Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **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 Results
  - KCWP 5: Design, Align and Deliver Support
  - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
By Spring 2026, Millbrooke Elementary will reduce the percentage of **students with disabilities** scoring novice in Reading from 51% to 48%

By Spring 2026, Millbrooke Elementary will reduce the percentage of **students with disabilities** scoring novice in Math from 51% to 48%

Strategy:
KCWP 5: Design, Align, Deliver, Support Processes

Activities:

- Implement instructional practices and interventions aligned to the schoolwide reading and mathematics improvement activities, ensuring access and support for students with disabilities.
- Strengthen IEP implementation and fidelity by providing ongoing guidance through faculty meetings and monthly special education strategy tips shared by special education lead teachers.
- Engage in intentional planning and delivery of RTI/MTSS interventions, including consistent progress monitoring to evaluate student response and adjust instruction as needed.
- Ensure collaboration between resource teachers and grade-level teams through weekly meetings to support scheduling, instructional planning, targeted interventions, and small-group instruction aligned to individual student needs.
- Identify, monitor, and provide targeted support for students with disabilities and "bubble" students, with a focus on intentional intervention strategies, progress monitoring, and goal tracking toward mastery.

Progress Monitoring:

- Weekly Cardinal Connections
- Faculty Meeting agendas
- RTI lists and schedules
- Lesson plans
- PLC agendas
- Bubble student list
- Data tracking
- Goal monitoring
- Accommodator list and schedule for benchmark testing

Funding:
- Grant Funded;
- KDE

- Supported (Title I)
- Instructional Budget
- Title II
- General Fund
- KYCL Grant

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
By May 2028, as evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading & mathematics, across the school's grade spans as follows:
Reading- Increase the number of students scoring proficient or above in reading from 47% to 66%
Math- Increase the number of students scoring proficient or above in math from 45% to 70%

Objective(s):
Reading- Spring 2026 increase the percentage of 3rd-5th grade students scoring proficient or above in **Reading** from 47% to 52% as measured by state testing.
Math- Spring 2026 increase the percentage of 3rd-5th grade students scoring proficient or above in **Math** from 45% to 50% as measured by state testing.

Strategy:
KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment
KCWP 4: Review, Analyze, and Interpret Data

Activities:

Teacher Capacity

- Develop, communicate, and consistently implement the Kentucky Framework for Teaching walkthrough instrument with increased administrator visibility in classrooms to identify instructional trends, strengths, and areas of support.
- Strengthen teacher capacity through ongoing instructional modeling, coaching, and feedback provided by district instructional coaches, building administrators, and collaborative PLC structures.

Professional Development

- Facilitate monthly new-teacher support meetings focused on reflection, problem-solving, and continued development of instructional practices.
- Ensure all certified staff participate in the Professional Learning Institute, aligned to individualized Professional Growth Goals and identified content-area needs.
- Support teacher participation in content-specific professional learning offered at the district, state, and national levels, including WKEC, GRREC, and KRA.

PLC / Instruction

- Engage teachers in the planning and delivery of intentional, rigorous, standards-aligned instruction and assessments using district pacing guides and the KDE Unit Internalization Model within PLCs, with an emphasis on assessment alignment and high-quality instructional resources.
- Provide instructional services for Gifted and Talented students in alignment with each student's Gifted Student Services Plan (GSSP).
- Implement and monitor a research-based reading program (Into Reading) in grades K–5 that includes explicit instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
- Implement and monitor a research-based mathematics program (EnVision) in grades K–5 to ensure standards-based, conceptually rich math instruction.

Assessment Design and Data Analysis

- Require teachers at all grade levels to calculate, analyze, and monitor index scores following classroom and benchmark assessments.
- Provide differentiated instruction and targeted interventions based on student need through small-group instruction, MTSS, ESS, and certified tutors.
- Conduct regular progress monitoring using data tracking tools, data protocols, and intentional conversations focused on student progress toward mastery.
- Implement and monitor Reading Improvement Plans (RIPs) for students in grades K–4 performing below the 30th percentile on MAP or scoring Apprentice or below on the KSA (grade 4).

Progress Monitoring:
- Instructional walkthrough feedback
- Observation instruments
- Classroom coaching visits
- PLC agendas
- Lesson plans
- Faculty meeting agendas
- Professional growth plans
- Professional development agendas and sign-ins
- New teacher meeting agendas
- Schedules of GT enrichment specialists
- Assessment data for students who are gifted and talented
- Student work samples
- Data tracking documents
- Index calculators
- Reading improvement plans
- MTSS schedules (classroom and tutors)
- Classroom assessments
- ESS schedules

Funding:
- Grant Funded;
- KDE
- Supported (Title I)
- Instructional
- Budget Title II
- General Fund
- KYCL Grant

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By May 2028, as evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, & Writing across the school's grade spans as follows:

Science: Increase the number of students scoring proficient or above in Science from 38% to 66%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 29% to 69.4%
Writing: Increase the number of students scoring proficient or above in Writing from 62% to 68%

Objective(s):

Science: Increase the number of students scoring proficient or above in Science from 38% to 40%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 29% to 31%
Writing: Increase the number of students scoring proficient or above in Writing from 60% to 62%

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 4: Review, Analyze, and Interpret Data

Activities:

- Implement the schoolwide instructional and intervention activities outlined in the Reading and Mathematics goal areas to support cross-curricular literacy and content mastery.
- Utilize Amplify Science as the core, high-quality instructional resource in grades K–5 to provide engaging, standards-aligned, and rigorous science instruction.
- Monitor the implementation of intentional, scheduled daily science/social studies instruction through classroom walkthroughs, lesson plan reviews, and instructional feedback.

Progress Monitoring:

See progress monitoring in reading and math areas.

Funding:
- Grant Funded;
- KDE
- Supported (Title I)
- Instructional
- Budget Title II
- General Fund

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:
By May 2028, 50% of our English Learners will progress up a level on the ACCESS test.

Objective(s):
By Spring 2026, Millbrooke Elementary will show 10% of the ESL students showing progress of at least one level on the ACCESS test.

Strategy:
KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 4: Review, Analyze, and Interpret Data

Activities:

- Implement all instructional, intervention, and monitoring activities outlined in the Achievement Gap goal, with intentional application and differentiation to meet the academic and language development needs of English Learner students.
- Conduct regular progress monitoring for students in grades 3–5 to track progress toward English Language Proficiency (ELP) goals and overall classroom performance, using multiple data sources to inform instructional adjustments.
- Provide ongoing professional learning for teachers through EL teacher-led presentations during PLC meetings, focusing on effective instructional strategies, scaffolds, and supports for English Learners.

Progress Monitoring:
 See Achievement Gap Goal as all those activities apply here as well except they are specific to EL students.

Funding:
- Title III
- General Fund
- KYCL Grant

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:
By May 2028, as evidenced through stat summative assessment results, Millbrooke Elementary will increase its overall index of the Quality of School Climate from 80.1 to 86 & Safety Survey from 72.5 to 78.

Objective(s):
By May 2026, Millbrooke Elementary School will increase its overall index on Quality of School Climate from 80.1 to 82 and on Safety from 72.5 to 75.

Strategy:
KCWP 6: Establishing learning Culture and Environment

Activities:

- Establish and utilize a Student Advisory Council composed of fourth- and fifth-grade students to elevate student voice, gather feedback, and inform school improvement efforts.
- Collaborate with guidance counselors and classroom teachers to develop and deliver social-emotional lessons aligned to the Profile of a Graduate competencies, supporting student growth beyond academic outcomes.
- Conduct monthly safety drills and maintain consistent communication with students and families regarding school safety policies, procedures, and emergency plans.
- Implement Positive Behavioral Interventions and Supports (PBIS) with fidelity across classrooms and common areas, and regularly review and share behavior data during faculty meetings to inform decision-making and continuous improvement.

Progress Monitoring:
- Student advisory council agendas/ notes
- PBIS agendas
- Survey data (Studer)
- Safety drills/notes

Funding:
- General Fund
- Safe Schools Grants
- School Security Grant Funds