and high schools with the highest attendance rates - social media, newspaper, radio, and board meetings	Improved attendance rates	School Report Card Monitor Absenteeism rates	General Fund

7: Operational (optional)

Goal 7: Maintain fiscal responsibility while creating and sustaining an inviting, safe, caring environment which supports learning and achieving

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Data & Notes	Funding
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Objective 1: Create an inviting, safe, caring environment by decreasing the number of classroom referrals by 5% from 126 to 120.	Utilize the discipline audit to determine the root cause for high number of referrals and address the issue(s).	Positive Behavior and Intervention Supports (PBIS): All teachers will be provided with coaching support to build the capacity of school-based staff. Additional training, support, and resources will be provided to Special Education Staff.	Reduction in classroom referrals.	Monthly data review Maintain a coaching log Quarterly review of data at Admin Academy	Title IV Title II General Fund
		School PBIS Walkthrough and TIF revisited			
		PBIS Tiers: Support schools in the pursuit of PBIS tiered recognitions (Silver/Gold)	Reduction of classroom referrals	PBIS audits twice yearly	Title IV
		PBIS and Trauma Informed Care: Offer training to certified staff through GRECC and mental health therapists.	Lower discipline numbers and disparity	Meeting agendas Meeting minutes	Title IV Project Prevent
Objective 2: Increase mean on the District Services Survey from 3.98 to 4.08 by May 2020.	Utilize research-based trauma-informed care principles to address student needs.	Trauma Informed Care	Lower number of discipline referrals and increase time guidance counselors spend counseling students	Guidance Counselor work log Discipline referrals	Project Prevent Grant
		Staff and Administration will be trained on Trauma Informed Care to help students cope with trauma and daily stresses. Initial focus will be on the Alternative School and move to the traditional schools in Administrative Academy.			
		Select employees from Operations Dept. to be trained in Service Excellence Standards.	Improved District Services	Rounding reports and spotlight action reports	General Fund
		Develop a process to onboard all new employees on the Service Excellence Standards.			
	Use stakeholder feedback to improve services offered.	All classified staff will be trained in Service Excellence.			
		All Departments will develop an improvement plan based on DSS results.			