



# **Comprehensive School Improvement Plan**

**Mill Creek Elementary**  
**Jefferson County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

## Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		Mill Creek School Equit Goals

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Mill Creek is an all GAP, Title one school with 86% free and reduced lunch, 86% minority students, 15% of student with disabilities. Mill Creek has a high percentage (43%) of inexperience teachers. The inexperience of teachers will allow Mill Creek to focuses on creating support and matching inexperience teachers with our most highly effective teachers in the building. Mill Creek also focuses on placing extremely challenging (academic and behavior) students in classrooms with our most highly effective teachers in the building.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Mill Creek has identified two barriers. The barriers are student assignment and programmatic sustainability.

A barrier at Mill Creek is student assignment. Mill Creek is identified as an all GAP school, which creates other challenges, such as systematically addressing out of school factors that effects the academic performance. Those areas included social emotional/behavior, health and family. Other challenges that arise due to being an all GAP school through student assignment is teacher effectiveness addressing diverse learners, providing more differentiated instruction, a lack of cultural competency and more reward systems to manage the behaviors.

Another barrier of our school is Programmatic Sustainability. Having a higher number of new teachers in our school every 3with less than 5 years of teacher experience, effects the ability to have highly effective teachers that are able to successfully manage the classroom and knowledgeably to teach the content with high proficiency rates.



## Comprehensive School Improvement Plan

Mill Creek Elementary

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Mill Creek School Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

### **Goal 1:**

All teachers at Mill Creek Elementary will participate in professional development based on the needs of the school.

### **Measurable Objective 1:**

collaborate to develop and participate in needs aligned professional development by 06/03/2016 as measured by Credit Hours and PD Evaluations.

### **Strategy1:**

PD Committee - A PD Committee will be designated to develop and/or locate PD sessions for staff aligned with needs assessment information and KPREP data. All sessions will provide opportunities for continuous growth through job-embedded PD.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). "What is a Professional learning community?", Educational Leadership.

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Activity - PD Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the PD sessions and attendance of school staff at the sessions. All sessions will be monitored for impact on student achievement and gap.	Professional Learning	08/08/2016	12/15/2017	\$25000 - Title I Schoolwide	Pennix, Bond, Clark, Bryant, McQuillen

## **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

- Instructional Leadership Team-
- Michelle Pennix (Principal)
- La'Queisha Bonds (Assistant Principal)
- Wendi Clark (Intervention Resource Teacher)
- Trisha Bryant (Goal Clarity Coach)
- SBDM Council Members
- Michelle Pennix (Principal)
- Marissa Hall (teacher)
- Sasharay McCormack (teacher)
- Marlene Darden (parent)

## Relationship Building

Overall Rating: 3.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

## Communications

Overall Rating: 3.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient



## Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

## Advocacy

Overall Rating: 3.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

Overall Rating: 3.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

**Reflection**

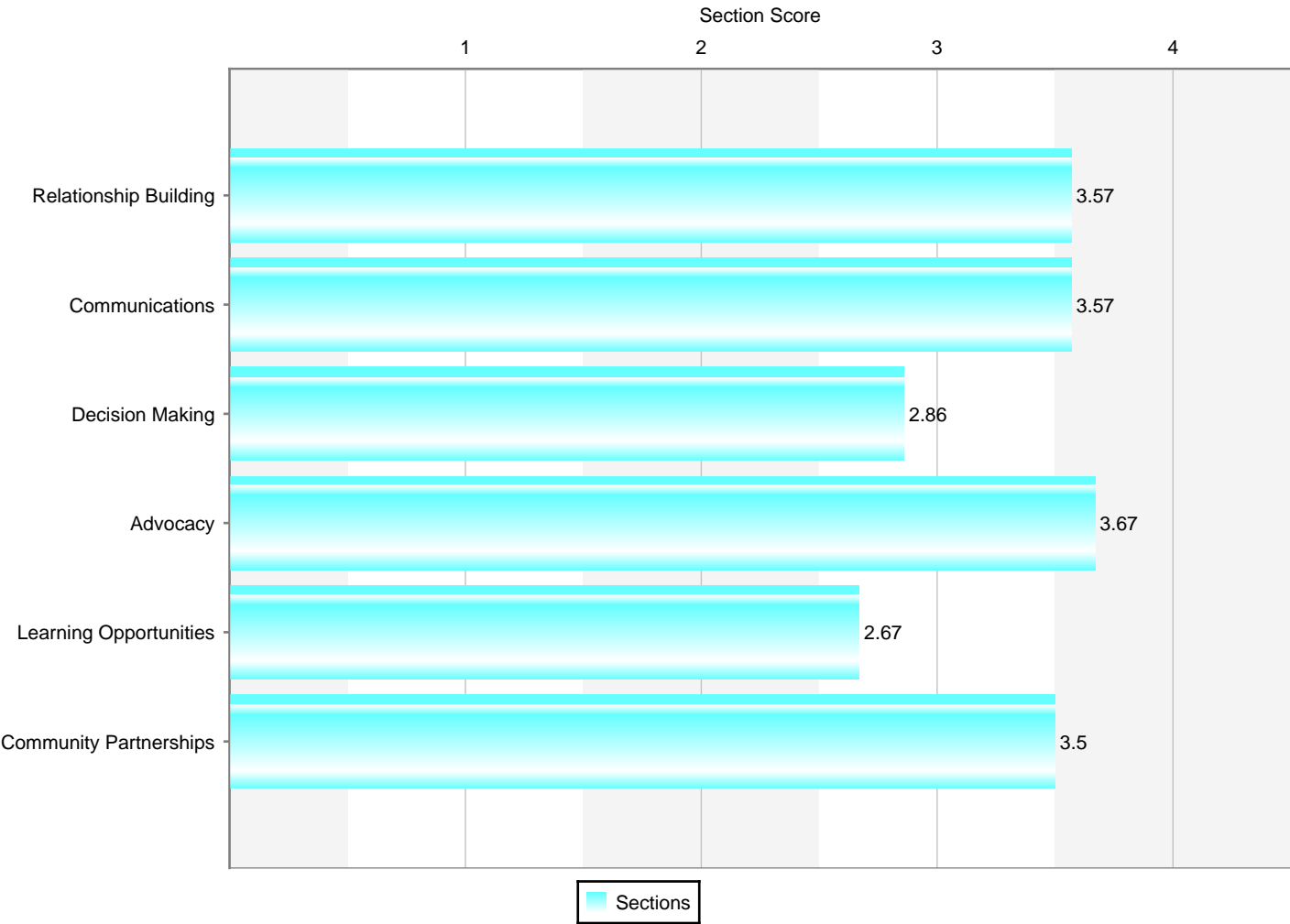
**Reflect upon your responses to each of the Missing Piece objectives.**

Areas of Strength and Sustainability  
Relationship Building with parents  
Systematic efforts to inform parents  
Parents have a clear procedure for resolving concerns and filing complaints

Areas in Need of Improvement and plans to improve  
Parents on the SBDM council engage and mentor other parents

Report Summary

Scores By Section



# **Improvement Plan Stakeholder Involvement**



**Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The School Administrators, ILT, Teachers and Parents are included in developing the school improvement plan for Mill Creek Elementary. The School Report Card was used to develop goals for the school improvement plan. Data from the School report Card was discussed with the entire faculty and they were asked to respond to a survey concerning the CSIP Goals. This was also the case for parents and administrators. All stakeholders are invited to speak monthly concerning aspects of the CSIP during our monthly SBDM Council Meetings.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The Administrators are made up of the Principal, Assistant Principal, FRC Coordinator and Counselor. The ILT is made up of the Principal, Assistant Principal, Goal Clarity Coach, Literacy Coach and Interventionist. The ILT first views the information from the School Report Card and then it is shared with other stakeholders. SMART goals were developed through this process of review and CSIP goals were written. Goals were then shared with all stakeholders during afterschool meetings and mailings for additional review before CSIP goals were set.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Stakeholder groups that are involved in the process of determining goals and activities and strategies for achievement of goals are notified of changes at each stage of development. Each month we discuss the CSIP during SBDM. We include all information in our weekly newsletter, parent nights and SBDM minutes.

## **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

When reviewing assessment data from the KPREP we are trying to answer questions and are provided with the answers to student achievement in all content areas, percentage of proficient and distinguished students for the gap groups in all content areas, and percentage of students atypical or higher levels of growth in reading and math. The information provided does not tell me the individual standard/skill based needs of individual students and teachers. The strategies and activities of the previous school plan were considered in correlation to KPREP scores. We examined which strategies are trending positively and which were not. The student, (CSS), staff (TELL) and parent surveys (CSS) were reviewed to examine perceptions on teaching and learning conditions. The survey information was analyzed and helped identify cause and contributing factors for student data results. We then prioritized needs and those have been outlined as goals, objectives, strategies and activities outlined in the 2016-2017 CSIP.

Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

According to KPEP data shows that 5th grade did well in Social Studies. We have increase the number of GAP students in 3rd-5th who scored Proficient/ Distinguished in Reading. We can also celebrate the increase number of staff participating in the Bellarmine University Literacy Project. This provided more reading strategies to be taught in our K-2 classroom, increasing the percentages of the students reading on grade level and decreasing the number of novice readers. We celebrate our state recognition of implementing PBIS framework with fidelity.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

According to KPREP, there needs to be improvement in the areas of reading, math, language mechanics and writing. Plans are in place to reduce novice readers by increasing the teachers who participate in the Bellarmine University Literacy Project. Those teachers will continue to bring back best practices and share specific strategies with the entire staff to employ in their own classroom. Those teachers will be provided with support from the Bellarmine Coach/Goal Clarity coach, who will meet with teachers and assist in the classroom daily. Students are also being pulled into small intervention groups to assist with specific skill development in the areas of reading instruction. Fifth grade teachers will embed Social Studies into the reading content through the use of literature and informational texts. Language mechanics is studied each day through the plans of the 4th grade writing teacher. Writing improvement plans are being developed by the 3rd & 4th grade writing teachers and 5th grade teachers. Response to Intervention will included using the Multi Tiered System of support (MTSS). Fully implementing the Positive Behavior Intervention Support framework, the PBIS team will develop plans to include behavioral supports for Tier 2 and Tier 3 students.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Our next steps includes strengthening our RTI data monitoring, with counselor, RTI resource teacher, school psychologist and E.C.E. consultation teacher meeting monthly to monitor and review student data. Lighthouse will continue to find ways to increase parent involvement and offer monthly parent meetings. All students will create reading goals that will be monitored by



# **2016-2017 Mill Creek Elementary CSIP**

# Overview

**Plan Name**

2016-2017 Mill Creek Elementary CSIP

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reading - By 2019 62.3% of the students will be proficient or higher	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$115000
2	Math, By 2019 61.4% of the students will be proficient or higher	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$85000
3	Science, By 2019 63.8% of the students will be proficient or higher	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$35000
4	Social Studies, By 2019 61% of the students will be proficient or higher	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$35000
5	Writing - By 2019, 54% of the students will be proficient or higher	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$65000
6	Program Review, to maintain a minimum of 3.0 in the Practical Living & Career Studies and Visual and Performing Arts in 2017	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	All teachers at Mill Creek Elementary will participate in professional development based on the needs of the school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$25000
8	All students at Mill Creek be advised and well known by at least one adult.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$80000
9	All students at Mill Creek Elementary will benefit from a process that determines their unique and specific physical, social, and emotional needs.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$370000
10	Instructional Resources Goal - Mill Creek will use 100% of the Instructional Resources within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$15000
11	Novice Reduction - Decrease the percentage of students scoring novice in reading to 10% by 2019 as measured by KPREP	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$65000
12	Novice reduction - Decrease the percentage of students scoring novice in math to 10% by 2019 as measured by KPREP	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$12000



## Goal 1: Reading - By 2019 62.3% of the students will be proficient or higher

### Measurable Objective 1:

48% of Third, Fourth and Fifth grade students will demonstrate a proficiency on 2017 KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy 1:

Reading PLC - School leadership and all teachers will participate in grade level and content level professional learning communities weekly. All teachers will examine within their communities the K-CAS aligned standards being addressed and the assessment practices being employed in their classrooms each week. These assessment practices should include multiple common formative assessments and inform the ongoing modification of instruction. The process should lead to teachers providing students with specific and timely feedback about their learning.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?" Educational Leadership.

Activity - Standards Based Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level PLCs will review once per assessment cycle to map out standards taught.	Professional Learning	08/10/2016	12/15/2017	\$35000	General Fund	Pennix, Bryant, Bonds

### Measurable Objective 2:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy 1:

Response to Intervention - All Tier 2 and Tier 3 students will receive a researched based intervention (Bellarmine University Literacy Project strategies). And all Tier 3 students will receive 2 reading intervention specific to their area of need.

Extra staff will support classroom teachers with the push in model, assisting in teacher designed intervention plans.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Research Based Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 students will receive research based intervention four to five times per week. Tier 3 students will receive Moby Max reading instruction for 30 minutes daily. Progress will be monitored weekly with probes assessment questions.	Academic Support Program	08/10/2016	12/15/2017	\$50000	Title I Schoolwide	Clark

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Mill Creek Elementary

All students will reach their personal reading goal, created with a staff member. Weekly students will meeting with an adult to monitor their progress. Progress will be tracked with whole school data board.	Academic Support Program	08/10/2016	12/15/2017	\$30000	General Fund	Koehliliz, Haymond, McQuillen , Pennix
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## Goal 2: Math, By 2019 61.4% of the students will be proficient or higher

### Measurable Objective 1:

45% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/02/2017 as measured by KPREP for Achievement.

### Strategy 1:

Math PLC - School leadership and all teachers will participate in grade level professional learning communities weekly. All teachers will examine within their communities the K-CAS aligned standards being addressed and the assessment practices being employed in their classrooms each week. This also allows for discussion of effective and varied instructional practices in all classrooms and a basis for providing feedback of monitoring of those practices. These assessment practices should include multiple formative assessments and inform the ongoing modification of instruction. The entire process should provide students with specific and timely feedback about their learning.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?", Educational Leadership.

Activity - Vertical Math PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertica Math PLCs meet one time every assessment cycle.	Professional Learning	08/10/2016	12/15/2017	\$35000	General Fund	Pennix, Bryant & Bonds

### Measurable Objective 2:

44% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/02/2017 as measured by KPREP for Gap..

### Strategy 1:

Standards Based Teaching - Grade level teachers will measure and monitor standards taught and student's progress weekly in PLC, by graphing student's data on Data Wall.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?", Educational Leadership.

Activity - Vertical Department PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet every assessment cycle to map out math standards.	Professional Learning	08/08/2016	06/02/2017	\$0	General Fund	Pennix, Math Teachers

**Strategy 2:**

Response to Intervention - Tier 2 and Tier 3 students will receive math intervention (Do The Math Program & Moby Macs) specific to their area of need.

Category: Continuous Improvement

Research Cited: Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavior and academic interventions. Corwin: Thousands Oaks, CA

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach Do The Math program as an intervention. Additional learning time will be provide before and afterschool. Teachers will use Moby Mac as a response to intervention.	Academic Support Program	08/10/2016	12/15/2017	\$50000	Title I Schoolwide	Clark, Gidney, 3-5 Math Teachers, Intervention Team

## Goal 3: Science, By 2019 63.8% of the students will be proficient or higher

**Measurable Objective 1:**

47% of Fourth grade students will demonstrate a proficiency in State standards in Science by 06/02/2017 as measured by KPREP for Achievement.

**Strategy 1:**

PLC Science - Fourth grade teachers and STEAM Lab teacher will meet weekly in their professional learning communities weekly. Teachers will examine within their communities the standards being addressed and assessment practices being employed in their classrooms .

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a Âprofessional learning community?", Educational Leadership.

Activity - STEAM Lab Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in weekly instruction in the STEAM Lab. The STEAM Lab helps students explore the connections between science , math and technology into their projects, increasing their knowledge in their science standards.	Professional Learning	08/10/2016	12/15/2017	\$35000	General Fund	Kraft, fourth grade teachers

**Measurable Objective 2:**

42% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in State standards in Science by 06/02/2017 as measured by KPREP for Gap.

**Strategy 1:**

Science Progress Monitoring - Fourth grade teachers and STEAM Lab teacher will monitor students progress to ensure students each proficiency in Science.

Category: Continuous Improvement

Research Cited: STEAM Lab science curriculum

Activity - District Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science proficiency assessments, classroom assessments and STEAM LAB Assessments will be administered to students according to the District's assessment schedule. Teachers will use student data monitor student progress.	Professional Learning	08/10/2016	12/15/2017	\$0	General Fund	Kraft, Taylor, Koehliiz. Otting

## Goal 4: Social Studies, By 2019 61% of the students will be proficient or higher

### Measurable Objective 1:

38% of Fifth grade students will demonstrate a proficiency in State Standards in Social Studies by 06/02/2017 as measured by KPREP for Achievement.

### Strategy 1:

PLC - Social Studies - School leadership and all teachers will participate in grade level and content level professional learning communities weekly. All teachers will examine within their communities the standards being addressed and assessment practices being employed in their classrooms each week. This also allows for discussion of effective and varied instructional practices in all classrooms and a basis for providing feedback and monitoring of those practices. These assessment practices should include multiple formative assessments and inform the ongoing modification of instruction. The process should lead to teachers providing students with specific and timely feedback about their learning.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?", Educational Leadership.

Activity - 5th grade Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade teachers meet once every assessment cycle	Professional Learning	08/08/2016	12/16/2016	\$35000	General Fund	Pennix, Bonds, Bryant

### Measurable Objective 2:

38% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in state standards in Social Studies by 06/02/2017 as measured by KPREP for Gap.

### Strategy 1:

Embedded Content - All Teachers will embed social studies content within the ELA content learning time in their classrooms.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?"<sup>1</sup>, Educational Leadership.

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers meet weekly to embed social studies standards within the weekly ELA plans for their classes.	Academic Support Program	08/08/2016	12/15/2017	\$0	General Fund	Wilson, Brown, Beer
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## Goal 5: Writing - By 2019, 54% of the students will be proficient or higher

### Measurable Objective 1:

30% of Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 12/15/2017 as measured by KPREP for Achievement.

### Strategy 1:

Writing Teachers - All students will be provided with writing instruction. The writing instruction will be implemented based on the K-CAS aligned ELA Curriculum.

Category: Continuous Improvement

Research Cited: Graham, S. Bolinger. A., Booth Olson, C., D'Aoust., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers. A practice guide (NCEE 2012).-4058). Washington, DC; National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, Retrieved from [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch).

Activity - Daily writing instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will receive daily writing instruction. Students will develop writing pieces for each type of writing. Daily instruction will include opportunities to practice on-demand writing.	Direct Instruction	08/10/2016	12/15/2017	\$65000	General Fund	All Homeroom and Writing Teachers

### Measurable Objective 2:

45% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core standards in English Language Arts by 06/02/2017 as measured by KPREP for Gap.

### Strategy 1:

Grammar Practice - Students will receive grammar instruction and up to 20 minutes per day in grammar practice.

Category: Continuous Improvement

Research Cited: Building Background Knowledge for Academic Achievement: Research on What Works in Schools (2004) by Robert J. Marzano

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Writer's Workshop to receive grammar instruction.	Academic Support Program	08/10/2016	12/16/2016	\$0	General Fund	Otting

## Goal 6: Program Review, to maintain a minimum of 3.0 in the Practical Living & Career Studies and Visual and Performing Arts in 2017

## Comprehensive School Improvement Plan

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### Measurable Objective 1:

collaborate to maintain a 3.0 in Practical Living & Career Studies and Visual & Performing Arts by 05/24/2017 as measured by Program Review Rubric.

### Strategy 1:

Program Review Committee - Program review committees are convened at least three times to identify evidence and determine performance levels.

Category:

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Rubric Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Performance Levels, recommendations for Program Improvement have been identified and completed in ASSIST. Any areas of weakness will be assigned to the PLC responsible with an expectation of outlining activities necessary for proficiency. Assurances have been completed during SBDM meeting.	Professional Learning	08/10/2016	05/24/2017	\$0	No Funding Required	Mullins, all administrative and certified staff

Activity - Evidence Gathering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence has been identified for each demonstrator and can be easily retrieved if necessary. Evidence confirms that characteristics within a demonstrator occur on an ongoing basis. Evidence for Program Reviews is identified from multiple grade levels/subject areas for each demonstrator.	Other	08/10/2016	05/24/2017	\$0	No Funding Required	Mullins, all administrative and certified staff

## Goal 7: All teachers at Mill Creek Elementary will participate in professional development based on the needs of the school.

### Measurable Objective 1:

collaborate to develop and participate in needs aligned professional development by 06/03/2016 as measured by Credit Hours and PD Evaluations.

### Strategy 1:

PD Committee - A PD Committee will be designated to develop and/or locate PD sessions for staff aligned with needs assessment information and KPREP data. All sessions will provide opportunities for continuous growth through job-embedded PD.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). "What is a Professional learning community?", Educational Leadership.

Activity - PD Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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Monitor the implementation of the PD sessions and attendance of school staff at the sessions. All sessions will be monitored for impact on student achievement and gap.	Professional Learning	08/13/2014	06/05/2015	\$25000	Title I Schoolwide	Pennix, Bond, Thomas, Bryant
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### Goal 8: All students at Mill Creek be advised and well known by at least one adult.

#### Measurable Objective 1:

collaborate to advise all students in creating their own personal goal by 06/02/2017 as measured by student monitoring their progress on Schoolwide Data Board.

#### Strategy 1:

Implementation of the 7 Habits - All adult staff will advise students on creating their Wildly Important Goal (WIG) in development of their leadership skills.

Category: Career Readiness Pathways

Research Cited: The Leader in Me: How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time by Stephen R. Covey

Activity - Careers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Themed Convocation Speakers taken from survey of student interest. Recording in Data Leadership Binders.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$80000	General Fund	McQuillen

### Goal 9: All students at Mill Creek Elementary will benefit from a process that determines their unique and specific physical, social, and emotional needs.

#### Measurable Objective 1:

collaborate to implement a process to ensure the physical, social and emotional needs of all students are determined and addressed by 06/02/2017 as measured by number of school based SRT calls, Attendance rate and Comprehensive school survey data from parents and students..

#### Strategy 1:

PBIS, SRT and Lighthouse - The PBIS, SRT and Lighthouse Team is made up of several staff who have a direct line of supervision and responsibility for ensuring students needs are met.

Category: Human Capital Management

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Jones, F., Jones P., Jones, J. (2000). Fred Jones Tools for Teaching: Discipline, Instruction, Motivation. Fredric H. Jones & Associates, Inc.: Santa Cruz, CA.

## Comprehensive School Improvement Plan

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Wong, H., & Wong, R. (2004). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications: Mountain View, CA

Activity - Academic RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified for and receive services for below grade level performance	Academic Support Program	08/10/2016	12/15/2017	\$85000	General Fund	Clark Woodford Bryant

Activity - Tier 2 & 3 Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified for and benefit from interventions based on developmentally delayed behavioral performance	Behavioral Support Program	08/10/2016	12/15/2017	\$260000	General Fund, District Funding	Bonds, Glover, Ruff

Activity - Attendance Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families with students with more than 3 absences or 9 tardies per year are identified for inclusion as high risk and monitored for additional absences/tardies and assisted with attendance support.	Parent Involvement	08/10/2016	12/15/2017	\$13000	General Fund	Ladd

Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be provided with the opportunity through invitations in our daily OneCall newsletter or by phone calls to participate in our monthly parent nights that seek to engage them in meaningful ways in their children's education. Parents will provide feedback and input at the end of each workshop to the school.	Parent Involvement	08/10/2016	12/15/2017	\$12000	Title I Schoolwide	Ladd, McQuillen

## Goal 10: Instructional Resources Goal - Mill Creek will use 100% of the Instructional Resources within two years to support student access to high quality resources.

### Measurable Objective 1:

collaborate to determine which instructional materials and technology programs align to Kentucky Core Academic Standards based classroom practices. by 06/02/2017 as measured by 100% of the funds allocated for Instructional Materials are being used to improve student access to high quality standards aligned resources.

### Strategy 1:

Instructional Resource Identification and Alignment - A committee will compare the available resources against a rubric to determine the resources that best support classroom instruction.

Category: Management Systems

Activity - Develop Alignment Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT will use a rubric to be able to compare the available resources to support instructional practices	Academic Support Program	08/10/2016	12/15/2017	\$15000	Text Books	Bryant, Pennix, Bonds, Clark

## **Goal 11: Novice Reduction - Decrease the percentage of students scoring novice in reading to 10% by 2019 as measured by KPREP**

### **Measurable Objective 1:**

A 10% decrease of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to perform in reducing novice scores in Reading by 06/02/2017 as measured by KPREP.

### **Strategy 1:**

Response to Intervention - All Tier 2 and Tier 3 students will receive a specifically designed computer instruction in Lexia, Moby Max and Reading to A to Z. And all Tier 3 students will receive intensive reading instruction.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each students in grades K - 5 will receive Lexia Reading Intervention 3 - 4 times per week.	Academic Support Program	08/10/2016	12/15/2017	\$65000	District Funding	Clark, Bryant, Intervention Team

## **Goal 12: Novice reduction - Decrease the percentage of students scoring novice in math to 10% by 2019 as measured by KPREP**

### **Measurable Objective 1:**

A 10% decrease of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to perform in reducing novice scores in Mathematics by 06/02/2017 as measured by KPREP.

Strategy 1:

Do the Math - Students identified will participate in Do the Math Intervention Program afterschool.

Category: Learning Systems

Activity - Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Afterschool Math	Tutoring	01/04/2017	12/15/2017	\$12000	Other	Clark

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Based Intervention	Tier 3 students will receive research based intervention four to five times per week. Tier 3 students will receive Moby Max reading instruction for 30 minutes daily. Progress will be monitored weekly with probes assessment questions.	Academic Support Program	08/10/2016	12/15/2017	\$50000	Clark
Communications	All parents will be provided with the opportunity through invitations in our daily OneCall newsletter or by phone calls to participate in our monthly parent nights that seek to engage them in meaningful ways in their children's education. Parents will provide feedback and input at the end of each workshop to the school.	Parent Involvement	08/10/2016	12/15/2017	\$12000	Ladd, McQuillen
PD Implementation	Monitor the implementation of the PD sessions and attendance of school staff at the sessions. All sessions will be monitored for impact on student achievement and gap.	Professional Learning	08/13/2014	06/05/2015	\$25000	Pennix, Bond, Thomas, Bryant
Math Intervention	Teachers will teach Do The Math program as an intervention. Additional learning time will be provided before and afterschool. Teachers will use Moby Mac as a response to intervention.	Academic Support Program	08/10/2016	12/15/2017	\$50000	Clark, Gidney, 3-5 Math Teachers, Intervention Team
<b>Total</b>					<b>\$137000</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Department PLC	Teachers meet every assessment cycle to map out math standards.	Professional Learning	08/08/2016	06/02/2017	\$0	Pennix, Math Teachers
Standards Based Teaching	Grade Level PLCs will review once per assessment cycle to map out standards taught.	Professional Learning	08/10/2016	12/15/2017	\$35000	Pennix, Bryant, Bonds
Planning	Teachers meet weekly to embed social studies standards within the weekly ELA plans for their classes.	Academic Support Program	08/08/2016	12/15/2017	\$0	Wilson, Brown, Beer
Academic RTI	Students are identified for and receive services for below grade level performance	Academic Support Program	08/10/2016	12/15/2017	\$85000	Clark Woodford Bryant

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Goal Setting	All students will reach their personal reading goal, created with a staff member. Weekly students will meeting with an adult to monitor their progress. Progress will be tracked with whole school data board.	Academic Support Program	08/10/2016	12/15/2017	\$30000	Koehliliz, Haymond, McQuillen , Pennix
Daily writing instruction	Each student will recieve daily writing instruction. Students will develop writing pieces for each type of writing. Daily instruction will include opportunities to practice on-demand writing.	Direct Instruction	08/10/2016	12/15/2017	\$65000	All Homeroom and Writing Teachers
District Assessment	Science proficiency assessments, classroom assessments and STEAM LAB Assessments will be administered to students according to the District's assessment schedule. Teachers will use student data monitor student progress.	Professional Learning	08/10/2016	12/15/2017	\$0	Kraft, Taylor, Koehliliz. Otting
STEAM Lab Planning	Students will participate in weekly instruction in the STEAM Lab. The STEAM Lab helps students explore the connections between science , math and technology into their projects, increasing their knowledge in their science standards.	Professional Learning	08/10/2016	12/15/2017	\$35000	Kraft, fourth grade teachers
Careers	Themed Convocation Speakers taken from survey of student interest. Recording in Data Leadership Binders.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$80000	McQuillen
Attendance Support	Families with students with more than 3 absences or 9 tardies per year are identified for inclusion as high risk and monitored for additional absences/tardies and assisted with attendance support.	Parent Involvement	08/10/2016	12/15/2017	\$13000	Ladd
Tier 2 & 3 Behavior Support	Students are identified for and benefit from interventions based on developmentally delayed behavioral performance	Behavioral Support Program	08/10/2016	12/15/2017	\$210000	Bonds, Glover, Ruff
5th grade Planning	5th grade teachers meet once every assessment cycle	Professional Learning	08/08/2016	12/16/2016	\$35000	Pennix, Bonds, Bryant
Vertical Math PLC	Vertica Math PLCs meet one time every assessment cycle.	Professional Learning	08/10/2016	12/15/2017	\$35000	Pennix, Bryant & Bonds
Writer's Workshop	Students will participate in Writer's Workshop to receive grammar instruction.	Academic Support Program	08/10/2016	12/16/2016	\$0	Otting
<b>Total</b>					<b>\$623000</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia	Each students in grades K - 5 will recieve Lexia Reading Intervention 3 - 4 times per week.	Academic Support Program	08/10/2016	12/15/2017	\$65000	Clark, Bryant, Intervention Team



**Comprehensive School Improvement Plan**

Mill Creek Elementary

Tier 2 & 3 Behavior Support	Students are identified for and benefit from interventions based on developmentally delayed behavioral performance	Behavioral Support Program	08/10/2016	12/15/2017	\$50000	Bonds, Glover, Ruff
<b>Total</b>					\$115000	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Evidence Gathering	Evidence has been identified for each demonstrator and can be easily retrieved if necessary. Evidence confirms that characteristics within a demonstrator occur on an ongoing basis. Evidence for Program Reviews is identified from multiple grade levels/subject areas for each demonstrator.	Other	08/10/2016	05/24/2017	\$0	Mullins, all administrative and certified staff
Rubric Completion	All Performance Levels, recommendations for Program Improvement have been identified and completed in ASSIST. Any areas of weakness will be assigned to the PLC responsible with an expectation of outlining activities necessary for proficiency. Assurances have been completed during SBDM meeting.	Professional Learning	08/10/2016	05/24/2017	\$0	Mullins, all administrative and certified staff
<b>Total</b>					\$0	

**Text Books**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop Alignment Rubric	The ILT will use a rubric to be able to compare the available resources to support instructional practices	Academic Support Program	08/10/2016	12/15/2017	\$15000	Bryant, Pennix, Bonds, Clark
<b>Total</b>					\$15000	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Do the Math	Afterschool Math	Tutoring	01/04/2017	12/15/2017	\$12000	Clark
<b>Total</b>					\$12000	

## **Phase II - KDE Assurances - Schools**

**Introduction**

KDE Assurances - School

## Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

# Comprehensive School Improvement Plan

Mill Creek Elementary

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

## Comprehensive School Improvement Plan

Mill Creek Elementary

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

## Comprehensive School Improvement Plan

Mill Creek Elementary

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		



## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

### Goal 1:

All teachers at Mill Creek Elementary will participate in professional development based on the needs of the school.

### Measurable Objective 1:

collaborate to develop and participate in needs aligned professional development by 06/03/2016 as measured by Credit Hours and PD Evaluations.

### Strategy1:

PD Committee - A PD Committee will be designated to develop and/or locate PD sessions for staff aligned with needs assessment information and KPREP data. All sessions will provide opportunities for continuous growth through job-embedded PD.

Category: Continuous Improvement

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?", Educational Leadership.

Activity - PD Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the PD sessions and attendance of school staff at the sessions. All sessions will be monitored for impact on student achievement and gap.	Professional Learning	08/13/2014	06/05/2015	\$25000 - Title I Schoolwide	Pennix, Bond, Thomas, Bryant

### Goal 2:

All students at Mill Creek be advised and well known by at least one adult.

### Measurable Objective 1:

collaborate to advise all students in creating their own personal goal by 06/02/2017 as measured by student monitoring their progress on Schoolwide Data Board.

### Strategy1:

Implementation of the 7 Habits - All adult staff will advise students on creating their Wildly Important Goal (WIG) in development of their leadership skills.

Category: Career Readiness Pathways

Research Cited: The Leader in Me: How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time by Stephen R. Covey

## Comprehensive School Improvement Plan

Mill Creek Elementary

Activity - Careers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Themed Convocation Speakers taken from survey of student interest. Recording in Data Leadership Binders.	Career Preparation/ Orientation	08/10/2016	12/15/2017	\$80000 - General Fund	McQuillen

### Goal 3:

All students at Mill Creek Elementary will benefit from a process that determines their unique and specific physical, social, and emotional needs.

### Measurable Objective 1:

collaborate to implement a process to ensure the physical, social and emotional needs of all students are determined and addressed by 06/02/2017 as measured by number of school based SRT calls, Attendance rate and Comprehensive school survey data from parents and students..

### Strategy1:

PBIS, SRT and Lighthouse - The PBIS, SRT and Lighthouse Team is made up of several staff who have a direct line of supervision and responsibility for ensuring students needs are met.

Category: Human Capital Management

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Jones, F., Jones P., Jones, J. (2000). Fred Jones Tools for Teaching: Discipline, Instruction, Motivation. Fredric H. Jones & Associates, Inc.: Santa Cruz, CA.

Wong, H., & Wong, R. (2004). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications: Mountain View, CA

Activity - Academic RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified for and receive services for below grade level performance	Academic Support Program	08/10/2016	12/15/2017	\$85000 - General Fund	Clark Woodford Bryant

Activity - Attendance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families with students with more than 3 absences or 9 tardies per year are identified for inclusion as high risk and monitored for additional absences/tardies and assisted with attendance support.	Parent Involvement	08/10/2016	12/15/2017	\$13000 - General Fund	Ladd

## Comprehensive School Improvement Plan

Mill Creek Elementary

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be provided with the opportunity through invitations in our daily OneCall newsletter or by phone calls to participate in our monthly parent nights that seek to engage them in meaningful ways in their children's education. Parents will provide feedback and input at the end of each workshop to the school.	Parent Involvement	08/10/2016	12/15/2017	\$12000 - Title I Schoolwide	Ladd, McQuillen

Activity - Tier 2 & 3 Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified for and benefit from interventions based on developmentally delayed behavioral performance	Behavioral Support Program	08/10/2016	12/15/2017	\$50000 - District Funding \$210000 - General Fund	Bonds, Glover, Ruff

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

### Goal 1:

Reading - By 2019 62.3% of the students will be proficient or higher

### Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy1:

Response to Intervention - All Tier 2 and Tier 3 students will receive a researched based intervention (Bellarmine University Literacy Project strategies). And all Tier 3 students will receive 2 reading intervention specific to their area of need.

Extra staff will support classroom teachers with the push in model, assisting in teacher designed intervention plans.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Research Based Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will receive research based intervention four to five times per week. Tier 3 students will receive Moby Max reading instruction for 30 minutes daily. Progress will be monitored weekly with probes assessment questions.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Title I Schoolwide	Clark

## Comprehensive School Improvement Plan

Mill Creek Elementary

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will reach their personal reading goal, created with a staff member. Weekly students will meeting with an adult to monitor their progress. Progress will be tracked with whole school data board.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - General Fund	Koehliliz, Haymond, McQuillen , Pennix

### Measurable Objective 2:

48% of Third, Fourth and Fifth grade students will demonstrate a proficiency on 2017 KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy1:

Reading PLC - School leadership and all teachers will participate in grade level and content level professional learning communities weekly. All teachers will examine within their communities the K-CAS aligned standards being addressed and the assessment practices being employed in their classrooms each week. These assessment practices should include multiple common formative assessments and inform the ongoing modification of instruction. The process should lead to teachers providing students with specific and timely feedback about their learning.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?" Educational Leadership.

Activity - Standards Based Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLCs will review once per assessment cycle to map out standards taught.	Professional Learning	08/10/2016	12/15/2017	\$35000 - General Fund	Pennix, Bryant, Bonds

### Goal 2:

Math, By 2019 61.4% of the students will be proficient or higher

### Measurable Objective 1:

45% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/02/2017 as measured by KPREP for Achievement.

### Strategy1:

Math PLC - School leadership and all teachers will participate in grade level professional learning communities weekly. All teachers will examine within their communities the K-CAS aligned standards being addressed and the assessment practices being employed in their classrooms each week. This also allows for discussion of effective and varied instructional practices in all classrooms and a basis for providing feedback of monitoring of those practices. These assessment practices should include multiple formative assessments and inform the ongoing modification of instruction. The entire process should provide students with specific and timely feedback about their learning.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?", Educational Leadership.

## Comprehensive School Improvement Plan

Mill Creek Elementary

Activity - Vertical Math PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical Math PLCs meet one time every assessment cycle.	Professional Learning	08/10/2016	12/15/2017	\$35000 - General Fund	Pennix, Bryant & Bonds

### Measurable Objective 2:

44% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/02/2017 as measured by KPREP for Gap..

### Strategy1:

Standards Based Teaching - Grade level teachers will measure and monitor standards taught and student's progress weekly in PLC, by graphing student's data on Data Wall.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?"Â, Educational Leadership.

Activity - Vertical Department PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet every assessment cycle to map out math standards.	Professional Learning	08/08/2016	06/02/2017	\$0 - General Fund	Pennix, Math Teachers

### Strategy2:

Response to Intervention - Tier 2 and Tier 3 students will receive math intervention (Do The Math Program & Moby Macs) specific to their area of need.

Category: Continuous Improvement

Research Cited: Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavior and academic interventions. Corwin: Thousand Oaks, CA

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach Do The Math program as an intervention. Additional learning time will be provided before and after school. Teachers will use Moby Mac as a response to intervention.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Title I Schoolwide	Clark, Gidney, 3-5 Math Teachers, Intervention Team

### Goal 3:

All students at Mill Creek Elementary will benefit from a process that determines their unique and specific physical, social, and emotional needs.

### Measurable Objective 1:

collaborate to implement a process to ensure the physical, social and emotional needs of all students are determined and addressed by 06/02/2017 as measured by number of school based SRT calls, Attendance rate and Comprehensive school survey data from parents and students..

# Comprehensive School Improvement Plan

Mill Creek Elementary

## Strategy1:

PBIS, SRT and Lighthouse - The PBIS, SRT and Lighthouse Team is made up of several staff who have a direct line of supervision and responsibility for ensuring students needs are met.

Category: Human Capital Management

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Jones, F., Jones P., Jones, J. (2000). Fred Jones Tools for Teaching: Discipline, Instruction, Motivation. Fredric H. Jones & Associates, Inc.: Santa Cruz, CA.

Wong, H., & Wong, R. (2004). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications: Mountain View, CA

Activity - Academic RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified for and receive services for below grade level performance	Academic Support Program	08/10/2016	12/15/2017	\$85000 - General Fund	Clark Woodford Bryant

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be provided with the opportunity through invitations in our daily OneCall newsletter or by phone calls to participate in our monthly parent nights that seek to engage them in meaningful ways in their children's education. Parents will provide feedback and input at the end of each workshop to the school.	Parent Involvement	08/10/2016	12/15/2017	\$12000 - Title I Schoolwide	Ladd, McQuillen

Activity - Attendance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families with students with more than 3 absences or 9 tardies per year are identified for inclusion as high risk and monitored for additional absences/tardies and assisted with attendance support.	Parent Involvement	08/10/2016	12/15/2017	\$13000 - General Fund	Ladd

Activity - Tier 2 & 3 Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified for and benefit from interventions based on developmentally delayed behavioral performance	Behavioral Support Program	08/10/2016	12/15/2017	\$50000 - District Funding \$210000 - General Fund	Bonds, Glover, Ruff



## Comprehensive School Improvement Plan

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All children were screened for kindergarten readiness. If yes, name the assessment.

### Goal 1:

Reading - By 2019 62.3% of the students will be proficient or higher

### Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy1:

Response to Intervention - All Tier 2 and Tier 3 students will receive a researched based intervention (Bellarmine University Literacy Project strategies). And all Tier 3 students will receive 2 reading intervention specific to their area of need.

Extra staff will support classroom teachers with the push in model, assisting in teacher designed intervention plans.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Research Based Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will receive research based intervention four to five times per week. Tier 3 students will receive Moby Max reading instruction for 30 minutes daily. Progress will be monitored weekly with probes assessment questions.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Title I Schoolwide	Clark

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will reach their personal reading goal, created with a staff member. Weekly students will meeting with an adult to monitor their progress. Progress will be tracked with whole school data board.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - General Fund	Koehliliz, Haymond, McQuillen, Pennix

### Goal 2:

All students at Mill Creek be advised and well known by at least one adult.

### Measurable Objective 1:

collaborate to advise all students in creating their own personal goal by 06/02/2017 as measured by student monitoring their progress on Schoolwide Data Board.

### Strategy1:

Implementation of the 7 Habits - All adult staff will advise students on creating their Wildly Important Goal (WIG) in development of their

## Comprehensive School Improvement Plan

Mill Creek Elementary

leadership skills.

Category: Career Readiness Pathways

Research Cited: The Leader in Me: How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time by Stephen R. Covey

Activity - Careers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Themed Convocation Speakers taken from survey of student interest. Recording in Data Leadership Binders.	Career Preparation/ Orientation	08/10/2016	12/15/2017	\$80000 - General Fund	McQuillen

### Goal 3:

All students at Mill Creek Elementary will benefit from a process that determines their unique and specific physical, social, and emotional needs.

### Measurable Objective 1:

collaborate to implement a process to ensure the physical, social and emotional needs of all students are determined and addressed by 06/02/2017 as measured by number of school based SRT calls, Attendance rate and Comprehensive school survey data from parents and students..

### Strategy1:

PBIS, SRT and Lighthouse - The PBIS, SRT and Lighthouse Team is made up of several staff who have a direct line of supervision and responsibility for ensuring students needs are met.

Category: Human Capital Management

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Jones, F., Jones P., Jones, J. (2000). Fred Jones Tools for Teaching: Discipline, Instruction, Motivation. Fredric H. Jones & Associates, Inc.: Santa Cruz, CA.

Wong, H., & Wong, R. (2004). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications: Mountain View, CA

Activity - Attendance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families with students with more than 3 absences or 9 tardies per year are identified for inclusion as high risk and monitored for additional absences/tardies and assisted with attendance support.	Parent Involvement	08/10/2016	12/15/2017	\$13000 - General Fund	Ladd

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Activity - Academic RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified for and receive services for below grade level performance	Academic Support Program	08/10/2016	12/15/2017	\$85000 - General Fund	Clark Woodford Bryant

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be provided with the opportunity through invitations in our daily OneCall newsletter or by phone calls to participate in our monthly parent nights that seek to engage them in meaningful ways in their children's education. Parents will provide feedback and input at the end of each workshop to the school.	Parent Involvement	08/10/2016	12/15/2017	\$12000 - Title I Schoolwide	Ladd, McQuillen

Activity - Tier 2 & 3 Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified for and benefit from interventions based on developmentally delayed behavioral performance	Behavioral Support Program	08/10/2016	12/15/2017	\$50000 - District Funding \$210000 - General Fund	Bonds, Glover, Ruff

### Goal 4:

Novice Reduction - Decrease the percentage of students scoring novice in reading to 10% by 2019 as measured by KPREP

### Measurable Objective 1:

A 10% decrease of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to perform in reducing novice scores in Reading by 06/02/2017 as measured by KPREP.

### Strategy1:

Response to Intervention - All Tier 2 and Tier 3 students will receive a specifically designed computer instruction in Lexia, Moby Max and Reading to A to Z. And all Tier 3 students will receive intensive reading instruction.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each students in grades K - 5 will receive Lexia Reading Intervention 3 - 4 times per week.	Academic Support Program	08/10/2016	12/15/2017	\$65000 - District Funding	Clark, Bryant, Intervention Team

## Comprehensive School Improvement Plan

Mill Creek Elementary

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The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

### Goal 1:

Reading - By 2019 62.3% of the students will be proficient or higher

### Measurable Objective 1:

48% of Third, Fourth and Fifth grade students will demonstrate a proficiency on 2017 KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy1:

Reading PLC - School leadership and all teachers will participate in grade level and content level professional learning communities weekly. All teachers will examine within their communities the K-CAS aligned standards being addressed and the assessment practices being employed in their classrooms each week. These assessment practices should include multiple common formative assessments and inform the ongoing modification of instruction. The process should lead to teachers providing students with specific and timely feedback about their learning.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?" Educational Leadership.

Activity - Standards Based Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLCs will review once per assessment cycle to map out standards taught.	Professional Learning	08/10/2016	12/15/2017	\$35000 - General Fund	Pennix, Bryant, Bonds

### Measurable Objective 2:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy1:

Response to Intervention - All Tier 2 and Tier 3 students will receive a researched based intervention (Bellarmine University Literacy Project strategies). And all Tier 3 students will receive 2 reading intervention specific to their area of need.

Extra staff will support classroom teachers with the push in model, assisting in teacher designed intervention plans.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

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Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will reach their personal reading goal, created with a staff member. Weekly students will meeting with an adult to monitor their progress. Progress will be tracked with whole school data board.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - General Fund	Koehliliz, Haymond, McQuillen , Pennix

Activity - Research Based Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will recieve research based intervention four to five times per week. Tier 3 students will receive Moby Max reading instruction for 30 minutes daily. Progress will be monitored weekly with probes assessment questions.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Title I Schoolwide	Clark

### Goal 2:

Novice Reduction - Decrease the percentage of students scoring novice in reading to 10% by 2019 as measured by KPREP

### Measurable Objective 1:

A 10% decrease of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to perform in reducing novice scores in Reading by 06/02/2017 as measured by KPREP.

### Strategy1:

Response to Intervention - All Tier 2 and Tier 3 students will recieve a specifically designed computer instruction in Lexia, Moby Max and Reading to A to Z. And all Tier 3 students will recieve intensive reading instruction.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each students in grades K - 5 will recieve Lexia Reading Intervention 3 - 4 times per week.	Academic Support Program	08/10/2016	12/15/2017	\$65000 - District Funding	Clark, Bryant, Intervention Team

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

### Goal 1:

Reading - By 2019 62.3% of the students will be proficient or higher

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### Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy1:

Response to Intervention - All Tier 2 and Tier 3 students will receive a researched based intervention (Bellarmine University Literacy Project strategies). And all Tier 3 students will receive 2 reading intervention specific to their area of need.

Extra staff will support classroom teachers with the push in model, assisting in teacher designed intervention plans.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

Activity - Research Based Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 students will receive research based intervention four to five times per week. Tier 3 students will receive Moby Max reading instruction for 30 minutes daily. Progress will be monitored weekly with probes assessment questions.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Title I Schoolwide	Clark

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will reach their personal reading goal, created with a staff member. Weekly students will meeting with an adult to monitor their progress. Progress will be tracked with whole school data board.	Academic Support Program	08/10/2016	12/15/2017	\$30000 - General Fund	Koehliliz, Haymond, McQuillen , Pennix

### Measurable Objective 2:

48% of Third, Fourth and Fifth grade students will demonstrate a proficiency on 2017 KPREP in Reading by 06/02/2017 as measured by KPREP reading scores.

### Strategy1:

Reading PLC - School leadership and all teachers will participate in grade level and content level professional learning communities weekly. All teachers will examine within their communities the K-CAS aligned standards being addressed and the assessment practices being employed in their classrooms each week. These assessment practices should include multiple common formative assessments and inform the ongoing modification of instruction. The process should lead to teachers providing students with specific and timely feedback about their learning.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?" Educational Leadership.

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Activity - Standards Based Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level PLCs will review once per assessment cycle to map out standards taught.	Professional Learning	08/10/2016	12/15/2017	\$35000 - General Fund	Pennix, Bryant, Bonds

### Goal 2:

Math, By 2019 61.4% of the students will be proficient or higher

### Measurable Objective 1:

44% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/02/2017 as measured by KPREP for Gap..

### Strategy1:

Standards Based Teaching - Grade level teachers will measure and monitor standards taught and student's progress weekly in PLC, by graphing student's data on Data Wall.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a professional learning community?"Â, Educational Leadership.

Activity - Vertical Department PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet every assessment cycle to map out math standards.	Professional Learning	08/08/2016	06/02/2017	\$0 - General Fund	Pennix, Math Teachers

### Strategy2:

Response to Intervention - Tier 2 and Tier 3 students will receive math intervention (Do The Math Program & Moby Macs) specific to their area of need.

Category: Continuous Improvement

Research Cited: Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavior and academic interventions. Corwin: Thousands Oaks, CA

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach Do The Math program as an intervention. Additional learning time will be provided before and after school. Teachers will use Moby Mac as a response to intervention.	Academic Support Program	08/10/2016	12/15/2017	\$50000 - Title I Schoolwide	Clark, Gidney, 3-5 Math Teachers, Intervention Team

### Measurable Objective 2:

45% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/02/2017 as measured by KPREP for Achievement.

### Strategy1:

Math PLC - School leadership and all teachers will participate in grade level professional learning communities weekly. All teachers will

## Comprehensive School Improvement Plan

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examine within their communities the K-CAS aligned standards being addressed and the assessment practices being employed in their classrooms each week. This also allows for discussion of effective and varied instructional practices in all classrooms and a basis for providing feedback of monitoring of those practices. These assessment practices should include multiple formative assessments and inform the ongoing modification of instruction. The entire process should provide students with specific and timely feedback about their learning.

Category: Professional Learning & Support

Research Cited: Dufour, R. (May, 2004). "What is a Professional learning community?", Educational Leadership.

Activity - Vertical Math PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical Math PLCs meet one time every assessment cycle.	Professional Learning	08/10/2016	12/15/2017	\$35000 - General Fund	Pennix, Bryant & Bonds

**The school identified specific strategies to address subgroup achievement gaps.**

### Goal 1:

All students at Mill Creek Elementary will benefit from a process that determines their unique and specific physical, social, and emotional needs.

### Measurable Objective 1:

collaborate to implement a process to ensure the physical, social and emotional needs of all students are determined and addressed by 06/02/2017 as measured by number of school based SRT calls, Attendance rate and Comprehensive school survey data from parents and students..

### Strategy1:

PBIS, SRT and Lighthouse - The PBIS, SRT and Lighthouse Team is made up of several staff who have a direct line of supervision and responsibility for ensuring students needs are met.

Category: Human Capital Management

Research Cited: Erwin, J.C. (2004). The classroom of choice: Giving students what they need and getting what you want. ASCD: Alexandria, VA

Sprick, R. (2009) Champs: A Proactive and Positive Approach to Classroom Management (2nd edition). Pacific Northwest Publishing

Jones, F., Jones P., Jones, J. (2000). Fred Jones Tools for Teaching: Discipline, Instruction, Motivation. Fredric H. Jones & Associates, Inc.: Santa Cruz, CA.

Wong, H., & Wong, R. (2004). The First Days of School: How to Be an Effective Teacher. Harry K. Wong Publications: Mountain View, CA



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Activity - Academic RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified for and receive services for below grade level performance	Academic Support Program	08/10/2016	12/15/2017	\$85000 - General Fund	Clark Woodford Bryant

Activity - Tier 2 & 3 Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified for and benefit from interventions based on developmentally delayed behavioral performance	Behavioral Support Program	08/10/2016	12/15/2017	\$210000 - General Fund \$50000 - District Funding	Bonds, Glover, Ruff

Activity - Attendance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families with students with more than 3 absences or 9 tardies per year are identified for inclusion as high risk and monitored for additional absences/tardies and assisted with attendance support.	Parent Involvement	08/10/2016	12/15/2017	\$13000 - General Fund	Ladd

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be provided with the opportunity through invitations in our daily OneCall newsletter or by phone calls to participate in our monthly parent nights that seek to engage them in meaningful ways in their children's education. Parents will provide feedback and input at the end of each workshop to the school.	Parent Involvement	08/10/2016	12/15/2017	\$12000 - Title I Schoolwide	Ladd, McQuillen

### Goal 2:

Novice Reduction - Decrease the percentage of students scoring novice in reading to 10% by 2019 as measured by KPREP

### Measurable Objective 1:

A 10% decrease of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to perform in reducing novice scores in Reading by 06/02/2017 as measured by KPREP.

### Strategy1:

Response to Intervention - All Tier 2 and Tier 3 students will receive a specifically designed computer instruction in Lexia, Moby Max and Reading to A to Z. And all Tier 3 students will receive intensive reading instruction.

Category: Continuous Improvement

Research Cited: Shore, C. (2009). A comprehensive RTI model: Integrating behavioral and academic interventions. Corwin: Thousand Oaks, CA

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Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each students in grades K - 5 will recieve Lexia Reading Intervention 3 - 4 times per week.	Academic Support Program	08/10/2016	12/15/2017	\$65000 - District Funding	Clark, Bryant, Intervention Team

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

### Goal 1:

Writing - By 2019, 54% of the students will be proficient or higher

### Measurable Objective 1:

45% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core standards in English Language Arts by 06/02/2017 as measured by KPREP for Gap.

### Strategy1:

Grammar Pracitice - Students will recieve grammar instruction and up to 20 minutes per day in grammar practice.

Category: Continuous Improvement

Research Cited: Building Background Knowledge for Academic Achievement: Research on What Works in Schools (2004) by Robert J. Marzano

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Writer's Workshop to receive grammar instruction.	Academic Support Program	08/10/2016	12/16/2016	\$0 - General Fund	Otting

### Measurable Objective 2:

30% of Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 12/15/2017 as measured by KPREP for Achievement.

### Strategy1:

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Writing Teachers - All students will be provided with writing instruction. The writing instruction will be implemented based on the K-CAS aligned ELA Curriculum.

Category: Continuous Improvement

Research Cited: Graham, S. Bolinger. A.,Booth Olson, C., D'Aoust., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers. Apractice guide (NCEE 2012).-4058). Washington, DC; National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, Retrieved from [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch).

Activity - Daily writing instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will receive daily writing instruction. Students will develop writing pieces for each type of writing. Daily instruction will include opportunities to practice on-demand writing.	Direct Instruction	08/10/2016	12/15/2017	\$65000 - General Fund	All Homeroom and Writing Teachers

### Goal 2:

Program Review, to maintain a minimum of 3.0 in the Practical Living & Career Studies and Visual and Performing Arts in 2017

### Measurable Objective 1:

collaborate to maintain a 3.0 in Practical Living & Career Studies and Visual & Performing Arts by 05/24/2017 as measured by Program Review Rubric.

### Strategy1:

Program Review Committee - Program review committees are convened at least three times to identify evidence and determine performance levels.

Category:

Research Cited: Jacobs, H.H. (Ed.) (2004). Getting results with curriculum mapping. ASCD: Alexandria, VA

Activity - Evidence Gathering	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence has been identified for each demonstrator and can be easily retrieved if necessary. Evidence confirms that characteristics within a demonstrator occur on an ongoing basis. Evidence for Program Reviews is identified from multiple grade levels/subject areas for each demonstrator.	Other	08/10/2016	05/24/2017	\$0 - No Funding Required	Mullins, all administrative and certified staff

Activity - Rubric Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Performance Levels, recommendations for Program Improvement have been identified and completed in ASSIST. Any areas of weakness will be assigned to the PLC responsible with an expectation of outlining activities necessary for proficiency. Assurances have been completed during SBDM meeting.	Professional Learning	08/10/2016	05/24/2017	\$0 - No Funding Required	Mullins, all administrative and certified staff



# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Mill Creek Elementary School is the Leadership Academy Magnet Program for Jefferson County Public Schools. The school has approximately 500 students in grades K -5. Of those 500 students, 300 are in grades K-3 and 50% of those are enrolled in the magnet program. Their families chose Mill Creek as their magnet choice within JCPS. Each year for its foundational three years as the Leadership Academy it has received the most applications of any new magnet to JCPS. The school averages 100 applications each year for its 72 Kindergarten spots for the magnet program . Currently Mill Creek accepts students through the magnet program and within its resides. Mill Creek is located in Shively beside the Shively Municipal Building at 3816 Dixie Highway. Today, eighty-seven percent of its families are on free or reduced lunch. Less than 20 students identify themselves as other than white or black.

Mill Creek Elementary has an eager and knowledgeable teaching staff today with three-fourths of the teachers having less than three years' experience and the other one-fourth having less than 7 years' experience and one teacher with fifteen years' experience. The staff is dedicated to the students and constantly works collaboratively within professional learning communities to increase student achievement. As a Leadership Academy magnet program, Mill Creek offers several unique features. It begins with an attitude of professional learning from our students and staff where we dress to be taken seriously. All students present themselves in professional monogrammed uniforms topped off on Wednesdays each week when we celebrate Leadership Day. Students dress in executive dress with blazers, sweater vests and Oxford shirts. Each Leadership Day begins with a Convocation in which local, national and international speakers address the entire school body around leadership. Staff members fully embed the 7 Principles of Leadership. They are Servant, Vision, Bold, Competent, Good People Skills, Good Character and Good Communication. They are also the only JCPS school designated as a Leader in Me school joining over 1000 other schools world-wide in implementing the 7 Habits of Highly Effective People. The students at Mill Creek learn the 7 Habits as Be Proactive, Begin with the End in Mind, Put First Things First, Think WinWin, Seek First to Understand, then to be Understood, Synergize and Sharpen the Saw. These principles and habits work to develop the highest levels of effectiveness from each individual and culminate in our school vision: We Create Leaders for Life.

Mill Creek has experienced tremendous academic growth over the last year. Moving from the first to the nineteenth percentile and meeting AMO. Mill Creek doubled its proficiency and math while also reducing novices by as much. Mill Creek is most proud of its work in reading, math and science. The efforts of the faculty in PLC meetings weekly have greatly contributed to those successes.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The school mission, vision and values and beliefs are noted in a visual model and begins with a paradigm of seeing all students are At-Promise for success. We see students as ready to learn each day and with unlimited potential as opposed to At-Risk for failure. Because of that paradigm we inspire students to achieve using the 7 Principles of Leadership: Have a Vision, Be Competent, Be Bold, Use Good Communication Skills and People Skills, Have Good Character and Be a Servant. We build on these tenants using the 7 Habits for Highly Effective People: Be Proactive, Begin with the End in Mind, Put First things First, Think Win-Win, Seek First to Understand, then to be Understood, Synergize and Sharpen the Saw. When we See Students as At -Promise for Success and we inspire greatness giving them the tools to reach unlimited heights then We Create Leaders for Life. We see, do and get the results we believe.

These are not simply words written on paper but fully embedded throughout the school, classrooms and homes of our families. We work to include all principles and habits in the lives of our students believing fully that these tools are much needed and are required for college and career readiness.



## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Over the past four years, Mill Creek Leadership Academy is most proud of its designation as a Leader in Me school. As such the school works to implement a series of requirements that take aim at increasing the interdependence of the staff, students and families toward shared responsibility and leadership effectiveness. Mill Creek has also seen tremendous growth in student attendance (nearly 96%), staff professional development and family participation. While there are unacceptable gaps related to student academic achievement the school has a plan for moving forward and closing that gap. It is also important to notice that many students score at the proficient and distinguished levels on the state assessments. Many more students are being challenged everyday by their teachers to think more critically about their work. They are being asked to problem-solve and investigate alternatives to the standard, asking themselves, "How can I do this better, more efficiently and in a way that others can understand?" Students who struggle to find paths toward proficiency are led through an intervention program that meets students where their greatest needs are for certain growth.

Mill Creek's success in the next two years will be based on the commitment of its families to value education and see school as a path to success. It will also require growth support of our dedicated and professional staff that work to dig deep into the Common Core Standards and that effectively share in the responsibility of making it happen in every classroom, every day. Finally, it will take all students employing the habits and tools of leadership in their school work and homework that mirror their own future success in college, career and life.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Mill Creek Elementary, The Leadership Academy Magnet Program for Jefferson County Public Schools is an excellent choice for families. Our responsibility is first and foremost the continued growth and proficiency of all students and we offer the type of inspiring and safe learning environment where all students at all levels can achieve . Mill Creek Leadership Academy is dedicated to the work necessary for all students, staff and families to succeed beyond their years at the school and as citizens of the world.