

Millbrooke Elementary School
Comprehensive School Improvement Plan
2018 - 2019

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.

1: Proficiency

State your Proficiency Goal

Goal 1: By 2021, Millbrooke will increase the combined (reading and math) percentage of proficient/distinguished students to 66.48% from 55.4 %

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities http://education.ky.gov/school/csip/Documents/KCWP%20%204%20Review%2c%20Analyze%2c%20and%20Apply%20Data_CONTINUOUS%20IMPROVEMENT%20Activities.pdf • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase by 8.25% the number of proficient readers in 3rd - 6th grades combined from 53.2 % to 57.6% as measured by DSA (District Standards Assessment).</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>K-6 Literacy Cohort: Provide training and resources for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels.</p>	<p>F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.</p>	<p>Instructional Budget and grant funded</p>
	<p>KCWP 4: Review, Analyze and Interpret Data</p>	<p>Teachers Intentionally Learning Together (TILT): In order for 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 transferring and 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. Teachers will earn 6 hours of professional development credit through peer-facilitated</p>	<p>F&P Levels RI and Growth DSA Proficiency Coaching observations Teacher Effectiveness Measures Instructional Rounds data</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. See TILT calendar.</p>	<p>Grant Funded</p>

		<p>professional learning aligned to teacher growth plans.</p> <p>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: Grades 6 - 12 Literacy Intervention Project in partnership with KDE through the Striving Readers Comprehensive Literacy grants. In partnership with Literacy Specialists from KDE, 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 student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities and the administrator who is participating in the learning as well. Literacy Design Collaborative Coach and Learn Teams: 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 are supported by LDC Coach, and participate in creation of high-quality tasks built on focus standards, disciplinary literacy, and aligned instruction. 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 semesters. Supplemental Phonics Program: Select and purchase a supplemental phonics program K-6 to create a cohesive approach to phonics instruction K-6 districtwide. Professional learning support will be offered for implementation and administrator monitoring of phonics instruction.</p> <p>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 literacy through TILT sessions and demonstration lessons.</p>	<p>RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations Instructional Rounds data</p> <p>F&P Levels RI Growth Science Cohort work Common task planning DSA Proficiency Coaching observations Instructional Rounds data</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. KDE support meetings PLC documentation Online support documentation (FlipGrid and Google Classroom) School Literacy Plans and School Literacy Team agendas (3x per semester) Monthly Online submissions through cohort Google Classroom</p> <p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.</p>	<p>Grant Funded; KDE Supported</p> <p>Title II</p>
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		<p>Curriculum Alignment: The District continues to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning with support from LDC partners who will conduct an audit and recommend changes.</p>	<p>F&P Levels RI Growth DSA Proficiency Pacing guides and curriculum support documents Unit and lesson plans</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.</p>	<p>SRCL Grant Funded</p>
		<p>Deep Dive -Differentiation Focus: Professional learning provided to all school teams districtwide. Each school team determines a problem of practice after completing a needs assessment related to differentiation practices in their school and partners with another district school for in-depth study and training. The Team will also complete a deep analysis into multiple data points using the district data protocol to further inform action plans. District support includes hourly stipends for work beyond the contracted day, substitute costs for lesson studies/training/instruction rounds, facilitation, and materials. Partner teams and district staff conduct instructional rounds for the problem of practice. Additional district observations will be conducted as well.</p>	<p>Observable evidence of differentiation Instructional Rounds data</p>	<p>School Implementation Plans Data: October Rounds: November - March</p>	<p>Instructional Budget</p>
		<p>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 <i>does</i> and <i>doesn't</i> work to enhance student achievement.</p>	<p>F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.</p>	<p>No Funding Required</p>
		<p>Instructional Rounds: Using the Harvard model of Instructional Rounds Networks, school leaders, teachers on Deep Dive Teams, and district staff will visit classrooms to develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching (City, Elmore, Fiarman, Teitel). The problem of practice established for Deep Dive work will be observed through a collaborative, inquiry-based culture.</p>	<p>Instructional Rounds data School Plans based on Rounds data</p>	<p>Instructional Rounds problem of practice focused on differentiation Deep Dive work 5X Monitoring plan for Deep Dive 45-90-135-180 day cycle.</p>	<p>Instructional Budget</p>
		<p>Strategic Leadership: Facilitates the establishment of high academic goals for all, ensures effective monitoring protocols, and responds frequently and strategically to process data.</p>	<p>F&P Levels RI Growth DSA Proficiency Coaching observations</p>	<p>Cabinet Meetings CLT Collaborative Planning</p>	<p>No Funding Required</p>
		<p>Assessment Plan: Schools will develop assessment plans aligning to 5X monitoring utilizing consistent data points across the district</p>	<p>School Assessment Plans</p>	<p>5X plans and data monitoring will be reviewed and</p>	<p>No Funding Required</p>

				feedback provided 45-90-135-180 day cycle.		
		Leader Rounding on Staff: Collect vital information, reward and recognize, build relationships, validate key behaviors, build engagement for all stakeholders.	Employee Engagement Survey results	Division meetings to debrief rounds data	No Funding Required	
		Curriculum Leadership Team: Monthly curriculum meetings led by the Chief Instructional Officer and instructional staff to build school leader efficacy around professional learning communities, data analysis, response protocols, and instructional practices.	School teams engage in data-driven decision making to support quality instruction	Observations of school teams during CLT School Plans from CLT	No Funding Required	
		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	
Objective 2: By May 2019, increase by 8.25% the number of proficient mathematicians in 3rd - 6th grades combined from 68.6% to 74.26% as measured by DSA (District Standards Assessment)..	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 once per semester along with quarterly after school sessions promote professional learning and collaborative teacher planning for cohort participants.	MI Growth DSA Proficiency Coaching observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Grant Funded	
	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					Teachers Intentionally Learning Together (TILT): See Goal 1 - Objective 1
						Professional Learning and Coaching: See Goal 1 - Objective 1
						Curriculum Planning and Unit Planning: See Goal 1 - Objective 1
						Professional Learning Communities (PLCs): See Goal 1 - Objective 1
						Deep Dive: See Goal 1 - Objective 1
						Instructional Rounds: See Goal 1 - Objective 1
						Strategic Leadership: See Goal 1 - Objective 1
Assessment Plan: See Goal 1 - Objective 1						
Update Curriculum Documents through Standards Work: See Goal 1 -						

		Objective 1			
		Leader Rounding on Staff: See Goal 1 - Objective 1			
		Curriculum Leadership Team: See Goal 1 - Objective 1			
		Practice ACT: See Goal 1 - Objective 1			
		District Leadership Retreat: See Goal 1 - Objective 1			
		PBIS: See Goal 1 - Objective 1			
Objective 3: TELL Survey - Improve response rate by 5%	KCWP 2: Design and Deliver Instruction	Deep Dive: See Goal 1 - Objective 1			
		Google Classroom - support teachers in the use of Google classroom to save time, collaborate, communicate, and better meet the needs of all students			
	KCWP 4: Review, Analyze and Interpret Data	Professional Learning and Coaching: See Goal 1 - Objective 1			
		Professional Learning Communities (PLCs): See Goal 1 - Objective 1			
	KCWP 6: Establishing Learning Culture and Environment	Curriculum Planning and Unit Planning: See Goal 1 - Objective 1			
		Teachers Intentionally Learning Together (TILT): See Goal 1 - Objective 1			

2: Gap

State your **Gap** Goal

Goal 3: Increase the average combined reading and math proficiency rates for all students in the Consolidated Student Group: Elementary schools to 54.06% from 45.05% by 2021.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Decrease the achievement gap in reading for African American students by 10% as indicated by end of the year DSA by June 2019</p>	<p>KCWP2: Design and Deliver Instruction</p> <p>KCWP4: Review, Analyze and Apply Data</p> <p>KCWP5: Design, Align and Deliver Support</p> <p>KCWP6: Establishing Learning culture and Environment</p>	<p>Deep Dive - See Goal 1, Objective 1</p> <p>Kentucky Literacy Intervention Project: Grades 6 - 12 Literacy Intervention Project in partnership with KDE through the Striving Readers Comprehensive Literacy grants. In partnership with Literacy Specialists from KDE, teams at the middle and high schools are engaging in professional learning to develop a shared vision of disciplinary literacy and</p>	<p>Observable implementation of Jensen strategies</p> <p>RI Growth DSA Proficiency Lesson Planning during PLCs Classroom</p>	<p>Instructional Rounds problem of practice focused on improving instructional practice connected to 5X Plan.</p> <p>Monthly Online submissions (assignments and Book study) through cohort</p>	<p>Grant Funds</p> <p>Grant funds</p>

		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 and the administrator who is participating in the learning as well.	Observations Instructional Rounds data	Google Classroom KLIP team meeting agendas 5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle	
		Removing Barriers: Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration with stakeholders.	Increased access to support structures	Division Meetings Collaborative Planning	General Funds; Title I, Title III; Homeless; Migrant
		PLC Cycle 1 Planning for Instruction: EL teachers will participate in cycle 1 of professional learning communities to provide job-embedded support to general education teachers as they plan for instruction for English Learners.	Participation in PLCs Observations	Observations District EL Teacher PLC	No Funding Required
		Boys & Girls Club Summer Partnership: Offering reading, math, and STEM in an extended summer session.	F&P Levels RI Growth DSA Proficiency Reading Counts	Student participation Program utilization	ESS
		Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap. Research concludes that "the effects of even a single ineffective teacher are ensuring enough to measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson & O'Quinn, 2001). District and school staff will complete the equity diagnostic as part of the CDIP process and follow guidance from the KDE and USDOE in determining a process to ensure the equitable distribution of effective teachers to schools with high populations of at-risk students.	Equitable distribution of effective teachers	Staffing rosters Collaborative Planning	General Funds
		Co-Teaching -School wide effort to implement an introduction of co-teaching for targeted students	F&P Levels RI & MI Growth DSA Proficiency Coaching observations Instructional	Observations	IDEA-B

			Rounds data Achievement Gap Closure		
		Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Achievement Gap Closure Increased Proficiency	Collaborative Planning	General Fund
		Reading Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44)	Improvement in Lexile scores	Quarterly implementation monitoring	Grant Funded
		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 <i>does</i> and <i>doesn't</i> work to enhance student achievement.	Improvement in student achievement	Random PLC visits provided by administrative team to support 5X Plan follow through.	No Funding Required
		Cultural Leadership: Support and engage in positive cultural traditions of the community (Back-to-School Bash; Boys & Girls Club; Junior Achievement; EDC; Chamber of Commerce; Community Back-to-School prayer services; regional and community activities)	Increased Workplace Readiness/ College Readiness	Collaborative Planning	No Funding Required
Objective 2: Decrease the achievement gap in reading for students with disabilities by 10% as indicated by end of the year DSA by June 2019	KCWP2: Design and Deliver Instruction	KSBA Achievement Gap Project: See Goal 2 - Objective 1			
		Deep Dive: See Goal 1 - Objective 1			
	KCWP4: Review, Analyze and Apply Data	Removing Barriers: See Goal 2 - Objective 1			
		PLC Cycle 1 Planning for Instruction: See Goal 2 - Objective 1			
	KCWP5: Design, Align and Deliver Support	Boys & Girls Club Summer Partnership: See Goal 2 - Objective 1			
		Youth Leadership: See Goal 2 - Objective 1.			
	KCWP6: Establishing Learning culture and Environment	College and Career Readiness (CCR) Interventions: See Goal 2 - Objective 1			
		Mental Mapping: See Goal 2 - Objective 1			
		Equity: See Goal 2 - Objective 1			
		Co-Teaching: See Goal 2 - Objective 1			
		Priority scheduling: See Goal 2 - Objective 1			
		Math Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (MATH 180, Do the Math)	Improvement in Quantile scores	Quarterly implementation monitoring	Grant Funded
		Professional Learning Communities (PLCs): See Goal 2 - Objective 1.			
	Cultural Leadership: Support and engage in positive cultural traditions of the community (Back-to-School Bash; Boys & Girls Club; Junior	Participation in community events	Stakeholder feedback/Parent	No Funding Required	

		Achievement; EDC; Chamber of Commerce; Community Back-to-School prayer services; regional and community activities)		Survey Collaborative Planning	
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3: Transition readiness

State your **Transition readiness Goal**

Goal 3: By 2021, Millbrooke will increase the combined (reading and math) percentage of proficient/distinguished students to 66.48% from 55.4% . (See 1. Proficiency for All information related to this goal)

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Students in grade 5 will meet or exceed the transition readiness benchmark on KPREP by 2019.</p>	<p>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</p>	<p>See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities</p> <p>Social Studies: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards, including deconstruction, mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards. Continue formally established protocols for completing Literacy Design Collaborative through-course tasks with social studies teachers K-12. Teachers will design, plan, and implement a LDC task and will follow a protocol for student work analysis.</p> <p>Writing: Teachers K-12 engaged in foundational learning experiences to prepare for the development of a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS ELA and Content Literacy Standards, TCT for Science). Moving forward, additional professional learning opportunities will be</p>	<p>See Goal 1 - Measures of Success See Goal 2 - Measures of Success Composite Score on KPREP</p>	<p>See Goal 1 - Progress Monitoring See Goal 2 - Progress Monitoring Through Course Task Work</p>	<p>See Goal 1 - Funding See Goal 2 - Funding Grant Funding</p>

		provided through TILT to support teacher acquisition of skills needed to teach students 21st century literacy skills.			
		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.			
		College and Career Days: Continue district college day and a district career day where activities are planned to emphasize the importance of college and career (P-12) in all schools and district divisions/services			
		Project Based Learning: Continue to support and develop a cohort of teachers proficient in PBL to support instruction integrating 21st Century skills.	Teacher participation Student projects Showcases	Professional Learning Observations	Grant Funding
		Junior Achievement: Participation and representation on Action Board providing all schools the opportunity to participate.	School participation	Action Board Membership	No Funding Required

4: Growth

State your **Growth** Goal

Goal 4: Increase the average combined reading and math growth in grades 4 - 6 from 17.3 to 20.76 by 2021 as measured by statewide accountability measures.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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		<u>Improvement Activities</u>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 80% of K-6 combined readers will reach their annual growth goal by May 2019 as measured by Reading Inventory. (57.2% met Growth 17-18)	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities	See Measures of Success Goal 1 See Measures of Success Goal 2	See Progress Monitoring Goal 1 See Measures of Success Goal 2	See Funding Goal 1 and 2
Objective 2: 80% of K-6 combined mathematicians will reach an annual growth goal by May 2019 as measured by 100Q growth on Math Inventory. (61% met Growth 17-18)	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objective 2 - Activities See Goal 2 - Measurable Objective 2 - Activities	See Measures of Success Goal 1 See Measures of Success Goal 2	See Progress Monitoring Goal 1 See Progress Monitoring Goal 2	See Funding Goal 1 and 2

5: Separate Academic Indicators

State your **Separate Academic Indicators** Goal

Goal 5: By 2021, Millbrooke will increase the Separate Academic Indicator rating to 57.16% from 47.63% P/D).					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress	Funding
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	<ul style="list-style-type: none"> 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 	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		

				Monitoring Date & Notes	
<p>Objective 1: Increase by 8.25% the number of P/D Students from 29.4% to 31.83 as measured by state accountability data.</p> <p>Objective 2: Increase by 8.25% the number of P/D Students from 68.1.4% to 73.72.83 as measured by state accountability data.</p> <p>Objective 3: Increase by 8.25% the number of P/D Students from 45.4.4% to 46.54 as measured by state accountability data.</p>		<p>Social Studies: See Goal 4, Objective 1 - Social Studies Activity</p> <p>Writing: See Goal 4, Objective 1 - Writing Activity</p> <p>Science: See Goal 4, Objective 1 - Science Activity</p>			
		<p>Striving Readers Comprehensive Literacy initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach:</p> <p>Kentucky Literacy Intervention Project: Grades 6 - 12 Literacy Intervention Project in partnership with KDE through the Striving Readers Comprehensive Literacy grants. In partnership with literacy specialists from KDE, teams at the middle and high schools will engage in 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 and the administrator who is participating in the learning as well.</p> <p>Literacy Design Collaborative Coach and Learn Teams: 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 are supported by LDC Coach, and participate in creation of high-quality tasks built on focus standards, disciplinary literacy, and aligned instruction.</p> <p>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 semesters.</p>	<p>RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations Instructional Rounds data</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. KDE support meetings PLC documentation Online support documentation (FlipGrid and Google Classroom) School Literacy Plans and School Literacy Team agendas (3x per semester) Monthly Online submissions through cohort Google Classroom</p>	<p>Grant Funded; KDE Supported</p>
		<p>Curriculum Alignment: The District continues to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning with support from LDC partners who will conduct an audit and recommend changes. *Writing plans will be modified for intentional inclusion of all content areas to establish strong writing skills associated with all content areas.</p>	<p>F&P Levels RI Growth DSA Proficiency Pacing guides and curriculum support documents Unit and lesson plans Writing plans</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.</p>	<p>SRCL Grant Funded</p>

6: Equitable Services (optional)

State your **Equitable Services Goal** (optional)

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

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the retention rate of teachers in first five years from 3% by June 2019.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Employee Engagement Survey: Utilize data to create action plans to proactively address employee concerns in order to increase retention.</p>	<p>Increased retention</p>	<p>District Report Card</p>	<p>No Funding Required</p>
		<p>Retention: Utilize 30/90 day conversations to increase retention.</p>	<p>Increased retention</p>	<p>District Report Card</p>	<p>No Funding Required</p>
		<p>Recognitions: Administrators will model the way by recognizing good work of staff in a systematic way (Board recognitions, State of the School, newsletter, personal cards/notes/letters).</p>	<p>Increased retention and improvement on Employee Engagement</p>	<p>District Report Card</p>	<p>General Funds</p>
		<p>New Employee Orientation: Provide tools, education, and information so that new hires feel connected and empowered from the beginning of employment.</p>	<p>Increased retention</p>	<p>District Report Card</p>	<p>Personnel Budget</p>
		<p>Right Start: Professional development (12 hours) for all new teachers</p>	<p>Increased retention</p>	<p>District Report</p>	<p>Instructio</p>

		hired in the district to orient them to the culture, instructional strategies, and classroom management.		Card	nal Budget
		Coaching: All new teachers receive Right Start follow up coaching support.	Increased retention	District Report Card	Title II
Objective 2: Increase the mean score on the Employee Engagement Survey from 3.98 to 4.08 by June 2018	KCWP 6: Establishing Learning Culture and Environment	Action Plan: Develop an action plan to address needs identified in the Employee Engagement Survey	Improvement on Employee Engagement	District Report Card	No Funding Required
		Professional Learning: Provide professional learning to assist site based administrators with developing and implementing an action plan to address needs identified in the Employee Engagement Survey.	Improvement on Employee Engagement	District Report Card	Instructional / Title II
Chronic absenteeism will decrease <u>by 1%</u> by June 2018	KCWP 6: Establishing Learning Culture and Environment	Monitor and support: Monitor chronic absenteeism rates through monthly progress reports. Support site-based administrators in addressing.	Decrease chronic absenteeism rates	District Report Card	No Funding Required
The suspension rate for all students will decrease by 9% by June 2018	KCWP 6: Establishing Learning Culture and Environment	Monitor and support: Monitor suspension rates through monthly progress reports. Support site-based administrators in addressing	Decrease in suspension rates	District Report Card	No Funding Required

7: Partnerships (optional)

State your **Partnerships Goal** (optional)

Goal 7: Encourage sustainable partnerships among all stakeholder groups and with the Christian County community		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Achieve parent satisfaction baseline of 3.75 on <i>“I receive positive phone calls, emails, or notes about my child from school”</i>	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	Schools will share the process of monitoring teacher communication of positive contacts at Administrator Academies.	No Funding Required
		Positive Communication: District will provide postage-paid ‘Good News’ postcards to all schools to communicate with parents and families.		Schools will share the process of monitoring teacher communication of positive contacts at Administrator Academies.	Title I Parent & Family Engagement
Objective 2: Achieve parent satisfaction baseline of 3.75 on <i>“I regularly receive feedback from school staff on how well my child is learning”</i>	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	Schools will share their process of communicating with parent about student learning at Administrator Academies.	No Funding Required

9: Operational (optional)

State your **Operational Goal** (optional)

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

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease the number of classroom referrals by 5%.	Utilize the discipline audit to determine the root cause for high number of referrals and address the issue(s).	Provide all schools with PBIS coaching support. Hold monthly PBIS meetings. Maintain a coaching log. Do quarterly reviews of discipline at Administrator Academies.	Discipline audit will show a reduction in classroom referrals.	Monthly data review	No Funding Required
Objective 2: School Safety	Create and sustain a welcoming, safe environment which supports learning and achievement.	Review and revise communications protocols	Completed protocols	Reporting to Superintendent	No Funding Required
		100% of teachers will receive training on emergency management, response, planning, recovery, and mitigation	Safety Report	Reporting to Superintendent	Grant Funded
		Review and revise safety plans	Completed and revised plans	Reporting to Superintendent	No Funding Required
		Partner with community, staff, families, students, local and regional law enforcement, and KY Center for School Safety to educate on school safety issues and concerns.	Attendance at local forums	Reporting to Superintendent	No Funding Required