

Millcreek Elementary Comprehensive School Improvement Plan 2022-2025

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

State Assessment

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

MAP (K-8)

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

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

State Assessment

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

State Assessment Results in Reading

- By 2025, *Millcreek Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 31 %.

State Assessment Results in Math

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

State Assessment Results in Science

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

State Assessment Results in Social Studies

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

State Assessment Results in Combined Writing

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

Achievement Gap

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

English Learner Progress

- By 2025, *Millcreek Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 68.9%.

Quality of School Climate and Safety

- By 2025, *Millcreek Elementary* will increase the quality of school climate and safety index to 85% as measured by KSA. Current level is 74.1%.

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

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

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

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

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

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

Year 1 Focus Areas

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

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

		lesson to determine student learning as a result of the teaching that occurred within a specific timeframe.		
Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS	<p>KCWP2 Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of all students, including English Learners and Students with Disabilities assessed</p> <p>KCWP 3 Use summative evidence to inform what comes next for individual and groups of students</p>	Teachers will continuously use diagnostic, formative, and summative data to drive student instruction. Data sources will come from pre-assessing students at the beginning of the unit and/or utilizing diagnostic MAP data to determine the course of differentiated instruction, formative assessment to include exit tickets, anecdotal records, and data obtained from aggressive monitoring during independent practice, as well as summative results to determine next actionable steps in instruction.	<ul style="list-style-type: none"> ● Grade level planning sessions ● PLC Data review 	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS	KCWP 2 Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems	Assessment information will be sent home to all students in grades second through fifth throughout the school year to keep parents and guardians informed of their students' academic progress. A family engagement data literacy night held three times each year in September, January, and April will be held for the purpose of both informing families regarding their student's growth and to provide	<ul style="list-style-type: none"> ● Collaboration between teachers and leadership team ● Hard copies of assessment information will be sent home with students in home-school communication folders 	N/A

		make and take resources for families to use at home.		
Reading, Math, Science, Social Studies, Combined Writing, English Learners, Students with Disabilities, QSCS	<p>KCWP2-Design and Deliver Instruction Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments</p> <p>KCWP3 Develop a tracking system for monitoring of student achievement progress by learning target and by standard</p>	<p>Teachers and leadership team utilize a school-wide system to track and analyze academic and behavioral data to monitor student progress and determine which students require additional time/instruction for mastery, including English Learners, and Students with Disabilities. Teachers continue to track data throughout the reteach and reassess process for students who have yet to reach mastery on the concepts taught.</p>	<ul style="list-style-type: none"> ● PLC Data Review ● MTSS Committee Data Review 	N/A
<u>Progress Monitoring</u>				

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

Year 2 Focus Areas

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

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

Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS	KCWP2 Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed KCWP 3 Use summative evidence to inform what comes next for individual and groups of students	Teachers will continuously use diagnostic, formative, and summative data to drive student instruction. Data sources will come from pre-assessing students at the beginning of the unit or utilizing diagnostic MAP data to determine the course of differentiated instruction, formative assessment to include exit tickets, anecdotal records, and data obtained from aggressive monitoring during independent practice, as well as summative results determine next actionable steps in instruction.	<ul style="list-style-type: none"> • Grade level planning sessions • PLC Data review 	N/A
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS	KCWP 2 Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems	Assessment information will be sent home to all students in grades second through fifth throughout the school year to keep parents and guardians informed of their students academic progress.	<ul style="list-style-type: none"> • Collaboration between teachers and leadership team • Hard copies of assessment information will be sent home with students in home-school communication folders 	N/A
Cont. Yr. 1	KCWP2-Design and	Teachers and leadership team	<ul style="list-style-type: none"> • PLC Data 	N/A

<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress, QSCS</p>	<p>Deliver Instruction *Ensure item analysis methods are occurring within PICs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments</p> <p>KCWP3 Develop a tracking system for monitoring of student achievement progress by learning target and by standard</p>	<p>utilize a school-wide system to track and analyze data to monitor student progress and determine which students require additional time/instruction for mastery. Teachers continue to track data throughout the reteach and reassess process for students who have yet to reach mastery on the concepts taught.</p>	<ul style="list-style-type: none"> ● Review MTSS Committee Data Review 	
<p>Year 2 Math</p>	<p>KCWP2 Ensure teachers determine the most appropriate and effective high yield strategies are implemented</p>	<p>Teachers utilize the Concrete, Representational, and Abstract (CRA) model when teaching mathematics at all grade levels to support students at all levels of understanding.</p>	<ul style="list-style-type: none"> ● Grade level planning sessions ● Observational Data ● Professional Learning Session ● Lesson plan review 	<p>N/A</p>
<p>Year 2 Reading Combined Writing</p>	<p>KCWP2 Ensure teachers determine the most appropriate and effective high yield strategies are implemented</p>	<p>Adopt a school-wide vertical system for incorporating academic and literary vocabulary into daily reading lessons.</p>	<ul style="list-style-type: none"> ● Grade level planning sessions ● Observational Data ● Professional 	

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

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

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Cont. Yr. 2 Reading, Math, Science, Social Studies, Combined Writing, SWD progress, QSCS	KCWP 1 Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures KCWP3 Create formative and summative assessments that are aligned to the standards *Increase collaboration in deconstructing standards and developing congruent learning targets. KCWP2 *Ensure congruence between standards, learning targets, and assessment measures.	Backward Planning- Alignment between the written, taught, and assessed curriculum Teachers will grow proficient in planning with the end in mind by first determining student outcomes (what the students should know and be able to do) by deconstructing state standards, creating student friendly learning intentions with success criteria and relevance to greater learning or knowledge, then developing formative assessments, and lastly, developing a plan to model/guide/scaffold new learning with a focus on differentiated learning through Multi-Tiered Support Systems, and creating opportunities for student discourse, collaborative and independent learning.	<ul style="list-style-type: none"> ● Grade level and individual planning sessions ● Feedback on lesson plans ● PLC Data review ● Classroom observations ● Coaching sessions ● MAP percentile and growth reports ● Unit assessments ● Data analysis of common assessment 	N/A
Cont. Yr. 1	KCWP 1	Teachers will use as a basis for	<ul style="list-style-type: none"> ● Classroom 	SIF Grant

<p>Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS</p>	<p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>planning and delivery of lessons, KDE state standards, the adapted for Kentucky Department of Education Charlotte Danielson's Framework for Teaching and the National Council of Teachers of Mathematics' (NCTM's) Effective Mathematics Teaching Practices</p>	<ul style="list-style-type: none"> • observations • Coaching & Feedback Data from Classroom Walkthrough Observations • Lesson plan review • Teacher participation in grade level planning sessions • Evidence of student total participation and increased rigor in the classrooms 	<p>MAF Grant</p>
<p>Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS</p>	<p>KCWP 1 Construct student-friendly learning targets. Ensure learning targets are clear to teacher and students</p>	<p>Teaching for clarity- Teachers develop and share with students kid-friendly learning intentions to include success criteria, and front loading of explicit academic vocabulary for the purpose of increased student achievement and student ownership of their learning progress. Verb-Aligned Learning intentions will serve as the foundation of the lesson and exit tickets at the end of each lesson unit and be placed in the broader context of learning or real world scenarios (...so I can...). Targets will be reviewed at the end</p>	<ul style="list-style-type: none"> • Weekly PLCs • Grade level planning sessions • Classroom observations • Student achievement on exit tickets • Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or 	<p>N/A</p>

		of the lesson to determine student learning as a result of the teaching that occurred within a specific timeframe.	unit	
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS	KCWP2 Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed KCWP 3 Use summative evidence to inform what comes next for individual and groups of students	Teachers will continuously use diagnostic, formative, and summative data to drive student instruction. Data sources will come from pre-assessing students at the beginning of the unit or utilizing diagnostic MAP data to determine the course of differentiated instruction, formative assessment to include exit tickets, anecdotal records, and data obtained from aggressive monitoring during independent practice, as well as summative results determine next actionable steps in instruction.	<ul style="list-style-type: none"> • Grade level planning sessions • Long-term planning sessions • PLC Data review 	N/A
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress,QSCS	KCWP 2 Establish communication protocols for parents/guardians regarding placement and progress in intervention support	Assessment information will be sent home to all students in grades second through fifth throughout the school year to keep parents and guardians informed of their students academic progress.	<ul style="list-style-type: none"> • Collaboration between teachers and leadership team • Hard copies of assessment information will be sent home 	N/A

	systems		with students in home-school communication folders	
Cont. Yr. 1 Reading, Math, Science, Social Studies, Combined Writing, SWD progress, QSCS	<p>KCWP2-Design and Deliver Instruction *Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what adjustments</p> <p>KCWP3 Develop a tracking system for monitoring of student achievement progress by learning target and by standard</p>	Teachers and leadership team utilize a school-wide system to track and analyze data to monitor student progress and determine which students require additional time/instruction for mastery. Teachers continue to track data throughout the reteach and reassess process for students who have yet to reach mastery on the concepts taught.	<ul style="list-style-type: none"> • PLC Data Review • MTSS Committee Data Review 	N/A
Year 2 Math	KCWP2 Ensure teachers determine the most appropriate and effective high yield strategies are implemented	Teachers utilize the Concrete, Representational, and Abstract (CRA) model when teaching mathematics at all grade levels to support students at all levels of understanding.	<ul style="list-style-type: none"> • Grade level planning sessions • Observational Data • Professional Learning Session 	N/A

			<ul style="list-style-type: none"> • Lesson plan review 	
Year 2 Reading Combined Writing	KCWP2 Ensure teachers determine the most appropriate and effective high yield strategies are implemented	Adopt a school-wide vertical system for teaching students to incorporate academic and literary vocabulary into daily reading lessons to improve comprehension of grade level text.	<ul style="list-style-type: none"> • Grade level planning sessions • Observational Data • Professional Learning Session • Lesson plan review • Student growth in reading comprehension 	
Year 3 Reading	KCWP2 Ensure teachers determine and employ the most appropriate and effective high yield strategies to teach foundational skills to support reading for understanding	Teach students to decode words, analyze word parts, and write and recognize words to improve comprehension of grade level text using Orton Gillingham's systematic methodology. Teachers will use high yield instructional strategies to include fostering a culture for learning (Danielson Framework 2B), questioning and discussion techniques(3B Danielson Framework) and Engaging Students in Learning (3C).	<ul style="list-style-type: none"> • Grade level planning sessions • Observational Data • Professional Learning Session • Lesson plan review • Student growth in reading comprehension • Walk-through tool (appropriate use and implementation of effective high yield student 	SIF Grant

			engagement strategies)	
Year 3 Reading, Math, Science, Social Studies, Combined Writing, SWD progress	KCWP4- Develop a system for student monitoring using data notebooks	Students will track their data in all areas in their leadership notebooks with an emphasis on making progress toward grade level standards or making at least a year's growth for students at or near grade level standards	<ul style="list-style-type: none"> • Grade-level notebook check/share • Student-led conferences 	Title 1

Progress Monitoring

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

