

# 2021-22 CROFTON PHASE ONE: Continuous Improvement Diagnostic OCTOBER 1, 2021

2021-22 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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## 2021-22 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 2021-22 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
- Professional Development Plan for Schools

## 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.



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Diagnostic OCTOBER 1, 2021 - Generated on 02/02/2022

Crofton Elementary School

Please enter your name and date below to certify. Lori Dexter 8-20-21



2021-22 CROFTON PHASE TWO: The Needs Assessment DUE NOV.

2021-22 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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The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

#### Protocol

- 1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.
  - 1. Continuous Improvement Team: SBDM, Leadership, CSIP Committee, PLCs, RTI teams. 2. Gather and organize data: (Members (teachers, principal, curriculum specialist and guidance counselor) gather and organize data. CSIP Committee and Leadership 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: CSIP Committee and Leadership 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. CSIP Committee and Leadership 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: CSIP Committee and Leadership 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: CSIP Committee and Leadership 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, CSIP Committee and Leadership Team 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. CSIP Committee and Leadership Team will utilize school scorecard, faculty meetings, PLCs, and RTI meetings to communicate progress and next steps. The implementation plan will be responsive and changed based upon progress monitoring.

#### **Trends**

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

## **Example of Trends**

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic data shows a lower number of students performing at the proficient and distinguished levels in Reading and Math from 2019 data. The number of students performing at the novice level have increased by approximately 50%. PBIS data

shows that student behavior is returning to pre-pandemic norms for our school as we continue to build on our PBIS program tier II and III. Differentiation in tier I and II instruction as well as strategic tier III intervention will remain focus areas as we continue to try to meet the needs of all learners and assure student growth.

#### **Current State**

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

## **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

## **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

KPREP Data 2016 2017 2018 2019 2020 2021 Reading P/D 60.8 68.2 65.2 52.8 na 40.7 N 17.1 10.8 14.8 22.7 na 39.7 Math P/D 61.3 70.4 67.8 55.8 na 38.1 N 10.4 5.4 8.7 12.8 na 26.1 Science P/D 29.1 32.2 na 41.3 N 16.4 3.4 na 13 Soc. St. P/D 87.9 83.3 86.9 68.5 na na N 1.7 1.9 1.6 12.9 na na Writing P/D 57.1 68.5 49.2 38.8 na 37.5 N 13.5 5.6 8.2 24 na 16.1 Universal Screener Data RI 2018 RI 2019 MAP 2020 (spring) MAP 2021 (fall) Reading 45% on level (grades 2-6) 38.1% on level (grades 2-6) 40.8% projected proficiency (grades 3-6) 44.5% projected proficiency (grades 3-6) MI 2018 MI 2019 MAP 2020 (spring) MAP 2021 (fall) Math 19.3% on level (grades 2-6) 21.3% on level (grades 2-6) 29.6% projected proficiency (grades 3-6) 31.7% projected proficiency (grades 3-6) F & P Reading Level Assessments 2019 spring 2020 spring 2021 fall Grade 1 47.7 62% (of in person students 23/37) 19.5% (started on level D in fall 9/55) Grade 2 57.1 75% (of in person students 27/36) 55.5% (started on level I in fall 25/45) Attendance Daily attendance rates for the current school year since return from non-traditional instruction have been above 90% and are now approaching approximately 94%. PBIS Data Current PBIS Data shows that our monthly data is approaching a similar pattern that we had pre-pandemic. We have had the following numbers of major referrals from August through October respectively- 6, 10, 8. Employee Engagement Employee Engagement Survey completed in spring 2021 showed an average score of 4.37 for this area concerning

feedback. Increase the score on my principal provides feedback on my strengths as an employee from 4.12 to 4.22. 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 Overall survey mean- 4.06 (17-18), 4.40 (18-19), 4.26 (19-20) Regularly receive feedback on how my child is learning- 3.73 (17-18), 4.15 (18-19), 4.23 (19-20)

#### Priorities/Concerns

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

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**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 2021 MAP data indicates that 44.5% of students are projected to be at a proficient or distinguished level in Reading in Grades 3-6 (up slightly from 40.8% in spring 2021), while MAP math data indicates that 31.7% of students are projected to be at a proficient or distinguished level in Math in Grades 3-6 (up slightly from 29.6% in spring 2021). Reading level assessments show that students in grade one are reading far below grade level (only 19.5% started the school year in fall 2021 reading on level) and second grade students have 55.5% of students reading on grade level in the fall of 2021. 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. Data for the 2021 school year is on track to mirror this previous data. Implementation of PBIS Tier II and III strategies with fidelity will continue this year.

## Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas

of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The percent of students performing at the proficient level in Science increased 9.1% last year. Continued training in Science and resources. The percent of students scoring novice in Writing reduced by 7.9% last year. Writing plan is being implemented at all grade levels and student conferences are being held with all students. Students are goal setting and monitoring their learning across all grade levels. MAP data from fall 2021 show improvement from the spring of 2021 in Reading and Math. Differentiation in Tier I instruction as well as during WIN time will continue to improve performance. Implementation of an additional block of differentiated instruction (WIN Time) that focuses on the specific needs of all students (T1, T2, T3)

Evaluate the Teaching and Learning Environment

- 6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School

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Crofton Elementary School

Improvement Plan (CSIP) diagnostic and template.

KCWP1: Design and Deploy Standards- We are reviewing standards and determining underpinnings students may need due to pandemic. KCWP2: Design and Deliver Instruction- Development of a clearly defined MTSS process for primary Reading is being implemented. Reviewing resources and instructional strategies to assure they are yielding student growth. Concentration on the transfer of strategy use to digital mode of learning. 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.

## **Attachment Summary**

Attachment Name	Description	Associated Item(s)
Current State Data Sheet	Organized Data of Current State	•

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## 2021-22 CROFTON PHASE TWO: School Assurances DUE NOV. 1

2021-22 Phase Two: School Assurances

## Crofton Elementary School Lori Dexter

12145 S Madisonville Rd Crofton, Kentucky, 42217 United States of America

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## 2021-22 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

## Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

o Yes

o No

N/A

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

o No

o N/A

#### **COMMENTS**

## Title | Programs

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

Yes

o No

o N/A

#### **COMMENTS**

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

o No

o N/A

#### **COMMENTS**

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

o No

o N/A

#### **COMMENTS**

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

Yes

o No

o N/A

#### **COMMENTS**

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

o No

o N/A

#### **COMMENTS**

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

o No

o N/A

#### **COMMENTS**

9. The school jointly develops with parents for all children served under this part 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

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o No

o N/A

## **COMMENTS**

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

#### Yes

o No

o N/A

#### **COMMENTS**

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

#### Yes

o No

o N/A

#### **COMMENTS**

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

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o No

o N/A

#### **COMMENTS**

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

o No

o N/A

#### **COMMENTS**

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

o No

o N/A

#### **COMMENTS**

15. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

• Yes

o No

o N/A

#### **COMMENTS**

Title I Schoolwide Programs

16. 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

o No

o N/A

#### **COMMENTS**

17. 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

o No

o N/A

#### **COMMENTS**

18. 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

o No

o N/A

#### **COMMENTS**

19. 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

o No

o N/A

#### **COMMENTS**

20. 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

o No

o N/A

#### **COMMENTS**

21. 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

o No

o N/A

#### COMMENTS

22. 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

o No

o N/A

#### **COMMENTS**

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

o No

o N/A

#### **COMMENTS**

Title I Targeted Assistance School Programs

24. 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.

o Yes

o No

e N/A

#### **COMMENTS**

25. 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.

administrators, classified staff, and/or other school personnel who work with

participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes o No ● N/A COMMENTS

29. 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.

o Yes

o No

N/A

#### **COMMENTS**

30. 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.

o Yes

o No

N/A

#### **COMMENTS**

31. 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.

o Yes

o No

● N/A

#### **COMMENTS**

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional 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).

- o Yes
- o No
- N/A

#### **COMMENTS**

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- N/A

## **COMMENTS**

## **Attachment Summary**

Attachment Name	Description	Associated Item(s)



# 2021-22 CROFTON PHASE THREE: Professional Development Plan for Schools DUE DEC. 17

2021-22 Phase Three: Professional Development Plan for Schools

## Crofton Elementary School Lori Dexter

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## 2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

- 1. A clear statement of the school or district mission
- 2. Evidence of representation of all persons affected by the professional development plan
- 3. A needs assessment analysis
- 4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
- 5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

#### 1. What is the school's mission?

All students who enter as kindergarteners exit the sixth grade \*with the skills and knowledge to enter middle school without remediation. \*with well developed citizenship habits to guide thought and deed which are necessary to live and work together. \*having authentically explored career paths at their own choice to begin planning for a rewarding career.



2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per <u>703 KAR 5:225</u> (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Our top two professional development priorities are (1) training in the area of teaching students how to read at all grade levels and (2) training on planning and implementation of 21st century learning and instruction.

3. How do the identified **top two priorities** of professional development relate to school goals?

Both of these priorities are directly related to student attainment of proficiency in Reading and Math in an fluid model of instruction (face to face and virtual models). As students who are struggling readers advance through the grade levels, we find that some teachers do not feel prepared to teach students how to read at a foundational level. Training in this area across the grade levels will develop teacher confidence in teaching the foundational pieces of reading so that instruction can be differentiated and delivered at appropriate levels to help our students grow each year.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The specific objective for our first priority training need is to train all grade level teachers in foundational reading skills. The short term work will be to assure differentiation is occurring for students through guided reading (to make sure the current resources are being used as intended). The long term work will be that all grade level teachers will be trained and feel confident to teach students how to read.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Students will exit primary reading on grade level. Teachers of all grade levels will feel competent to teach reading.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Primary reading data. Embedded reading training that is ongoing with modeling/collaboration throughout the year across grade levels.

4d. Who is the targeted audience for the professional development?

All certified teachers.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and teachers

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Time, funding, trainer(s)

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing coaching/modeling, collaboration, vertical PLCs

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Classroom coaching visits, grade level assessments, data trackers

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The specific objective for our second professional development is for teachers to actively and confidently embed technology into their regular classroom practice. Short term work is to effectively use the available software to plan and implement instruction. Long term is training that results in blended learning in the traditional classroom setting.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Student growth/progress regardless of model of instruction used (in person or virtual).

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Student proficiency data, students meeting growth goals.

5d. Who is the targeted audience for the professional development?

Certified staff

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, community

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Time, technology

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Vertical PLC time, feedback from families, coaching

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Google Classrooms, student participation rates in NTI, student growth data, usage reports for technology available.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an

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optional extension, please list N/A in the space provided below.

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## **Attachment Summary**

Attachment Name Description Associated Item(s)



### 2021-2022 CROFTON PHASE THREE: Comprehensive School Improvement Plan DUE DEC. 17

2021-2022 Phase Three: Comprehensive School Improvement Plan

### Crofton Elementary School Lori Dexter

12145 S Madisonville Rd Crofton, Kentucky, 42217 United States of America

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Crofton Elementary School	
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Attachment Summary	6



### **2021-22 Phase Three: Comprehensive School Improvement Plan**Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template</u>.
 b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Our objectives and strategies have been maintained that are addressing proficiency and growth. Strategies have been modified to include more equitable access to intervention staff and time. Our gap group that we are focusing on is our Economically disadvantaged group for both reading and math proficiency. Goal setting, interventions and MTSS data and follow up are all strategies being implemented to assure growth for this sub group.

#### **ATTACHMENTS**

**Attachment Name** 



2021-2022 CSIP

### 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, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Longterm 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, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned

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activities.

### Requirements for Building an Improvement Plan

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.



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### **Attachment Summary**

Attachment Name	Description	Associated Item(s)
2021-2022 CSIP	School Improvement Plan Template	•



# Comprehensive School Improvement Plan (CSIP)

### Rational

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

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 Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for

						-	r	ص س												
	Funding						list the funding	בואר תוב ומוומוון	source(s) used	to support (of	support) the	improvement	initiative							
	Progress Monitoring					Discuss title process used to	assess the implementation of	ic pian, the rate of	mplovement, and me	The measures may Should include timelines and	be quantitative or lessonsible individuals	qualitative, but are progress monitoring ensures	observable in some that plans are being revisited	ide pigno green penig revisited	and an oppoliumity to	determine whether the plan	is working.			
	Measure of Success	•	-		<u> </u>	<u>.</u>	list the criteria that the classes the content of	shows the impact immont and the	of the work.	The measures may	be quantitative or	qualitative, but are	observable in some	way.		<u></u>				
	Activities								Include actionable steps	current academic year. be multiple strategies used to deploy the chosen	strategy. There can be	multiple activities for each	strategy.							
	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, There can be	strategy can be based  multipl	upon Kentucky's six (6) strateg	Key Core Work	Processes listed above	or another established	improvement	approach (i.e. Six	Sigma, Shipley,	Baldridge, etc.).
Schools.	Objective				,		Include short-term	targets to be attained	by the end of the	current academic year.	There can be multiple	objectives for each	goal.							

### 1: Proficiency Goal

Objective Objective	Strategy	Activities	Measure of Success	Pragress Monitoring	Funding
Territoria de la constanta de		The state of the s			
Objective 1: Increase the percentage of	KCPW 1: Design	Striving Readers Comprehensive Literacy Initiatives including:	F&P Levels	5X plans and data monitoring	District
students scoring proficient or above in	and Deploy	Literacy Design Collaborative Coach and Learn Teams: Continuation	MAP Growth	will be reviewed and revised	
Reading from 40.9% to 45% by 2022 as	Standards	of grades 3-12 professional learning through the intensive LDC coach	Classroom	as needed.	
measured by KSA.		training for district staff, as well as one coach per building in	Observations		
	KCPW 2: Design	elementary/middle and 2 per building for each high school. LDC	MAP Data		
	and Deliver	Learn teams (now cohorts 1 and 2) are regularly supported by LDC	KSA		
	Instruction	Coaches and K-12 Literacy Coach through online sessions, and			
		participate in implementation of high-quality anchor modules built by			
•	KCPW 4: Review.	LDC with emphasis on focus standards, disciplinary literacy, and			
	Analyze and	aligned instruction.			
,	Apply Data	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			
	70.11	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 system wide abonics program is			
		being implemented in all alamentes, calculated at 2 and 100 miles of 100 miles			
-		Define Implemented in all elementary schools K-3 to create a conesive			
		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			District
		Benchmark Literacy.	•		
	•	PLCs- A 6 week rotation is used with the Plan, Do, Study, and Act	Classroom	Review and monitor PLC	District
•		structure. The work focuses on standards planning and pacing,	Assessment Data	products and teacher data	Title II
		creating rigorous and aligned assessments, formative assessment,	Teacher Data	tracking forms.	
		quality instruction focused on feedback, RTI, and Data Analysis. A	Tracking Forms	I	
		focus in PLC will be use of success criteria and how standards are			
		formatively assessed. Instructional practices for how students receive			
-	•	feedback/revise their work will be discussed regularly.	•	•	
·			Classroom Visits	Data from Classrooms	District
				)	

The second secon		THE PARTY OF THE P			
		Teacher Coaching	Improved	Coaching forms	ON
			instructional practices	•	Funding Required
		K-12 Grade level curriculum planning and unit planning	Ability to collaborate with teachers in other buildings	PLC planning/pacing documents	District
Objective 2: Increase the percentage of students scoring proficient or above in Math from 38.1% to 42% by 2022 as measured by KSA.		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	MAP Growth Classroom Observations MAP Data	Score card and data monitoring will be reviewed and revised as needed.	District
	manachan	TILT- Math Academy		•	District
	Analyze and Apply Data	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. A focus in PLC will be use of success criteria and how standards are formatively assessed. Instructional practices for how students receive feedback/revise their work will be discussed regularly.	Classroom Assessment Data Teacher Data Tracking Forms	Review and monitor PLC products and teacher data tracking forms.	No Funding Required
		Teacher Coaching	Improved instructional practices	Coaching forms	No Funding Required
		K-12 Grade level curriculum planning and unit planning	Ability to collaborate with teachers in other buildings	PLC planning/pacing documents	District
Constant and the second			Address	- Particular - Secretario Management (1) - Territorio Management (1)	

## 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 49.1% to 64% by 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of	-	Science: Continue formally established protocols	Teacher participation in science specific	Monitoring of aligned	District
elementary students scoring proficient or	-	for completing Through Course Tasks with	professional learning	instruction and assessment	
above in science from 41.3% to 55%by 2022	•	science teachers K-12 and for student work	Teacher created science assessments and	practices through PLCs	
as measured by KSA.		analysis. Continue to support K-6 Science Cohort	lessons	Data protocol in PLCs	
		with demonstration lessons and TILT sessions.			
-		Literacy in Science:	Student writing products	Student writing products	District/
		LÒC Anchor Modules will be implemented with a	Student Scores Sheets for LDC	Student Scores Sheets for	Grant
		common focus across all schools. Ongoing	Completion of LDC learning modules for	LDC Anchor Modules	
		professional learning will occur in development	Learn participants	Teacher feedback from LDC	
		of rigorous tasks, standards and instruction		Learn Cohorts	
		alignment, and best practice in science 3-		LDC Core Tools reports	*
Trans.		dimensional instructional practices.	•		
Objective 2: Increase the percentage of	KCWP 1: Design	Social Studies: Social studies teachers will engage	Completion of standards learning modules	Monitoring of aligned	District
elementary students scoring proficient or	and Deploy	in work to understand the depth and breadth of	through PLCs or professional learning	instruction and assessment	
above in social studies from 68.5% to 75.4%	Standards	newly-adopted social studies standards through	Completion of	practices through PLCs	
by 2022 as measured by KSA.	KCWP 2: Design	KDE-provided standards modules, to include	pacing/mapping/deconstruction	Data protocol in PLCs	
	and Deliver	deconstruction of standards, pacing/mapping,	Teacher created Social Studies		
	Instruction	assessment development, and instructional	assessments and lessons		
	KCWP 3: Design	practices aligned to meet the cognitive demand			
	and Deliver	of the standards.			•
	Assessment	Literacy in Social Studies:	Student writing products	Student writing products	District/
	Literacy	LDC Anchor Modules will be implemented with a	Student Scores Sheets for LDC	Students Scores Sheets for	Grant
	KCWP 4: Review,	common focus across all schools. Ongoing	Completion of LDC learning modules for	LDC Anchor Modules	
	Analyze and	professional learning will occur in development	Learn participants	Teacher feedback from LDC	
	Apply Data	of rigorous tasks, standards and instruction		Learn Cohorts	
	KCWP 5: Design,	alignment, and best practice in social studies		LDC Core Tools reports	
	Align and Deliver	instructional practices around inquiry and			*
	Support	historical thinking.			
	KCWP 6:				
	Establishing			-	•
-	Learning Culture				
The state of the s	and Environment		,		
Objective 3: Increase the percentage of		Writing: Teachers K-12 will begin the planning	School Writing Plans	Student writing products	District
			a market a construction of the construction of	manatar and and described and an anatomic specific specif	

	District/ Grant	
DSA Extended Responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	
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	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	
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.	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.	
elementary students scoring proficient or above in writing from 37.5% to 50% by 2022 as measured by KSA.		

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvemen

statutory requirement, intentionally tocusing on the achievement gaps process. Schools should use a variety of measures and analysis when co required to establish long term achievement gap goals, however, schoo	achievement gaps t d analysis when cor is; however, school:	statutory requirement, intentionally tocusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals, however, schools must establish yearly targets (objectives).	is also a vital compor w of the school's clim	nent of the continuous ate and culture. School	improvement s are not
Objective	Strategy	Activities	Measure of Success	Measure of Success Progress Monitoring	Funding
Objective: Increase the combined average	-	Provide feedback to students on their progression of learning	Lexile growth	RTI meetings	No Funding
percentage of Economically Disadvantaged students scoring proficient or distinguished in reading and	Analyze and Apply Data		Quantile growth	PLC data meetings	Required
math from 36.1% to 37.9% by 2022 as measured by	· ·	Operation of the Control of the Cont	KPREP	Year Gains Analysis	
KSA.	KCWP 5: Design,	Assist students in understanding of learning expectations (e.g.,	Lexile growth	RTI meetings	No Funding
	Align and Deliver	targets, goal setting, purpose) and know the criteria for	Quantile growth	PLC data meetings	Required
	Support	success.	DSA Proficiency	Mid-year and End of	•
			KPREP	Year Gains Analysis	
		K-2 Intervention Plan- An intervention plan has been	Improved Classroom	Scorecard data	Title I
		developed and is being implemented for K-2 students	Assessment Data, RI	points	-
		identified as needing Reading intervention.	Growth, MAP data		
		Read 180/System 44- Students identified as needing	Improved Classroom	Scorecard data	Grant
		intervention in Reading according to multiple data points will .	Assessment Data,	points	Funding and
-		receive extra instruction during RTI time with the programs	MAP Growth, MAP		Title I
·		listed above in grades 3-6.	data	•	
		Math Intervention-Students identified as needing intervention	Improved Classroom	Scorecard data ·	Grant
		in Math according to multiple data points will receive extra	Assessment Data,	points	Funding and
		instruction during RTI time with the programs listed above in	MAP Growth, MAP		Title I
		grades 5-6.	data		
		PLCs- See Goal 1, Objective 1-	See Measures of	See Progress	No Funding
		nu//	Success Goal 1	Monitoring Goal I	Required
		Check and Connect- Identified students will be checked in and	Improved student	Check and Connect	No Funding
	KCWP 6:	out with on a daily basis by an administrator to focus on	behavior	Sheets, Monthly	Required
	Establishing	differentiated behavior improvement goals.		Discipline Data,	
	Learning	TOTAL TOTAL TOTAL TOTAL AND THE PROPERTY OF TH		MISS screener data	

Culture and	PBIS Tier II and III implementation- A tier II and III team has	Improved student	Check and Connect	No Funding
Environment	been formed and are reviewing student screener data,	behavior	Sheets, Monthly	Required
	referrals, discipline data and implementing interventions.		Discipline Data,	
3	4		MTSS screener data	
	Implementation of a Social and Emotional Learning curriculum	Character	Monthly Discipline	Title I
	for grades K-6.	development	Data, Scorecard data	
	A CONTRACTOR CONTRACTO	•	points	
	Ensure equitable access to a meaningful and rigorous academic Culturally appropriate Observations	Culturally appropriate	Observations	District and
	curriculum that is respectful to diverse learners, helps to develop teaching and learning PLCs	teaching and learning	PLCs	Title I
	their character, and helps them to be successful		-	
	Communicate with and support parents/families in order to	Addressing student	FRYSC	Title I
	address barriers to learning	needs	Nursing logs	Title V
			SRO	District
<del>,</del>			Mental Health	
			PLCs	

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4: Growth

	Funding	No Funding Required	Title I	No Funding Required	No Funding Required	No Funding Required	District Title I	District Title I	No Funding Required	No Funding Required
	Progress Monitoring	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	Observations PLCs	PLCs	PLCs Observations RTI meetings Transition meetings	PLCs Observations RTI meetings	RTI meetings Observations PLC data meetings	PLCs	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis
AP.	Measure of Success	MAP growth MAP projected proficiency PLC data meetings KSA	MAP growth MAP projected proficiency PLC data meetings KSA	MAP growth MAP projected proficiency PLCs KSA	Common, formative, summative assessments	MAP growth MAP projected proficiency KSA	MAP growth MAP projected proficiency Observations KSA RTI meetings	MAP projected proficiency Observations KSA PLC data mee	Common, formative, summative assessments	Student data tracking forms
Goal 4 Growth: 100% of students will achieve at least one year of academic growth as measured by MAP.	Activities	Provide feedback to students on their progression of learning	Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success.	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	Utilize formative and summative information for increased student achievement.	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students.	Determine which best practice strategies MAP growth (e.g., interventionist, Read 180, MAP project modifications to schedules) will meet the KSA identified needs of the students.	Intervention/enrichment time is built into the schedule for all students equitably in all grade levels to provide access to all interventionists at every grade level.	Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction	Student Goal Setting and Data Tracking- Students in grades 2-6 will track their own progress on student data tracking
nts will achieve at least one year o	Strategy	II KCWP 1: Design and Deploy Standards	KCWP 2: Design and Delivery of Instruction	KCWP 2: Design and Delivery of Instruction KCWP 3: Design and Deliver	Assessment Literacy KCWP 4: Review, Analyze and Apply Data	KCWP 5: Design, Align and Deliver Monitor and evaluate the use of Support Processes assessment results to guide instrand determine the grouping of significant and determine the grouping of significa				KCWP 6: Establishing Learning Culture and Environment
Goal 4 Growth: 100% of stude	Objective	Objective 1: 100% of students will meet their growth goal on MAP.								

	Title I	
MAP Proficiency	MAP growth MAP projected proficiency PLC data meetings MSA MAP Mid-year and End of Year Gains Analysis MAP	
	MAP growth MAP projected proficiency KSA	
forms. These will also be used for goal setting for MAP 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.	Recognition and celebration of student academic effort and achievement	

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Funding Progress Monitoring Measure of Success Activities Strategy Goal 5 (State your transition readiness goal.): Objective Objective 1 Objective 2

5: Transition Readiness

6: Graduation Rate

Goal 6 (State your graduation rate goal.):	rate goal.):				
Objective	Strategy	Activities Measure	Measure of Success	Progress Monitoring Func	Funding
Objective 1		The state of the s			
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Additional to the					
Objective 2					i
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7: Other (Optional)

Goal 7 (State your separate goal.):	ıl.):				•
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
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Objective 2				The state of the s	- PARTITION IN .
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# Special Considerations for Targeted Support and Improvement (TSI) Schools

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

# Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

### Response:

# Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

### Response:

ic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice locument the evidence that supports the Activities outlined in this plan. Additional rows may be added to	Uploaded in eProve				-		ts.	ional actions that were determined to address the causes of	-	
d Interventions:  by the analysis of academic and non-academic data that will be address at specifically targets the subgroup(s) achievement that contributed to plete the table below to document the evidence that supports the Acti	Evidence Citation	Hattie, J. (2009), Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.		The state of the s			usses 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:		
Targeted Subgroups and Evidence-Based Interventions: Consider: Identify the areas of need revealed by the analysis of academi based practice(s) will the school incorporate that specifically targets the to ensure it is implemented with fidelity? Complete the table below to caccommodate additional pieces of evidence.  Response:	Evidence-based Activity	Train staff to implement inductive teaching strategies.	omnovimus summaria.	The second secon			Additional Actions That Address The Causes Of Consistently	Consider: Describe the process used to review underperformance. Response:		-

# Special Considerations for Comprehensive Support and Improvement (CSI) Schools

dentified 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) 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 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 he 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 Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and 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 before it is submitted to the Commissioner of Education for final approval.

## Evidence-based Practices

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 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 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, 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 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.

		Uploaded in
Evidence-based Activity	Evidence Citation	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,	
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### 2021-22 CROFTON PHASE THREE: Executive Summary for Schools DUE DEC. 17

2021-22 Phase Three: Executive Summary for Schools

### Crofton Elementary School Lori Dexter

12145 S Madisonville Rd Crofton, Kentucky, 42217 United States of America

Generated on 02/02/2022	
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### **2021-22 Phase Three: Executive Summary for Schools**

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 Elementary School is located in Crofton, Kentucky and has been in the current building since \_\_\_\_\_\_. The school is just outside the city limits and there are several small businesses across the road and just down the street. Crofton serves the largest geographical area of any elementary school in the county with many of our students living in very rural areas. Crofton's population of approximately 396 consists of 90.1 % Caucasian, 3% African American, 4.9% Multi Race, and 2% Other. 67.9% of Crofton students receive either free or reduced lunch. Crofton Elementary has a preschool; however, the pandemic has drastically reduced the number of students participating in the program. Approximately 25% of students participate in preschool. 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.

Christian County Public Schools has worked on the development of an updated mission statement. The mission of Christian County Public Schools is to ensure meaningful learning experiences that empower ALL students IN reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs. Crofton Elementary has a vision and mission that aligns with the district mission. Crofton Elementary School Vision: All students who enter as Kindergarteners exit the sixth grade with the skills and knowledge needed for middle school without remediation. with well-developed citizenship habits to guide thought and deed which are necessary for people to live and work together. having authentically explored career paths at their own choice to begin planning a rewarding career. The mission of Crofton Elementary is to create an educational culture of continuous growth through shared partnerships and responsibilities. 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 some decline in the percent of students performing at the proficient and distinguished levels over the past few years. Although we have seen some decline, students performed at or above the state average for the percent proficient or distinguished in Reading, Math, and Science last year. Writing is an area of focus. We are focusing heavily on primary reading and getting students to read on grade level by the end of the primary program. WIN (What I Need) time is built into all grade level schedules to provide intervention and extension for all students. Interventionists and tutors assist during this time to assure students have access to the instruction they need to move forward in their learning.

#### Additional Information

**CSI/TSI Schools (including ATSI) 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.

N/A

#### 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.

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Crofton Elementary School

### **Attachment Summary**

Attachment Name	Description	Associated Item(s)
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