

2020-21 Phase One: Continuous Improvement Diagnostic for
Schools_09082020_13:25

2020-21 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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2020-21 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 2020-21 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
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

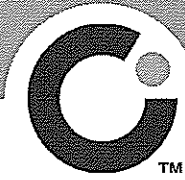
- Progress Monitoring

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.

Please enter your name and date below to certify.

Crofton Elementary School

Lori Dexter 9/22/20



2020-21 Phase Two: The Needs Assessment for
Schools_09252020_08:40

2020-21 Phase Two: The Needs Assessment for Schools

Crofton Elementary School

Lori Dexter

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Crofton, Kentucky, 42217
United States of America

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2020-21 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, 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 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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Data points from 2019 will continue to be used this year. KPREP Data: Crofton 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 Engagement 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 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 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 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%.

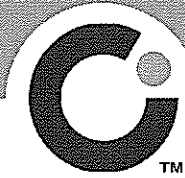
The percent of students performing at the proficient level in Science increased slightly with novice dropping significantly last year. Primary reading data is showing significantly more students reading on grade level for 1st and 2nd grade this fall and supports that the work in primary reading is beginning 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.

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Crofton Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_09252020_08:50

2020-21 Phase Two: School Assurances

Crofton Elementary School

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2020-21 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. 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.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 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 accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

Yes

No

N/A

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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

COMMENTS

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. 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 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

COMMENTS

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

COMMENTS

9. 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

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

10. 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

COMMENTS

11. 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

COMMENTS

12. 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

COMMENTS

13. 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

COMMENTS

14. 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

COMMENTS

15. 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

COMMENTS

16. 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

COMMENTS

17. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

18. 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).

Yes

No

N/A

COMMENTS

19. 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.

Yes

No

N/A

COMMENTS

All School Programs

20. 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

COMMENTS

21. 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

No

N/A

COMMENTS

22. 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

No

N/A

COMMENTS

23. 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

No

N/A

COMMENTS

24. 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

No

N/A

COMMENTS

25. 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

No

N/A

COMMENTS

26. 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 under section 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

No

N/A

COMMENTS

27. 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

No

N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

COMMENTS

29. 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).

Yes

No

N/A

COMMENTS

30. 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

No

N/A

COMMENTS

31. 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

No

N/A

COMMENTS

32. 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).

Yes

No

N/A

COMMENTS

33. 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

No

N/A

COMMENTS

34. 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

No

N/A

COMMENTS

35. 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

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Executive Summary for
Schools_09282020_12:27

2020-21 Phase Three: Executive Summary for Schools

Crofton Elementary School

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2020-21 Phase Three: Executive Summary for Schools

. 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 421 consists of 88.7 % Caucasian, 5.1% Multi Race, 2.8% Hispanic, 3.5% African American, and .2% Indian. 68.7% 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.

. 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.

. 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.

. **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.

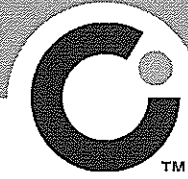
Not Applicable

. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_09282020_12:28

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Crofton Elementary School

Lori Dexter

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

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

The culture at Crofton Elementary is based on continuous improvement for everyone including staff and students. Intentional planning and goal setting occurs with both staff and students and is reviewed throughout the year. The focus is on improvement/growth and these accomplishments are analyzed and celebrated as each data point comes in. Leadership and staff understand the importance of knowing our GAP populations and actively study and implement best practices proven to help students overcome obstacles. Our largest GAP population is Free and Reduced Lunch.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We have seen significant closing of our gap groups over the past two years. This year, academic data has fluctuated slightly. The percent of students performing at the Proficient/Distinguished levels in both Reading and Math showed slight differences in our non-duplicated GAP group (1.1% higher in Reading and 0.2% lower in Math respectively); Free/Reduced showed similar fluctuations with 2% decrease in Reading and 3.6% decrease in Math of students at the P/D level respectively. Novice increased in both Reading and Math for both groups; non duplicated GAP in Reading increased from 12.4% to 14.8% and Math increased from 6.5% to 8.7%. Special Education novice increased from 31.8% to 41.4% in Reading and 18.2% to 41.4% in Math.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

The Free and Reduced Lunch groups have continued to show very similar academic results as the entire student population. Our Special Education population has shown an increase in the percent of students in the novice category in last year's KPREP data.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Data shows that the school is maintaining high percentages of students performing at the proficient and distinguished areas in reading and math with minor fluctuations of 4-5 students. Special education data shows an increase in the number of students performing in the novice category in both reading and math.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Teachers are getting professional development through PLC and after school Teacher Intentionally Learning Together (TILT) session throughout the year. Teachers are able to get professional development in their perceived areas of need. The district office has coaches available to work with teachers on classroom management and instructional strategies. These sessions help teachers to close achievement gaps with students under their care. An intensive RTI program is used with students in intermediate. After school tutoring is used with identified students as well. Our school is working to implement a social and emotional curriculum to help students develop 21st century skills. This is aimed at students goal setting, taking responsibility for their learning and empowering them to understand that they can affect their situation through their choices and habits.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

We continue to work on strategies for SPED students in the regular classroom.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

We have PLC meetings weekly and faculty meetings twice a month. Teachers follow a 5 to 6 week cycle from unpacking the standards to developing a common assessment. Teachers also meet every 5 weeks in a grade level data meeting where

students are discussed and plans are made to help them reach proficiency in reading and mathematics. We are implementing a social and emotional curriculum to help students develop 21st century skills. This is aimed at students goal setting, taking responsibility for their learning and empowering them to understand that they can affect their situation through their choices and habits.

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase the number of students scoring proficient or above in the non-duplicated gap group for free and reduced in Reading from 65.2% to 69.1% by 2021. Increase the number of students scoring proficient or above in the non-duplicated gap group for free and reduced in Math from 67.8% to 69.1% by 2021.

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Attachment Name



Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Identification 2020	Gap Identification	• I
 Closing the Achievement Gap Summary 2020	Achievement Gap Summary	• III



2020-2021 Phase Three: Comprehensive School Improvement
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2020-2021 Phase Three: Comprehensive School Improvement Plan

Crofton Elementary School

Lori Dexter

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Crofton, Kentucky, 42217
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2020-21 Phase Three: Comprehensive School Improvement Plan

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.

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. 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.

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.

. 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



ATTACHMENTS

Attachment Name



2021 CSIP Goal Builder

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020 CSIP Goal Builder	2020 CSIP for Crofton Elementary School	•
 2021 CSIP Goal Builder	2021 revised	•

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:
 - o For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - o 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>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>

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.

	Sigma, Shipley, Baldrige, etc.).				
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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.	<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>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.</p>	<p>F&P Levels RI Growth DSA Proficiency Classroom Observations MAP Data</p>	<p>5X plans and data monitoring will be reviewed and revised as needed.</p>	<p>District</p>

		<p>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.</p> <p>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</p> <p>TILT- Literacy Academy- Training and implementation fidelity of Benchmark Literacy.</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>Deep Dive- Differentiation- We continue to refine this process in PLCs.</p> <p>Teacher Coaching</p> <p>K-12 Grade level curriculum planning and unit planning</p>	<p>Classroom Assessment Data Teacher Data Tracking Forms</p> <p>Classroom Visits</p> <p>Improved instructional practices</p> <p>Ability to collaborate with teachers in other buildings</p>	<p>Review and monitor PLC products and teacher data tracking forms.</p> <p>Data from Classrooms</p> <p>Coaching forms</p> <p>PLC planning/pacing documents</p> <p>5X plans and data monitoring will be reviewed and revised as needed.</p>	<p>District</p> <p>No Funding Required</p> <p>District</p> <p>No Funding Required</p> <p>District</p> <p>No Funding Required</p>
<p>Objective 2: Increase the percentage of students scoring proficient or above in Math from 55.8% to 61.4% by 2020.</p>	<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>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>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>M1 Growth</p> <p>DSA Proficiency</p> <p>Classroom Observations</p> <p>MAP Data</p> <p>Classroom Assessment Data Teacher Data Tracking Forms</p>	<p>Review and monitor PLC products and teacher data tracking forms.</p>	<p>District</p> <p>No Funding Required</p>

		<p>Deep Dive-Differentiation- We continue to refine this process in PLCs.</p> <p>Teacher Coaching</p> <p>K-12 Grade level curriculum planning and unit planning</p>	<p>Cohort Teacher Classroom Visits</p> <p>Improved instructional practices</p> <p>Ability to collaborate with teachers in other buildings</p>	<p>Data from Cohort Teacher Classrooms</p> <p>Coaching forms</p> <p>PLC planning/pacing documents</p>	<p>District</p> <p>No Funding Required</p> <p>District</p>
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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
<u>Objective 1:</u> 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
<u>Objective 2:</u> 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</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

	Learning Culture and Environment	<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>	District
<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>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>	District/ Grant

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.	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	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, MAP data	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, MAP data	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, MAP data	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	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	

	Learning 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-6.</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	<p>Character development</p> <p>Culturally appropriate teaching and learning</p> <p>Addressing student needs</p>	<p>Check and Connect Sheets, Monthly Discipline Data</p> <p>Monthly Discipline Data, 5X</p> <p>Observations</p> <p>PLCs</p> <p>FRYSC</p> <p>Nursing logs</p> <p>SRO</p> <p>Mental Health</p> <p>PLCs</p>	<p>No Funding Required</p> <p>Title I</p> <p>District and Title I</p> <p>Title I</p> <p>Title V</p> <p>District</p>
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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	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
	KCWP 2: Design and Delivery of Instruction	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	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
	KCWP 3: Design and Deliver Assessment Literacy	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
	KCWP 4: Review, Analyze and Apply Data	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
Objective 2: Increase the combined growth score for middle school students from 48.6 to 51.8 by 2020.	KCWP 3: Design and Deliver Assessment Literacy	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
	KCWP 4: Review, Analyze and Apply Data	Student Goal Setting and Data Tracking- Students in grades 2-6 will	Student data tracking forms	RTI meetings PLC data meetings	No Funding Required

		<p>track their 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>Recognition and celebration of student academic effort and achievement</p>		<p>Mid-year and End of Year Gains Analysis DSA Proficiency</p>	
			<p>Lexile growth Quantile growth DSA Proficiency KPREP</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					

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:

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"/>
		<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). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>
		<input type="checkbox"/>



2020-21 Phase Three: Professional Development Plan for Schools_09282020_12:33

2020-21 Phase Three: Professional Development Plan for Schools

Crofton Elementary School

Lori Dexter

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

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2020-21 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

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 703 KAR 5:225 (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. As our instructional model changes from in person to virtual, teachers have expressed the need for training in teaching with more technology. Google classrooms are being used and basic training has been completed for this. The next phase of training will focus on a blended approach to teaching and learning where technology is used to enhance the learning experience of students inside and outside the traditional classroom. Assessment practices will be a part of this work as well.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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