

2019-20 Phase Three: Executive Summary for Schools_10252019_12:54

2019-20 Phase Three: Executive Summary for Schools

Crofton Elementary School

Lori Dexter

12145 S Madisonville Rd

Crofton, Kentucky, 42217

United States of America

Last Modified: 11/20/2019

Status: Open

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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?

Crofton's population of approximately 433 consists of 88.7 % Caucasian, 5.1% Multi Race, 2.8% Hispanic, 3.2% African American, and .2% Indian. 71.9% of Crofton students receive either free or reduced lunch. Crofton Elementary School is in year four of redistricting which changed our staff and student population dramatically last year. Staff and students united last year to revise the school's vision statement. Our school currently has a very positive culture. Crofton's Community partners include United Southern Bank and Fortera Bank as well as area churches. Our partners assist with our backpack program, school supplies for students and rewards. These partners, in addition to our wonderful parent volunteers, allow us to focus on instruction.

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 vision at Christian County Public Schools is to create an educational culture of continuous growth through shared partnerships and responsibilities. The vision in the district is transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable, education and are prepared for community and global responsibilities. Our mission at Crofton Elementary school is that we are learning, growing, achieving and preparing for success in the 21st Century. We believe that all students can learn and succeed in school. The school works in collaboration with school leadership and in partnership with our community to establish and support rigorous learning standards for all students.

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.

We have seen fluctuation of our economically disadvantaged vs non-economically disadvantaged gap group performance over the past two years. The percent of students performing at the Proficient/Distinguished levels in Reading in 2018 data showed 7% difference in P/D (with economically disadvantaged having 7% fewer students performing at the P/D levels) and in 2019 data showed 13.5% difference in P/D. Math showed 6.9% difference in P/D in 2018 and 18.3% in P/D for 2019 data. Special Education novice increased from 46.7% to 53.8% in Reading and fell slightly from 46.7% to 46.2% in Math. Students with disabilities had a decrease of 8.8% of students performing at P/D and an increase of 7.1% of students performing at the novice level in Reading. Students with disabilities had a slight decrease in % novice in Math in 2019, but an increase of 3.8% P/D in Math.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Not Applicable

Additional Information

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

Crofton Elementary School is a wonderful place to learn, grow and achieve. Many exceptional programs and services are offered to students beyond the core academic program. Programs such as Cougar Choir, Gifted and Talented program, Career Fair, Art Club, Family Reading and Math nights, STLP and 4H. The faculty and staff at Crofton Elementary recognize and celebrate student achievement and strive to instill a love of learning in all of our students

**2019-20 Phase One: Continuous Improvement Diagnostic for
Schools_09302019_14:53**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Crofton Elementary School
Lori Dexter
12145 S Madisonville Rd
Crofton, Kentucky, 42217
United States of America

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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Lori Dexter September 30, 2019

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: The Needs Assessment for Schools_10252019_11:18

2019-20 Phase Two: The Needs Assessment for Schools

Crofton Elementary School

Lori Dexter

12145 S Madisonville Rd

Crofton, Kentucky, 42217

United States of America

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

1. Continuous Improvement Team: SBDM, Leadership, Deep Dive Team, Academic Action Team, PLCs, RTI teams. 2. Gather and organize data: (Members (teachers, principal, curriculum specialist and guidance counselor) gather and organize data. Deep dive team organizes overall school data by grade level for universal screeners and KPREP data. Teachers collect and organize many data points on the students in their classroom including diagnostic, formative and summative. 3. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Deep Dive and Academic Action team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. 4. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. 5. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations. 6. Identify root causes: Deep Dive and Academic Action Team identifies root causes for each priority performance concern. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what the school can control rather than factors that the school cannot control. 7. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. 8. Identify solutions and actions steps: Based on the root cause analysis, Deep Dive and Academic Action Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. 9. Implement plan: The improvement plan is communicated to all stakeholders and implemented. 10. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Deep Dive and Academic Action Teams will utilize 5X monitoring, faculty meetings, PLCs, and RTI meetings. The implementation plan will be responsive and changed based upon progress monitoring.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

KPREP DataCrofton experienced a decrease in the percentage of students scoring in the proficient and distinguished categories for the second year in a row. Trend data is shown in the table below. The four year trend for Reading shows 60.8% (2016) to 68.2% (2017) to 65.2% (2018) P/D to 52.8%(2019) with novice at 17.1% to 10.8% to 14.8% to 22.7% respectively . The four year trend for Math shows 61.3% (2016) to 70.4% (2017) to 67.8% (2018) P/D 55.8% (2019) with novice at 10.4% to 5.4% to 8.7% to 12.8% respectively. Social Studies trend data shows P/D at 87.9% (2016) to 83.3% (2017) to 86.9% (2018) to 68.5% (2019) P/D with novice at 1.7% to 1.9% to 1.6% to 12.9% respectively. Writing trend data shows 57.1% (2016) (55.2% for 5th grade only) to 68.5% (2017) to 49.2% (2018) to 38.8% (2019) P/D with novice at 13.5% to 5.6% to 8.2% to 24% respectively. Science KPREP results showed 29.1% (2018) to 32.2% of students P/D and 16.4% (2018) to 3.3% (2019) novice. KPREP data indicates that Crofton students are slightly below the state average in students reaching P/D levels in Reading and Writing while performing above the state average in Math, Science and Social Studies. RI/MI, FRA and F&P Data Fall 2019 Reading Inventory data indicates that 38.1% of students are at Proficient or Advanced levels for grades 2-6 (down from 45% in Fall 2018) while Math Inventory data indicates that 19.3% of students are at the Proficient or Advanced levels for grades 2-6 (down from 21.3% in Fall 2018). Foundational Reading Assessment data for students currently in K-2 indicate only 27.1% of students performing at a fluent level (up from 23% in 2018) with 72.9% of students not yet ready for comprehension. F&P Reading level assessments show 47.7% (up significantly from 2018) of first grade students and 57.1% (up significantly from 2018) of second grade students reading on grade level this fall. ATTENDANCE Student attendance rates are at 95.04% above the state average. Chronic Absenteeism rate for last year was 12.35%. PBIS Data PBIS data for 2018-2019 showed that 83% of students had zero referrals, 9% of students had 1 referral and 7% of students had 2-5 referrals. There were 2 students who had 6-8 referrals and 3 students who had 9+ referrals. This data fits the model for tiered behavior very closely. EMPLOYEE ENGAGEMENT The Employee Engagement survey was administered in the fall and spring. It showed a positive result for fall at 4.11 with 29 employees participating in the survey which was above to the district average. Spring results lagged slightly with an overall result of 4.01 with 42 employees participating in the survey which was slightly below the district average of 4.03. Results showed a concern from employees about receiving feedback on employee strengths. A plan was implemented at the beginning of the current school year to get more regular, systematic feedback to teachers and staff members. PARENT ENGAGEMENT Results from our Parent Satisfaction

Survey showed an increase of parent satisfaction on all questions with an overall score of 4.40 (up from 4.06). The targeted areas of feedback was .42 higher and parent reports of receiving positive calls, emails or notes home increased by .27.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Academic Priorities: Fall 2019 Reading Inventory data indicates that 38.1% of students are at Proficient or Advanced levels for grades 2-6 (down from 45% in 2018) while Math Inventory data indicates that 19.3% of students are at the Proficient or Advanced levels for grades 2-6 (down from 21.3% in 2018). Foundational Reading Assessment data for students currently in K-2 indicate only 27.1% of students performing at a fluent level with 72.9% of students not yet ready for comprehension. F&P Reading level assessments show 47.7% of first grade students and 57.1% of second grade students reading on grade level this fall. Writing scores decreased from 38.8% (2018) P/D with novice at 34%. Students with socioeconomic disadvantages scored 13.5% lower in Reading proficiency and 15.5% lower in Math than non-disadvantaged peers. Non-Academic Priority: PBIS Data PBIS data for 2018-2019 showed that 83% of students had zero referrals, 9% of students had 1 referral and 7% of students had 2-5 referrals. There were 2 students who had 6-8 referrals and 3 students who had 9+ referrals. This data fits the model for tiered behavior very closely. Implementation of PBIS Tier II strategies with fidelity will continue this year. Implementation of intentional social and emotional learning curriculum for K-6 students will continue.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Academic data shows a lower number of students performing at the proficient and distinguished levels across all content areas in Reading and Math for two years in a row. The number of students performing at the novice level have increased for two consecutive years. PBIS data shows that student behavior continues to improve as we continue to build on our PBIS program and implement intentional social and emotional learning curriculum. Differentiation and intervention will continue to be focus areas as we continue to try to meet the needs of all learners and assure continuous improvement. Student performance in Writing has fluctuated over the past four years and a more comprehensive writing plan is being implemented for K-6 to address this.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

KCWP1: Design and Deploy Standards- We are reviewing Reading standards and vertical alignment for primary Reading. We are working on vertical alignment of writing standards and practices to build our writing program with clearly defined expectations at each grade level. KCWP2: Design and Deliver Instruction-Development of a clearly defined RTI process for primary Reading is in progress. We are also analyzing primary assessment practices to ensure congruency to the standards. Ways to adequately assess that are developmentally appropriate are being addressed. We are focusing on content area literacy and integrating science for all grade levels. We hope to leverage science content as a student engagement strategy for informational reading standards. KCWP5: Design, Align, Deliver Support Processes We are continuing to work on our school wide behavior support system to get all Tiers operating with fidelity. We are working toward a goal of student self-monitoring their progress and taking ownership of their learning by implementing a focused curriculum for social and emotional learning for all grade levels.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The percent of students performing at the proficient level in Science increased slightly with novice dropping significantly last year. Primary reading data is showing significantly more students reading on grade level for 1st and 2nd grade this fall and supports that the work in primary reading is beginning to show improvement. Students are goal setting and monitoring their learning though the social and emotional curriculum being taught across all grade levels. PBIS Data PBIS data for 2018-2019 showed that 83% of students had zero referrals, 9% of students had 1 referral and 7% of students had 2-5 referrals. There were 2 students who had 6-8 referrals and 3 students who had 9+ referrals. This data fits the model for tiered behavior very closely. The Employee Engagement survey was administered in the fall and spring. It showed a positive result for fall at 4.11 with 29 employees participating in the survey which was above to the district average. Spring results lagged slightly with an overall result of 4.01 with 42 employees participating in the survey which was slightly below the district average of 4.03. Results showed a concern from employees about receiving feedback on employee strengths. A plan was implemented at the beginning of the current school year to get more regular, systematic feedback to teachers and staff members.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Assurances_10252019_12:26

2019-20 Phase Two: School Assurances

Crofton Elementary School

Lori Dexter

12145 S Madisonville Rd

Crofton, Kentucky, 42217

United States of America

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes
- No
- N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- Yes
- No
- N/A**

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Title I Annual Review Diagnostic_10252019_12:54

2019-20 Phase Three: Title I Annual Review Diagnostic

Crofton Elementary School

Lori Dexter

12145 S Madisonville Rd

Crofton, Kentucky, 42217

United States of America

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

The Continuous Improvement Team for Crofton Elementary School follows a protocol to review data to determine effectiveness of strategies implemented. The Continuous Improvement Team consists of the principal, assistant principal, guidance counselors, teachers, parents, and students. Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly faculty meetings as well as through PLCs. Crofton Elementary used the following data sources: KPREP, Brigance, Reading inventory, Math Inventory, Foundational Reading Assessment, F&P, attendance, PBIS, Employee Engagement and Parent Engagement. The data is shared by the school with the district through a shared Google spreadsheet that is used for monitoring purposes. Review current and past performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, and academic growth. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands and by gap groups. See attached Data Document for several data points throughout the year.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

A cohort team was developed to begin targeted training on differentiation. The initial training included two teachers who will serve as leads to build this training out in the future. Intervention programs (Read 180, System 44, Do the Math, and Math 180) were used in grades 3-6 for lower achieving students. Data at the end of the year indicated sizable gains for these students with approximately 38 of 90 or 42.2 percent exiting an intervention. Intervention occurs with a one hour protected block of time that is in addition to core instruction. The development of a more formal RTI program for K-2 Reading was a focus area. Identification of consistent resources across grade levels as well as progress monitoring measures occurred and was revised throughout the year. Trend data in our needs assessment indicates a large percentage of students in primary reading are not progressing at the pace expected resulting in large percentages of students not reading on grade level by the end of second grade. This has become a school and a district focus and we will continue this work this year. The implementation of Tier II and III for PBIS was a focus as well. We devised a systematic way for teachers to refer students for Tier II and criteria for our PBIS team to review and accept Tier II referrals. Our PBIS team goal was to develop behavior intervention plans for Tier II students in an effort to develop continuous plans that will follow students as they progress through the grade levels. Check and connect occurred for students daily. We had seven students who were referred for Tier II behavior plans by the end of the year. Plans were developed over the summer for these students. PBIS data for 2018-2019 showed that 84% of students had zero office referrals, 10% of students had 1 referral and 5% of students had 2-5 referrals. There were 2 students who had 6-8 referrals and 3 students who had 9+ referrals. This data fits the model for tiered behavior very closely. After school tutoring was offered to identified students in all grade levels. Certified K-6 teachers offered tutoring from January through April to students identified as needing additional instruction. These groups were flexible groups for targeted instruction. Teachers monitored student progress using classroom performance. Grades 1-6 teachers worked with students to self track their progress and goal set. The goal was for students to take ownership of their learning and be motivated by goal setting. Teachers used these data trackers regularly with students to review progress and celebrate accomplishments. Student growth from the beginning to the end of the year over several different data points is shown in the data document attached.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Crofton Elementary School implements the the Plan-Do-Study-Act Cycle (PDSA) as part of our Professional Learning Community (PLC) for continuous improvement. The school focuses on the following questions: 1) What problem are we trying to solve? 2) What changes might we introduce and why? 3) How will we know what change is an actual improvement? We identify clear and specific measures we will use to determine success. Measures include such things as - such as F&P Levels; Reading/Math Inventory; KPREP data; District Standards Assessments; Coaching

observations; Instructional Rounds/Deep Dive Data protocol work; PLC minutes to capture both the processes and the outcomes. The PDSA cycle consists of: Plan: This step clarifies the problem and identifies the overall aim; the tool, process, or change to implement; and more specific targets or objectives of the continuous improvement process. Do: This step involves the implementation of the tool, process, or change and the collection of both process and outcome data. Study: In this step, participants examine the collected data and consider the extent to which the specific targets or objectives met those identified in the Plan step, as well as the overall aim. Act: This last step integrates all the learning generated throughout the process. The stakeholders, as needed, make adjustments to the specific objectives or targets, formulate new theories or predictions, make changes to the overarching aim of the continuous improvement work, and/or modify any tools or processes being tested. Crofton Elementary School also engages students in goal setting. Goals are short-term and achievable. Goals are reviewed with students and progress is monitored. Student success is celebrated and intervention is provided when students struggle to meet goals. Crofton Elementary School provides Tier II and Tier III intervention for those students who are struggling to meet academic and behavior standards. Progress is monitored through the PLC process, PBIS committee, and specific RTI meetings to determine if the intervention is successful.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

PBIS Tier II intervention plans will be implemented this year to continue our progress. Training and implementation of a school wide social and emotional learning curriculum focused on student self monitoring and resulting in ownership of their learning and behavioral choices will be implemented which will build off the progress of our current PBIS work. This curriculum targets best practices identified to overcome the effects of poverty (our largest GAP group, approximately 70% of our population is Free or Reduced). We will continue our work on the development of a K-2 intervention program for Reading as well as analyze our tier I core instruction program to determine if any adjustments are needed. Analysis of assessment practices for primary to ensure congruency to standards, developmental appropriateness, and selection of the appropriate method of assessment will take place in PLCs. Differentiation in Reading and Math classrooms using strategies learned in professional learning sessions are being used regularly this year. Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels. Regular descriptive feedback will continue to be a piece of this work. Deep Dive Cohort formed to work on content area literacy strategies with a focus on integrating Science into the Reading classroom.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Crofton Elementary strives to implement an intentional and effective plan to promote family engagement. In 2018-19, Crofton offered several key parent involvement events including Leader in Me Night, Showcase of the STARS Academic Night, and K-PREP awards. Other family engagement activities/opportunities included Open House, Grandparent's Day, Parent Conferences, Veteran's Day Program, Christmas Program/Performances, Muffins for Moms, Doughnuts for Dads, Kindergarten Promotion Ceremony, and End of the Year Grade Level Award Ceremonies. (See attached Parent Involvement Activity Report for 2018-19) Additional parent involvement and communication opportunities included monthly PTO meetings, family resource information seminars, weekly school and teacher newsletters, weekly communication folders, parent volunteer services, and additional district parental involvement activities. The effectiveness of our family engagement program is determined by parent/family feedback. Surveys are completed after family events and the data/comments are reviewed immediately to better understand the strengths, weaknesses, questions, and concerns of the families in attendance. A Cumulative Summary Report (Annual Family Involvement Survey) was sent home to families in the spring of 2018 (See results uploaded). The data supports the effectiveness of our family engagement plan. The feedback received was reviewed with leadership, staff, and our SBDM council and an action plan was developed. Parents/families were also asked for input and feedback on our School Compact and Parent Involvement Policy. Engagement online survey also provided us with specific feedback from families that help us to better serve and meet the needs of both our students and families. The new 2019-20 Family Involvement Calendar has been created and the Title 1 parent involvement budget will reflect any funds used this year to support these events (See 2019-20 Family Involvement Calendar)

ATTACHMENTS






Attachment Name

-  [2019-20 Calendar](#)
-  [Annual Evaluation](#)
-  [Annual Evaluation Action Plan 2018-19](#)
-  [Family Event Calendar 2018-19](#)

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Crofton's Family Engagement Program for 2019-20 school year will be very similar that last year's plan (see 2018-19 family event calendar uploaded). We will strive to increase communication about family events in a timely manner through newsletters, event flyers, connect ed calls, and school sign display. Actions will be taken to increase positive communication and feedback to parents, including parent/teacher conferences, monthly written feedback and positive contacts to parents, We will also intentionally plan for interactive activities at our family events that includes both students and parents. Parents have requested (based on prior surveys) that more materials be distributed that will help them make a connection between school and home academic needs.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-20 Calendar		• 5
 Annual Evaluation		• 5
 Annual Evaluation Action Plan 2018-19		• 5
 Crofton 5X Monitoring 2018-2019	Student data monitoring document for the 2018-2019 school year.	•
 Family Event Calendar 2018-19		• 5

**2019-20 Phase Three: Comprehensive Improvement Plan for
Schools_10252019_12:53**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Crofton Elementary School
Lori Dexter
12145 S Madisonville Rd
Crofton, Kentucky, 42217
United States of America

Last Modified: 12/06/2019
Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goal Builder	Goals, objectives and action plan	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.</p> <p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. Six</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or support) the improvement initiative.</p>

	<i>Sigma, Shipley, Baldridge, etc.</i>		
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1: Proficiency Goal

Goal 1: Increase the percentage of students scoring proficient or above in Reading and Math from 54.3% to 65.2% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in Reading from 52.8% to 58.08% by 2020.	KCPW 1: Design and Deploy Standards KCPW 2: Design and Deliver Instruction KCPW 4: Review, Analyze and Apply Data	Striving Readers Comprehensive Literacy Initiatives including: Literacy Design Collaborative Coach and Learn Teams: Continuation of grades 3-12 professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams (now cohorts 1 and 2) are regularly supported by LDC Coaches and K-12 Literacy Coach through online sessions, and participate in implementation of high-quality anchor modules built by LDC with emphasis on focus standards, disciplinary literacy, and aligned instruction. Early Childhood Literacy Academy: All preschool teachers and one kindergarten teacher in every elementary school participate in the academy to build capacity around quality early childhood literacy instruction. Three schools, as well as participating daycares, also receive targeted coaching support through this Academy. School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semester. Supplemental Phonics Program: A systemwide phonics program is being implemented in all elementary schools K-3 to create a cohesive approach to phonics instruction districtwide. Professional learning support is offered through phonics coaching, including an outside coach as well as district literacy coaches, for teacher TILT- Literacy Academy- Training and Implementation fidelity of Benchmark Literacy.	F&P Levels RI Growth DSA Proficiency Classroom Observations	5X plans and data monitoring will be reviewed and revised as needed.	District

Objective 2: Increase the percentage of students scoring proficient or above in Reading from 55.8% to 61.4% by 2020.	<p>KCPW 1: Design and Deploy Standards</p> <p>KCPW 2: Design and Deliver Instruction</p> <p>KCPW 4: Review, Analyze and Apply Data</p>	<p>PLCs- A 6 week rotation is used with the Plan, Do, Study, and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessment, quality instruction focused on feedback, RTI, and Data Analysis.</p>	<p>Classroom Assessment Data Teacher Data Tracking Forms</p>	<p>Review and monitor PLC products and teacher data tracking forms.</p>	<p>No Funding Required</p>
		<p>Deep Dive- Differentiation- We continue to refine this process in PLCs.</p> <p>Teacher Coaching</p>	<p>Classroom Visits</p>	<p>Data from Classrooms</p>	<p>District</p>
		<p>K-12 Grade level curriculum planning and unit planning</p>	<p>Improved instructional practices</p>	<p>Coaching forms</p>	<p>No Funding Required</p>
		<p>K-8 Math Cohort- Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics at elementary and middle school levels. Grade level lesson studies once per semester along with quarterly after school sessions promote professional learning and collaborative teacher planning for cohort participants.</p> <p>TILT- Math Academy</p>	<p>Ability to collaborate with teachers in other buildings</p>	<p>PLC planning/pacing documents</p>	<p>District</p>
		<p>PLCs- A 6 week rotation is used with the Plan, Do, Study, and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessment, quality instruction focused on feedback, RTI, and Data Analysis.</p>	<p>Classroom Assessment Data Teacher Data Tracking Forms</p>	<p>Review and monitor PLC products and teacher data tracking forms.</p>	<p>No Funding Required</p>
		<p>Deep Dive-Differentiation- We continue to refine this process in PLCs.</p> <p>Teacher Coaching</p>	<p>Cohort Teacher Classroom Visits</p>	<p>Data from Cohort Teacher Classrooms</p>	<p>District</p>
		<p>K-12 Grade level curriculum planning and unit planning</p>	<p>Improved instructional practices</p>	<p>Coaching forms</p>	<p>No Funding Required</p>
		<p>K-12 Grade level curriculum planning and unit planning</p>	<p>Ability to collaborate with teachers in other buildings</p>	<p>PLC planning/pacing documents</p>	<p>District</p>
		<p>K-12 Grade level curriculum planning and unit planning</p>	<p>Ability to collaborate with teachers in other buildings</p>	<p>PLC planning/pacing documents</p>	<p>District</p>
		<p>K-12 Grade level curriculum planning and unit planning</p>	<p>Ability to collaborate with teachers in other buildings</p>	<p>PLC planning/pacing documents</p>	<p>District</p>

2: Separate Academic Indicator

Goal 2 Separate Academic Indicators: Increase the combined percentage of students scoring proficient or above in Science, Social Studies, and Writing from 70.1% to 84.1% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of elementary students scoring proficient or above in science from 32.8% to 36.1% by 2020.		<p>Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons and TILT sessions.</p> <p>Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.</p>	<p>Teacher participation in science specific professional learning Teacher created science assessments and lessons</p> <p>Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants</p>	<p>Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs</p> <p>Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports</p>	District Grant
Objective 2: Increase the percentage of elementary students scoring proficient or above in social studies from 68.5% to 75.4% by 2020.	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture</p>	<p>Social Studies: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards through KDE-provided standards modules, to include deconstruction of standards, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.</p> <p>Literacy in Social Studies: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.</p>	<p>Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons</p> <p>Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants</p>	<p>Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs</p> <p>Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports</p>	District Grant

<p>Objective 3: Increase the percentage of elementary students scoring proficient or above in writing from 38.9% to 42.8% by 2020.</p>	<p>and Environment</p>	<p>Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided through TILT and other means to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing.</p> <p>Literacy Design Collaborative: Implementation of Anchor Modules aligned to a district LDC Curriculum Map will occur with emphasis on disciplinary writing and authentic writing products.</p>	<p>School Writing Plans Systemwide Implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) DSA for Reading, Writing, and Math Attainment of writing goals on Scorecard</p>	<p>Student writing products DSA Extended Responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio</p>	<p>District</p>
			<p>Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants</p>	<p>Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports</p>	<p>District/ Grant</p>

3: Achievement Gap

Goal 3: Increase the combined average percentage of students in the Consolidated Gap Group scoring proficient or above in reading and math from 50% to 55% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the combined average percentage of Economically Disadvantaged students in the Consolidated Gap Group scoring proficient or above in reading and math from 50% to 52.5% by 2020.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Provide feedback to students on their progression of learning	Lexile growth Quantile growth DSA Proficiency KPREP	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency	No Funding Required
		Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success	Lexile growth Quantile growth DSA Proficiency KPREP	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency	No Funding Required
		K-2 Intervention Plan- An intervention plan has been developed and is being implemented for K-2 students identified as needing Reading intervention.	Improved Classroom Assessment Data, RI Growth	5X Data Points	Title I
		Read 180/System 44- Students identified as needing intervention in Reading according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 3-6.	Improved Classroom Assessment Data, RI Growth	5X Data Points	Grant Funding and Title I
		Math 180-Students identified as needing intervention in Math according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 5-6.	Improved Classroom Assessment Data, MI Growth	5X Data Points	Grant Funding and Title I
		PLCs- See Goal 1, Objective 1-	See Measures of Success Goal 1	See Progress Monitoring Goal I	No Funding Required
KCWP 6: Establishing Learning	Check and Connect- Identified students will be checked in and out with on a daily basis by an administrator to focus on differentiated behavior improvement goals.	Improved student behavior	Check and Connect Sheets, Monthly Discipline Data	No Funding Required	

	Culture and Environment	<p>PBIS Tier II and III Implementation- A tier II and III team has been formed and are reviewing student referrals/drafting interventions.</p> <p>Implementation of a Social and Emotional Learning curriculum for grades K-5.</p> <p>Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful</p> <p>Communicate with and support parents/families in order to address barriers to learning</p>	Improved student behavior	Check and Connect Sheets, Monthly Discipline Data	No Funding Required
			Character development	Monthly Discipline Data, 5X	Title I
			Culturally appropriate teaching and learning	Observations PLCs	District and Title I
			Addressing student needs	FRYSC Nursing logs SRO Mental Health PLCs	Title I Title V District

4: Growth

Goal 4 Growth: Increase the combined average growth score for students from 48.6 to 58.3 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the combined growth score for elementary students from 48.6 to 51.8 by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Delivery of Instruction	Provide feedback to students on their progression of learning	Lexile growth Quantile growth DSA Proficiency KPREP	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency	No Funding Required
		Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success	Lexile growth Quantile growth DSA Proficiency KPREP	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency	Title I
	KCWP 2: Design and Delivery of Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	Lexile growth Quantile growth DSA Proficiency KPREP	Observations PLCs	No Funding Required
		Utilize formative and summative information for increased student achievement	Common, formative, summative assessments	PLCs	No Funding Required
	KCWP 5: Design, Align and Deliver Support Processes	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students	Lexile growth Quantile growth DSA Proficiency KPREP	PLCs Observations RTI meetings Transition meetings	No Funding Required
		Determine which best practice strategies (e.g., interventionist, Read 180, modifications to schedules) will meet the identified needs of the students	Lexile growth Quantile growth DSA Proficiency KPREP	PLCs Observations RTI meetings	District Title I
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction	Common, formative, summative assessments	PLCs	No Funding Required
		Student Goal Setting and Data Tracking- Students in grades 2-6 will track their	Student data tracking forms	RTI meetings PLC data meetings	No Funding Required

		<p>own progress on student data tracking forms. These will also be used for goal setting for DSA and RI/MI assessments as well as classroom assessments. Student specific strategies for testing will also be documented here as students will use these during all classroom and district assessments to create their test taking habits.</p>		<p>Mid-year and End of Year Gains Analysis DSA Proficiency</p>	
	<p>Lexile growth Quantile growth DSA Proficiency KPREP</p>	<p>Recognition and celebration of student academic effort and achievement</p>		<p>RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency</p>	<p>Title I</p>

5: Transition Readiness

Goal 5 (State your transition readiness goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI Identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded In eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
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