

Millbrooke CSIP

SCHOOL YEAR 2022-2023

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, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness

- Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1:By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:
Reading- Increase the number of students scoring proficient or above in reading from 45% to 59.3%.
Math-Increase the number of students scoring proficient or above in Math from 46% to 64%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2023 increase the percentage of 3rd-6th grade students scoring proficient or above in Reading from 45% to 54.7% as measured by state testing.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment</p> <p>KCWP 4: Review, Analyze and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p> <p>Ongoing training that centers around the Into Reading Program.</p>	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.</p>	<p>MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant</p>
<p>Objective 2:By May 2023 increase the percentage of 3rd-6th grade students scoring proficient or above in</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing</p>	<p>All students at Millbrooke Elementary will be able to successfully complete</p>	<p>MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget</p>

Goal 1:By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:
Reading- Increase the number of students scoring proficient or above in reading from 45% to 59.3%.
Math-Increase the number of students scoring proficient or above in Math from 46% to 64%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Math from 46% to 60% as measured by state testing	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment KCWP 4: Review, Analyze and Interpret Data	teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.	classwork on or above grade level.		Title II General Fund KYCL Grant

2: State Assessment Results in science, social studies and writing

Goal 2:By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 25% to 55%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 31% to 63.3%

Writing: Increase the number of students scoring proficient or above in writing from 32% to 55.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2023, Millbrooke Elementary will increase the number of students scoring proficient /distinguished in Science from 25% to 35%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p>	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant
Objective 2:By Spring 2023, Millbrooke Elementary will increase the number of students scoring proficient/distinguished in Writing from 32% to 50% .	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student</p>	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	Common assessments, data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund

Goal 2:By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 25% to 55%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 31% to 63.3%

Writing: Increase the number of students scoring proficient or above in writing from 32% to 55.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p>			KYCL Grant
<p>Objective 3: By Spring 2023, Millbrooke Elementary will increase the number of students scoring proficient/distinguished in Social Studies from 31 % to 40%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS:</p>	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.</p>	<p>Common assessments, data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant</p>

Goal 2:By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 25% to 55%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 31% to 63.3%

Writing: Increase the number of students scoring proficient or above in writing from 32% to 55.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By Spring 2023, Millbrooke Elementary will reduce the percentage of students with disabilities scoring novice from 66% to 56% in Reading.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p> <p>Monthly meetings with the Special Education department and district consultant.</p>	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.</p>	<p>MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant</p>

4: English Learner Progress

Goal 4:By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished with our English learners in Reading from 46% to 59.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By Spring 2023, Millbrooke Elementary will increase the percentage of English Learners scoring proficient/distinguished in Reading from 46% to 50%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p> <p>Weekly work with the ESL teacher</p>	<p>All EL students at Millbrooke Elementary will be able to successfully score a 4.5 or higher on the yearly ACCESS test.</p>	<p>MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Title III General Fund KYCL Grant</p>

5: Quality of School Climate and Safety

Goal 5 : By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the overall index of the Quality of School Climate and Safety from 69.7(Low Orange Status) to 89 (Very High Blue Status)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, Millbrooke Elementary School will increase the overall index from 69.7(Low Orange Status) to 77.0 (Blue status)	KCWP 6: Establish Learning Culture and Environment	Monthly meetings with the student advisory committee. Monthly surveys to be pushed out and reviewed with students in January, February, and March. Data rollout to faculty and staff to ensure necessary adjustments are made after review of survey data. Monthly safety drills conducted.	All students at Millbrooke Elementary feel that the climate and safety is acceptable.	Monthly surveys to be pushed out and reviewed with students in January, February, and March.	General Fund Safe Schools Grants School Security Grant Funds

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p>
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p> <ol style="list-style-type: none"> 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities. 4. W SPED Strategic Plan.docx
<p>Identification of Critical Resources Inequities:</p>
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p>

The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:

- Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards
- Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work
- Implement standards-based benchmark/MAP assessments 3x per year to monitor and inform student learning
- Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student

Targeted Subgroups and Evidence-Based Interventions:

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

Response:
The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Co-Teaching	.Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i> , 2(1).	<input checked="" type="checkbox"/>
Evidence based instructor practices: train staff on teaching self-efficacy to students.	Fisher, et al., 2016; Mathisen & Bronnick, 2009; Silver & Stafford, 2017	<input checked="" type="checkbox"/>
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