Millbrooke CSIP

SCHOOL YEAR 2020 - 2021

**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, Baldridge, 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:
  - 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	MAP Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations ILT 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

		outside coach as well as district literacy coaches, for teacher 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

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Interpret Data

KCWP 6: Establishing Learning Culture and Environment | **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), resource development, job-embedded instructional coaching. | F&P Levels MAP 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 | PLC visits ILT Data Collection/Analysis Curriculum Leadership Team Protocols | Title II Instructional Budget SRCL Grant |
| | | **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:

ILT: 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.
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 | Instructional Support Observation data

PLC implementation evidence

ILT data analysis | School Scorecards Data Protocols ILT Data | Instructional Budget Title II |

		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 KCWP 6: Establishing Learning Culture and Environment	**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	**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. EILA 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
	KCWP 6: Establishing Learning Culture and Environment	**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	MAP Growth Common Assessment Proficiency	Coaching observations PLC conversations	Grant Funded

above in **math** from 56% to 59.73 %;	KCWP 2: Design and Deliver Instruction	at elementary and middle school levels. Grade level lesson studies once per semester along with quarterly after school sessions promote professional learning and collaborative teacher planning for cohort participants.		Instructional Support data	
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**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), resource development, job-embedded instructional coaching.	Quantile Growth Common assessment Proficiency Pacing guides and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations	PLC visits Collection/Analysis Curriculum Leadership Team Protocols	Title II Instructional Budget
		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:	PLC implementation evidence ILT data analysis	School Scorecards Data Protocols ILT 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. EILA 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
Objective 1: 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	**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.	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
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**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.	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
Objective 2: 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	**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.	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
	KCWP 6: Establishing Learning Culture and Environment	**Literacy** in Social Studies: LDC Anchor Modules will be implemented with a common focus across	Student writing products Student Scores Sheets for LDC	Student writing products Students Scores Sheets for LDC Anchor Modules	General Fund

		all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.	Completion of LDC learning modules for Learn participants	Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	
Objective 3: 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 and other means to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing.	School Writing Plans Systemwide implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) Common Assessments for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products Common Assessments Extended Responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	General Fund
		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.	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 2021.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Delivery of Instruction	Provide feedback to students on their progression of learning	MAP growth Common Assessment Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis Common Assessment Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
		Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success	MAP growth Common Assessment Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis Common Assessment Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 2: Design and Delivery of Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	Lexile growth Quantile growth Common Assessment Proficiency KPREP	Observations PLCs	Title II Instructional Budget General Fund
		Utilize formative and summative information for increased student achievement	Common, formative, summative assessments	PLCs	Title II General Fund
	KCWP 5: Design, Align and Deliver Support Processes	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students	MAP growth Common Assessment Proficiency KPREP	PLCs Observations RTI/MTSS meetings Transition meetings	General Fund Title II Title I Title V
		Determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students	MAP growth Common Assessment Proficiency KPREP	PLCs Observations RTI/MTSS meetings	General Fund Title II Title I Title V
	KCWP 3: Design and Deliver Assessment Literacy	Design high quality assessments and aligned to the rigor of the	Common, formative, summative assessments	PLCs	Title II General Fund

	KCWP 4: Review, Analyze and Apply Data	standards resulting in quality data that is useful for guiding instruction			

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 2021.	KCWP 2: Design and Deliver Instruction	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. PLC 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 Afican 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:** In Conjunction 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 cohort members will work together	Participation Logs	Lesson PLans	Striving Readers Grant

		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
	KCWP 5: Design, Align and Deliver Support	**Instructional Review Team** Focus on Differentiated Instruction visits other schools, classrooms collecting data to improve in the focus area for the year.	Instructional Review Team- Certified Teachers and Administration	Data and feedback from Instructional Review Team	General
	KCWP 5: Design, Align and Deliver Support	**Stakeholder engagement:** survey all stakeholders, roll out data and create action plans for improvement based on results	All Stakeholders	Survey Results from Studer Group	General
	KCWP 1: Design and Deploy Standards	**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	MAP & common assessment	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 with Christi Wright and instructional coaches so that we ensure implementation with fidelity.	ELA Teachers	MAP data & Imagine Learning	
	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	MAP/Common Assessments	General/Title I
	KCWP 2: Design and Deliver Instruction	**Deep Dive Focus: Differentiation and Feedback to students**	All Certified Employees	MAP/Common Assessments	General/Title I
	KCWP 4: Review, Analyze and Apply Data	**Data Binders**	All Certified Employees	MAP/Common Assessments	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	MAP/Common Assessments	General/Title I
	KCWP 2: Design and Deliver Instruction	**Incorporate professional knowledge based on John Hattie's studies on Visible learning and examing best practice for core instruction based on the effect size of certain practices**	All Certified Employees	MAP/Common Assessments	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	MAP/Common Assessments	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 2021.	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 K-6	1 Grade Level Math Teacher	MAP/Common Assessments	General/Title I

				MAP/Common Assessments	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	MAP/Common Assessments	General/Title I
Increase the number of Afican 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	MAP/Common Assessments	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	MAP/Common Assessments	General/Title I
	KCWP 1: Design and Deploy Standards	**Curriculum Planning and Unit PLanning**	All Certified Employees	MAP/Common Assessments	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	**Instructional Review Team** Focus on Differentiated Instruction visits other schools, classrooms collecting data to improve in the focus area for the year.	Instructional Review Team - Certified Teacher and Administration	Data from ILT	

	KCWP 5: Design, Align and Deliver Support	**Stakeholder engagement:** survey all stakeholders, roll out data and create action plans for improvement based on results	All Stakeholders	Survey Results from Studer Group	
	KCWP 4: Review, Analyze and Apply Data	**Data Binders**	All Certified Employees	MAP/Common Assessments	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	MAP/Common Assessments	General/Title I
	KCWP 2: Design and Deliver Instruction	**Incorporate professional knowledge based on John Hattie's studies on Visible learning and examing best practice for core instruction based on the effect size of certain practices**	All Certified Employees	MAP/Common Assessments	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	MAP/Common Assessments	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 districts will communicate with 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
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"* *This goal has been updated*	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.	Improvement of parent satisfaction	Monitoring teacher communication of positive contacts at Administrator Academies.	Title I Parent & Family Engagement
		Positive Communication: School will provide postage-paid 'Good News' postcards to all schools to communicate with parents and families.		Monitoring teacher communication of positive contacts at Administrator Academies School Report Card	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	**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

Learning Culture and Environment				

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 Date & 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 Stoplight Report based on Rounding with staff 30/90 Day conversations with all staff members	Improvement on Employee Engagement	School Report Card	General Fund
		Action plan to address needs identified in the Employee Engagement Survey. 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.	Improved attendance rates	School Report Card Monitor Absenteeism rates	General Fund
		An administrator/AP liaison will attend attendance training, implement strategies, and assist 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			

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 Date & Notes	Funding
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. School PBIS Walkthrough and TIF revisited	Reduction in classroom referrals.	Monthly data review Maintain a coaching log Quarterly review of data at Admin Academy	Title IV Title II General Fund
	Utilize research-based trauma-informed care principles to address student needs.	**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
		Trauma Informed Care 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.	Lower number of discipline referrals and increase time guidance counselors spend counseling students	Guidance Counselor work log Discipline referrals	Project Prevent Grant
Objective 2: Increase mean on the District Services Survey **from 3.98 to 4.08 by May 2020.**	Use stakeholder feedback to improve services offered.	Select employees from Operations Dept. to be trained in Service Excellence Standards.	Improved District Services	Rounding reports and stoplight action reports	General Fund
		Develop a process to onboard all new employees on the Service Excellence Standards.			
		All classified staff will be trained in Service Excellence.			
		All Departments will develop an improvement plan based on DSS results.			