



# **Comprehensive School Improvement Plan**

**Crofton Elementary School**  
**Christian County**

Mrs. Lori Dexter, Principal  
12145 S Madisonville Rd  
Crofton, KY 42217

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

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

Introduction .....	3
--------------------	---

Equitable Access to Effective Educators - School .....	4
--	---

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

Introduction .....	13
--------------------	----

Stakeholders .....	14
--------------------	----

Relationship Building .....	15
-----------------------------	----

Communications .....	16
----------------------	----

Decision Making .....	18
-----------------------	----

Advocacy .....	20
----------------	----

Learning Opportunities .....	21
------------------------------	----

Community Partnerships .....	22
------------------------------	----

Reflection .....	23
------------------	----

Report Summary .....	24
----------------------	----

## **Improvement Plan Stakeholder Involvement**

Introduction .....	26
--------------------	----

Improvement Planning Process .....	27
------------------------------------	----

**Phase I - Needs Assessment**

Introduction ..... 29  
Data Analysis ..... 30  
Areas of Strengths ..... 31  
Opportunities for Improvement ..... 32  
Conclusion ..... 33

**16-17 Plan for Comprehensive School Improvement Plan**

Overview ..... 35  
Goals Summary ..... 36  
    Goal 1: Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.. 37  
    Goal 2: Crofton Elementary School will increase its combined reading and math proficiency from 61.1% in 2016 to 72.8% in 2019 as measured by the state assessment results. .... 39  
    Goal 3: Crofton Elementary School will increase its average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 69.1% in 2019 as measured by the state assessment results. .... 44  
    Goal 4: Decrease the percentage of students novice in reading from 17.1% to 8.55% in 2019 and math from 10.4% to 5.2% in 2019..... 47  
Activity Summary by Funding Source ..... 52

**Phase II - KDE Assurances - Schools**

Introduction ..... 60  
Assurances ..... 61

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

Introduction ..... 68

Planning and Accountability Requirements ..... 69

**Executive Summary**

Introduction ..... 87

Description of the School ..... 88

School's Purpose ..... 89

Notable Achievements and Areas of Improvement ..... 90

Additional Information ..... 91

## **Introduction**

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

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

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

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

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

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

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

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

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

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.                      *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.                      **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).                      Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic 16-17 Crofton Elementary

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

All school policies and procedures are aligned with district policies and Kentucky Revised Statutes. The school works along with the district to ensure highly effective teachers hold the correct Kentucky certification. The school participates in district professional development as well as school based, job embedded professional development and mentoring to increase teacher retention.

Crofton Elementary School currently has 15% of teachers with 1-4 years of experience and 7% completing KTIP during the 2016-2017 school year. KTIP teachers are assigned mentors on their team to serve as additional support who they have access to through the weekly PLC process as well as team meetings. Teacher support and development, especially with 0-4 year experienced teachers, is the focus of teacher retention. New teachers also participate in District New Teacher training days prior to school starting which includes topics such as Professional Growth and Effectiveness System, Positive Behavioral Interventions and Supports, Infinite Campus, CIITS, Technology and Restraint/Seclusion.

Crofton Elementary had a low teacher turnover rate during the 2015-2016 school year with only three vacancies, two of which were retirements.

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

Barriers:

- Inexperience (1-4 years) of 17% of staff
- Two first year KTIP teachers

Root Causes

- Teacher preparation programs
- Quality of highly effective applicants



# Comprehensive School Improvement Plan

Crofton Elementary School

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals Crofton Elementary 16-17

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

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

**OR**

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

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

## **Goal 1:**

Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

## **Measurable Objective 1:**

collaborate to Measure progress toward creating an educational culture of continuous growth through shared partnerships and responsibilities. by 06/30/2016 as measured by the district's strategic plan.

## **Strategy1:**

Improve working conditions- Providing time to collaborate with colleagues - Teachers will have time provided through PLC's and faculty meetings to collaborate with each other and arts and humanities teachers to ensure students are being provided with ample program review opportunities.

Category: Continuous Improvement

Research Cited: Kentucky Program Review Documents

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through program review committee meetings during faculty meetings and PLCs, arts & humanities teachers will meet with classroom teachers to ensure that students are being afforded the program review opportunities.	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Principal, program review committees, curriculum specialist, and teachers

## Strategy2:

Individual Learning Plans - Sixth grade students will be introduced to and complete the first steps in their Individual Learning Plans.

Category: Career Readiness Pathways

Research Cited: Kentucky's Career Readiness Pathways

Activity - Student ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/ Orientation	10/05/2015	06/30/2016	\$0 - No Funding Required	Guidance Counselor, Sixth grade teachers

## Strategy3:

Retention of Staff - Provide continuous professional development and support to teachers based on content and individual need.

Category: Human Capital Management

Research Cited: Danielson Framework

Kentucky Teacher Professional Growth and Evaluation System

DuFour - Professional Learning Communities

Activity - Individual Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Instruction and Behavior Coach and curriculum specialist are assigned to teachers based on content area to provide one on one coaching in the area of the specific teacher's need. Coaching includes co-planning, co-teaching, and feedback sessions. The principal is also involved in the coaching of all teachers.	Recruitment and Retention	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal Curriculum Specialist Instructional and Behavioral Coach

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly meetings by content area working on standards, assessment, data analysis, and implementing effective teaching practices	Professional Learning	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal Curriculum Specialist Instructional and Behavioral Coach Teachers

## Strategy4:

Improve working conditions - additional PBIS training for teachers and staff - Through faculty meetings and one on one coaching, teachers will receive additional training on PBIS including setting and reinforcing expectations and effectively managing classroom behavior.

SY 2016-2017

# Comprehensive School Improvement Plan

Crofton Elementary School

Category: Human Capital Management

Research Cited: Tell Survey 2015

Sprick

Activity - PBIS Behavior RTI Intervention Strategy Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through summer professional development day, faculty meetings and one on one coaching, teachers will receive training on utilizing the behavior RTI strategies	Behavioral Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal, Instruction and Behavior Coach, guidance counselor, and teachers

## Strategy5:

Improve Working Conditions - Teachers will be trained on the implementation of PGES.

Category: Teacher PGES

Research Cited: Kentucky's Professional Growth and Effectiveness System

Activity - Implement PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Professional Growth and Effectiveness System for Teacher Evaluations through faculty meetings, small group meetings and individual coaching.	Recruitment and Retention Professional Learning	09/11/2015	05/31/2016	\$0 - No Funding Required	Principal

## Goal 2:

Increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2016 from 56.1% to 60.8%.

## Measurable Objective 1:

demonstrate a proficiency of 60.6% of all students in mastering content standards in Reading and 61.1% of all students in mastering content standards in Mathematics by 06/30/2016 as measured by KPREP, MAP, district benchmarks and classroom assessments.

## Strategy1:

Planning Effective Instruction - Teachers will meet weekly through Professional Learning Communities with their coaches to increase their understanding of Common Core Standards, pace and plan instruction, build assessments, examine the rigor of assignments, and analyze classroom data to monitor student progress.

Category: Continuous Improvement

Research Cited: DuFour- Professional Learning Communities at Work

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Use of Quality Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide Reading and Math resources will be reviewed by curriculum coaches to determine rigor and congruence to Common Core Standards. A quality resource list will be created and provided to Reading and Math teachers. 2-3 school-wide resources that are high quality and congruent will be identified and provided for Reading and Math teachers. The intent is to narrow the resources being used and set a standard for resources.	Direct Instruction	08/10/2015	06/30/2016	\$5382 - Title I Part A	Dexter, Curriculum Specialist, Instruction and Behavior Coach

Activity - Making Meaning of Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Several teachers have changed grade levels and are learning new standards this year due to school redistricting. Learning targets are constructed through discussions with coaches about what the work will look like for each standard and the goal is for these documents to be completed electronically so they can be shared between teachers inside and outside the building.	Direct Instruction	08/10/2015	06/30/2016	\$11000 - Title I Part A	Dexter, Curriculum Specialist, Instruction and Behavior Coach

Activity - Lesson Plan Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive lesson plan feedback from curriculum coaches on a bi-weekly rotation. Feedback is given to coach teachers into planning more student centered activities, planning for and implementing formative assessment regularly, use of guiding questions and learning maps, as well as teacher requested feedback.	Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	Curriculum Specialist and Instruction and Behavior Coach

Activity - Pre-Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-Assessments will be developed with items congruent to the standards planned for the unit. These assessments will be administered and data used from them to plan instruction that addresses student needs. Student groups will be formed based off the results. These assessments will be created electronically and data tracked electronically for accessibility and sharing between teachers.	Direct Instruction	01/04/2016	06/30/2016	\$11000 - Title I Part A	Dexter, Curriculum Coach, Instruction and Behavior Coach and Teachers

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions and learning maps are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/10/2015	06/30/2016	\$0 - District Funding	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Teachers

# Comprehensive School Improvement Plan

Crofton Elementary School

## Strategy2:

Data Use - Data will be collected at the classroom level, school level and district level. This strategy will address how teachers will use data collectively to inform their instruction and monitor student progress toward standard mastery. There is a data week built into the PLC cycle where classroom assessment data will be analyzed to determine which students mastered each standard. Next steps are planned and student groups are created based on common misconceptions or opportunities for enrichment. Teachers will keep data tracking documents for all students that consolidate KPREP, MAP and benchmark data. These data points along with classroom data help teachers identify interventions needed to get students to the next performance level. These documents will be created electronically so they can be passed up as students progress to the next grade level.

Category: Continuous Improvement

Research Cited: Dufour- Professional Learning Communities at Work

Activity - Enrichment Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 4 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	09/01/2015	05/26/2016	\$0 - No Funding Required	Teachers

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students set goals with the help of their teachers for MAP, benchmark assessments and KPREP based on their own data from previous assessments.	Direct Instruction	11/04/2015	05/26/2016	\$0 - No Funding Required	Teachers

Activity - PLC Data Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom assessment data is analyzed to determine student misconceptions and create student instructional groups.	Direct Instruction	09/01/2015	05/26/2016	\$0 - No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Teachers

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a data tracking document on all students to include KPREP, MAP, and interim assessment data to track student progress and help identify interventions and enrichment opportunities. These forms will be completed electronically and passed to the next grade level.	Direct Instruction	09/01/2015	05/26/2016	\$11000 - Title I Part A	Teachers

## Strategy3:

Increasing Teacher Efficacy - Training will be provided as needed to continuously improve instruction, data usage, classroom management, and other areas as identified.

Category: Human Capital Management

Research Cited: Instructional Coaching by Jim Knight

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - High Impact Instruction Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the strategies of High Impact Instruction and these strategies will be embedded in the PLC process.	Professional Learning	07/27/2015	06/30/2016	\$0 - District Funding	High Impact Team, Teachers

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher coaching model using components from the Danielson Framework will be implemented providing systematic and differentiated coaching for all teachers in the areas of classroom management, planning instruction, and differentiation.	Professional Learning	09/01/2015	05/26/2016	\$0 - No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Guidance Counselor

Activity - MDC/LDC Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified teachers, Curriculum Specialist and Instruction and Behavior Coach will receive training on LDC and MDC implementation.	Direct Instruction	09/01/2015	07/29/2016	\$0 - District Funding	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Identified Teachers

Activity - Workshop Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers interested in the workshop model will be provided training within the district on how to structure, plan for and implement the model with fidelity.	Professional Learning	01/04/2016	07/29/2016	\$1000 - School Council Funds	Dexter, Teachers

#### Strategy4:

Communicating and Involving Parents - Weekly folders and/or newsletters will be sent home.

Category: Continuous Improvement

Research Cited: National Education Association

Activity - Weekly Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/10/2015	05/26/2016	\$500 - General Fund	Teachers

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math night will be held in the spring. Teachers will focus on offering math strategies and manipulatives that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	03/01/2016	04/29/2016	\$500 - Title I Part A	Dexter, Curriculum Specialist, Teachers

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	10/29/2015	10/29/2015	\$500 - Title I Part A	Dexter, Curriculum Specialist, Guidance Counselor, Teachers

## Strategy5:

Delivering Effective Instruction - This strategy focuses on the real time instruction delivered in the classroom. Classroom observation and coaching will occur to monitor the implementation of the planning discussed in strategy one. Monitoring of use of learning targets, pacing documents, lesson plans, High Impact Instruction and pre-assessment data/groups will be included in this strategy.

Category: Continuous Improvement

Research Cited: Instructional Coaching by Jim Knight

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom visits by principal, Curriculum Specialist and Instruction and Behavior Coach will occur on a daily basis to monitor instructional delivery and implementation of lesson plans.	Professional Learning	08/18/2015	05/26/2016	\$0 - No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach

Activity - Classroom Routines and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom routines and procedures will be monitored for effective management strategies and organization to reduce loss of instructional time.	Behavioral Support Program	08/10/2015	05/26/2016	\$0 - No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of how feedback is given to students will occur. Coaching teachers on how to build a classroom structure to allow for this time will be given as needed.	Direct Instruction	01/04/2016	05/26/2016	\$0 - No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach

# **Phase I - The Missing Piece**



## **Introduction**

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

## **Stakeholders**

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

Lori Dexter- Principal

Debbie Brown- Assistant Principal

Lynne Prince- FRC Coordinator

Tracy Mohon- Curriculum Specialist

Ashley Gates- Guidance Counselor

**Relationship Building**

Overall Rating: 3.14

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

**Communications**

Overall Rating: 2.86

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

# Comprehensive School Improvement Plan

Crofton Elementary School

---

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

**Decision Making**

Overall Rating: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

# Comprehensive School Improvement Plan

Crofton Elementary School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

**Advocacy**

Overall Rating: 3.0

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient



## Learning Opportunities

Overall Rating: 2.67

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

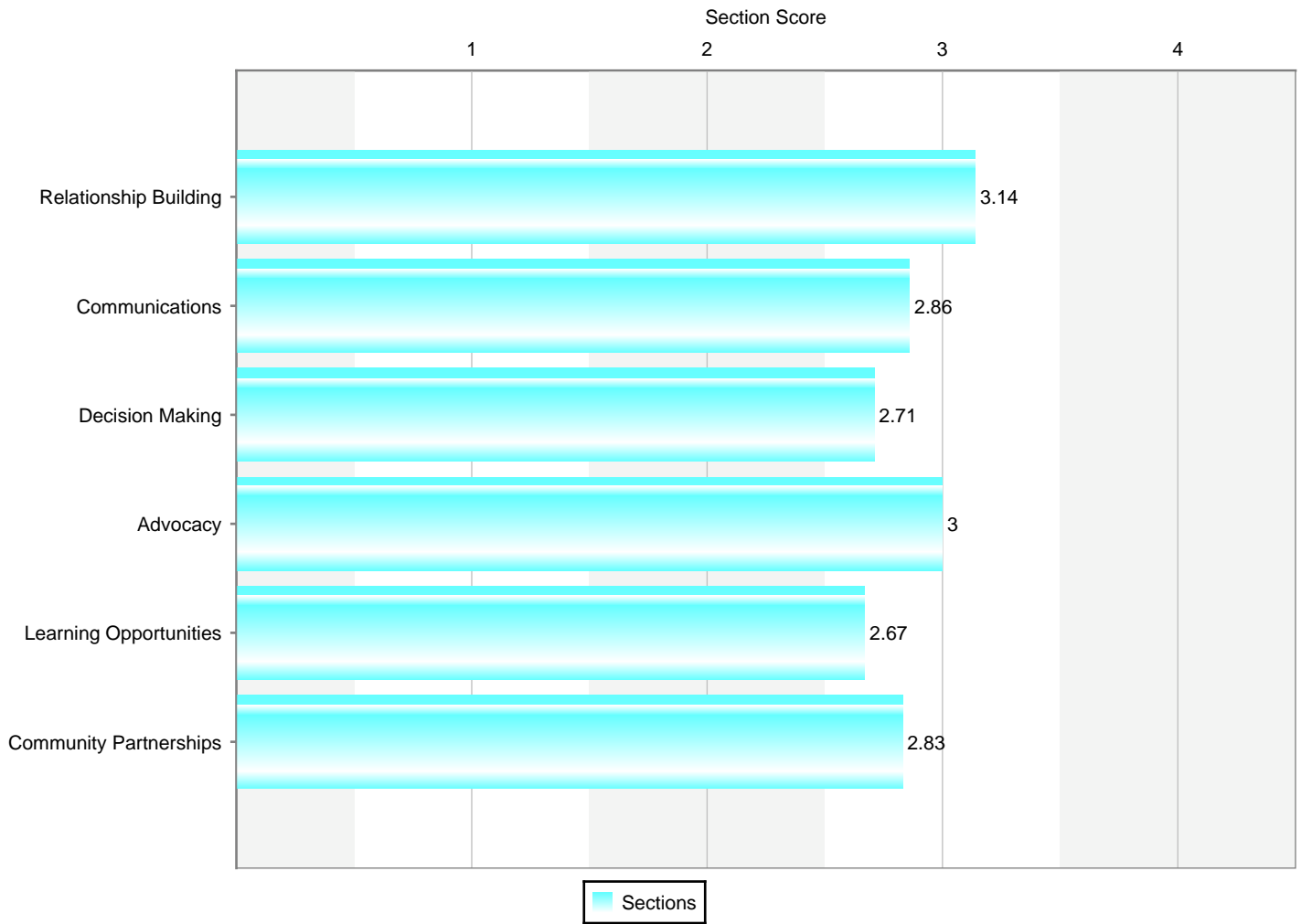
## Reflection

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

An area of strength continues to be requesting parent input. Surveys and questionnaires are used to solicit parent input on how they feel about school initiatives. Parent involvement has grown over the past year, but remains an improvement area. We are continuing to work on meaningful ways to involve parents in understanding their child's progress, next steps and ways they can help.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

All teachers met in content groups to analyze KPREP scores by subject area and determine strengths and weaknesses as well as strategies and next steps needed for improvement. Teachers met a second time after delivery targets were set and they had gotten some benchmark data on currently enrolled students to determine needs for their current group/grade level.

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

All certified and classified staff were given opportunities to analyze data, determine needs and provide input into the development of the CSIP. SBDM members were also provided with the data, time to analyze the results and strategies that are being added to the improvement plan and were given the chance to provide input as well.

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

The final improvement plan will be communicated to all faculty members during a faculty meeting and all SBDM members during a meeting. Teachers and SBDM members will be notified of progress toward school goals through the year with cumulative data recorded on the school 30-60-90 plan, after MAP testing and district benchmark testing.

# **Phase I - Needs Assessment**



## **Introduction**

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

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

The faculty at Crofton Elementary School is reflecting on the question of how we will maintain the level of a distinguished school on the 2017 K-PREP assessment. In 2016, the data told us that our students showed a very large increase in academic achievement across all areas except Language Mechanics. The percentage of students receiving growth scores remained very high for the second year in a row. Scores for student in our non-duplicated gap group were only 1.4 points below the overall school achievement score, showing that this gap had closed tremendously as there was a 22.2 point difference the prior year.

Our percentage of novice all areas were below the state average and our percent proficient and distinguished was above the state average in all areas except Language Mechanics. The sharp increase in academic achievement naturally affected both other categories of gap and growth. Crofton has a great opportunity for improvement in the area of Writing and Language Mechanics. There was a focus on Intermediate writing last year which lead to an increase in the number of students performing in the proficient/distinguished category by 22.9 percentage points and a decrease in novice by 6.5 percentage points.

Fall benchmark testing suggests we should continue to focus on novice reduction and continuing to focus on increasing the number of students performing at the proficient and distinguished levels by differentiating instruction based on student needs.

## **Areas of Strengths**

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

Our strengths include an increase in our overall achievement of 9.9 points and an increase in our overall gap achievement of 30.7 points. While overall growth scores dipped slightly by 3.3 points, it maintained a strong growth score of 63.6 and earned us a title as a High Progress school for the second year in a row. Students scoring in the novice range decreased between 1 to 6 percent in all areas. We also saw an increase in the number of student performing at the proficient and distinguished levels in all areas from 5.7 to 23 percentage points higher and earned bonus points in all areas except On-Demand Writing. We are continuing the PLC process this year to maintain the focus of ensuring teachers understand the standards that are being taught, finding and utilizing appropriate resources to assess students at a rigorous level, teaching to or beyond the level at which students will be assessed, and analyzing data to make instructional changes when needed. We are also working closely with students to own and track their own data.

## **Opportunities for Improvement**

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

The lower number of students performing at the proficient and distinguished levels in On-Demand Writing and Language Mechanics is an area for improvement.

Accountability in these areas increased last year as well with the addition of the sixth grade. There is a separate time for writing instruction built into the master schedule in all grade levels again this year. A writing consultant is coming in to work with teachers on teaching the writing process and feedback to students, teachers are working through PLC's on assuring instruction is rigorous, and writing pieces are being collected and reviewed for quality through our program review process per the school plan. This year we will push the effort into our primary program with training and the development of a K-6 writing plan.

## **Conclusion**

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

1. Continue the focus on the following through PLC's
  - a. Pacing/Planning- ensuring understanding and teaching all standards to the appropriate rigor
  - b. Assessment- ensure that we are assessing all standards at the appropriate level of rigor and in a variety of ways
  - c. Formative Assessment- completing frequent checks for understanding and providing feedback to fine-tune learning
  - d. Assignments- ensuring assignments given are congruent to the level of rigor required by the standards
  - e. Data- analyzing assessment data to make needed instructional changes
2. Coaching teachers on identified areas of need (differentiating)
3. Focus on continual improvement for teachers, students and leadership

# **16-17 Plan for Comprehensive School Improvement Plan**

## Overview

### Plan Name

16-17 Plan for Comprehensive School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.	Objectives: 1 Strategies: 6 Activities: 8	Organizational	\$0
2	Crofton Elementary School will increase its combined reading and math proficiency from 61.1% in 2016 to 72.8% in 2019 as measured by the state assessment results.	Objectives: 1 Strategies: 6 Activities: 20	Organizational	\$4700
3	Crofton Elementary School will increase its average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 69.1% in 2019 as measured by the state assessment results.	Objectives: 1 Strategies: 5 Activities: 12	Organizational	\$0
4	Decrease the percentage of students novice in reading from 17.1% to 8.55% in 2019 and math from 10.4% to 5.2% in 2019.	Objectives: 4 Strategies: 4 Activities: 10	Organizational	\$45000



## Goal 1: Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

### Measurable Objective 1:

collaborate to Measure progress toward creating an educational culture of continuous growth through shared partnerships and responsibilities. by 06/30/2017 as measured by the district's strategic plan.

### Strategy 1:

Improve working conditions - additional PBIS training for teachers and staff - Through faculty meetings and one on one coaching, teachers will receive additional training on PBIS including setting and reinforcing expectations and effectively managing classroom behavior.

Category: Human Capital Management

Research Cited: Tell Survey 2015

Sprick

Activity - PBIS Behavior RTI Intervention Strategy Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through summer professional development day, faculty meetings and one on one coaching, teachers will receive training on utilizing the behavior RTI strategies	Behavioral Support Program	08/10/2015	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, PBIS Committee, guidance counselor, and teachers

Activity - PATHS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance Counselor will receive training on the PATHS program and begin implementation in Primary classrooms.	Behavioral Support Program	09/01/2016	05/31/2017	\$0	District Funding	Guidance Counselor and Primary Teachers

### Strategy 2:

Improve working conditions- Providing time to collaborate with colleagues - Teachers will have time provided through PLC's and faculty meetings to collaborate with each other and arts and humanities teachers to ensure students are being provided with ample program review opportunities.

Category: Continuous Improvement

Research Cited: Kentucky Program Review Documents

## Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through program review committee meetings during faculty meetings and PLCs, arts & humanities teachers will meet with classroom teachers to ensure that students are being afforded the program review opportunities.	Academic Support Program	09/01/2015	06/30/2017	\$0	No Funding Required	Principal, program review committees, curriculum specialist, and teachers

### Strategy 3:

Retention of Staff - Provide continuous professional development and support to teachers based on content and individual need.

Category: Human Capital Management

Research Cited: Danielson Framework

Kentucky Teacher Professional Growth and Evaluation System

DuFour - Professional Learning Communities

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly meetings by content area working on standards, assessment, data analysis, and implementing effective teaching practices	Professional Learning	08/10/2015	06/30/2017	\$0	No Funding Required	Principal Curriculum Specialist Teachers

Activity - Individual Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and curriculum specialist are assigned to teachers based on content area to provide one on one coaching in the area of the specific teacher's need. Coaching includes co-planning, co-teaching, and feedback sessions.	Recruitment and Retention	08/10/2015	06/30/2017	\$0	No Funding Required	Administrator s Curriculum Specialist

### Strategy 4:

Individual Learning Plans - Sixth grade students will be introduced to and complete the first steps in their Individual Learning Plans.

Category: Career Readiness Pathways

Research Cited: Kentucky's Career Readiness Pathways

Activity - Student ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/Orientation	10/05/2015	05/31/2017	\$0	No Funding Required	Guidance Counselor, Sixth grade teachers

## Comprehensive School Improvement Plan

Crofton Elementary School

### Strategy 5:

Improve Working Conditions - Teachers will be trained on the implementation of PGES, peer observations and how to use the Danielson Framework to determine next steps for continuous improvement.

Category: Teacher PGES

Research Cited: Kentucky's Professional Growth and Effectiveness System

Activity - Implement PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Professional Growth and Effectiveness System for Teacher Evaluations through faculty meetings, small group meetings and individual coaching.	Professional Learning, Recruitment and Retention	09/11/2015	05/31/2016	\$0	No Funding Required	Principal

### Strategy 6:

Project Based Learning - A beginning cohort of teachers will be trained and begin implementation of Project Based Learning with one primary group and one intermediate group.

Category: Integrated Methods for Learning

Research Cited: Kentucky Department of Education website

Activity - PBL Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cohort group will begin PBL projects and work with team members to share training. The focus will be on how to make work more meaningful and integration of 21st Century Learning.	Career Preparation/Orientation	09/01/2016	06/30/2017	\$0	District Funding	PBL Cohort Teachers

## Goal 2: Crofton Elementary School will increase its combined reading and math proficiency from 61.1% in 2016 to 72.8% in 2019 as measured by the state assessment results.

### Measurable Objective 1:

demonstrate a proficiency of 64.7% of all students in mastering content standards in Reading and 65.2% of all students in mastering content standards in Mathematics by 05/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

### Strategy 1:

Planning Effective Instruction - Teachers will meet weekly through Professional Learning Communities with their coaches to increase their understanding of Common Core Standards, pace and plan instruction, build and analyze assessments, examine the rigor of assignments, and analyze classroom data to monitor student progress.

Category: Continuous Improvement

Research Cited: DuFour- Professional Learning Communities at Work

## Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Making Meaning of Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Learning targets are constructed through discussions with coaches about what the work will look like for each standard and the goal is for these documents to be completed electronically so they can be shared between teachers inside and outside the building.	Direct Instruction	08/10/2015	05/31/2017	\$0	Other	Dexter, Curriculum Specialist
Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions, learning maps, and formative assessments are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/10/2015	06/30/2017	\$0	District Funding	Dexter, Curriculum Specialist, Instruction and Behavior Coaches, Teachers
Activity - Lesson Plan Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive lesson plan feedback from curriculum coaches on a bi-weekly rotation. Feedback is given to coach teachers into planning more student centered activities, planning for and implementing formative assessment regularly, use of guiding questions and learning maps, as well as teacher requested feedback.	Direct Instruction	08/10/2015	05/31/2017	\$0	No Funding Required	Curriculum and Administrators
Activity - Use of Quality Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide Reading and Math resources will be reviewed by curriculum coaches to determine rigor and congruence to Common Core Standards. A quality resource list will be created and provided to Reading and Math teachers. 2-3 school-wide resources that are high quality and congruent will be identified and provided for Reading and Math teachers. The intent is to narrow the resources being used and set a standard for resources.	Direct Instruction	08/10/2015	06/30/2017	\$1000	Title I Part C	Dexter, Curriculum Specialist, District Instruction and Behavior Coaches

### Strategy 2:

Delivering Effective Instruction - This strategy focuses on the real time instruction delivered in the classroom. Classroom observation and coaching will occur to monitor the implementation of the planning discussed in strategy one. Monitoring of use of learning targets, pacing documents, lesson plans, High Impact Instruction and pre-assessment data/groups will be included in this strategy.

Category: Continuous Improvement

Research Cited: Instructional Coaching by Jim Knight

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Crofton Elementary School

Classroom visits by principal, Curriculum Specialist and Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans.	Professional Learning	08/18/2015	06/30/2017	\$0	No Funding Required	Administrator s, Curriculum Specialist, Instruction and Behavior Coaches
---	-----------------------	------------	------------	-----	---------------------	--

Activity - Student Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of how feedback is given to students will occur. Coaching teachers on how to build a classroom structure to allow for this time will be given as needed.	Direct Instruction	01/04/2016	05/31/2017	\$0	No Funding Required	Administrator s, Curriculum Specialist

Activity - Classroom Routines and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom routines and procedures will be monitored for effective management strategies and organization to reduce loss of instructional time.	Behavioral Support Program	08/10/2015	05/31/2017	\$0	No Funding Required	Administrator s, Curriculum Specialist, PBIS Team

### Strategy 3:

Data Use - Data will be collected at the classroom level, school level and district level. This strategy will address how teachers will use data collectively to inform their instruction and monitor student progress toward standard mastery. There is a data week built into the PLC cycle where classroom assessment data will be analyzed to determine which students mastered each standard. Next steps are planned and student groups are created based on common misconceptions or opportunities for enrichment. Teachers will keep data tracking documents for all students that consolidate KPREP, MAP and benchmark data. These data points along with classroom data help teachers identify interventions needed to get students to the next performance level. These documents will be created electronically so they can be passed up as students progress to the next grade level. Student self tracking/goal setting forms will also be used to help students own their data and self assess.

Category: Continuous Improvement

Research Cited: Dufour- Professional Learning Communities at Work

Activity - PLC Data Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom assessment data is analyzed to determine student misconceptions and create student instructional groups.	Direct Instruction	09/01/2015	05/31/2017	\$0	No Funding Required	Dexter, Curriculum Specialist, Teachers

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep a data tracking document on all students to include KPREP, MAP, and interim assessment data to track student progress and help identify interventions and enrichment opportunities. These forms will be completed electronically and passed to the next grade level.	Direct Instruction	09/01/2015	05/31/2017	\$0	Title I Part C	Teachers

## Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Enrichment Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 4 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	09/01/2015	05/31/2017	\$0	No Funding Required	Teachers

Activity - Individual Student Data Tracking Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 set goals with the help of their teachers for MAP, benchmark assessments and KPREP based on their own data from previous assessments. Students track their own data to self assess their progress and identify improvement areas and strategies aimed at continuous improvement.	Direct Instruction	01/04/2016	05/31/2017	\$0	No Funding Required	Students, Teachers

### Strategy 4:

Increasing Teacher Efficacy - Training will be provided as needed to continuously improve instruction, data usage, classroom management, and other areas as identified.

Category: Human Capital Management

Research Cited: Instructional Coaching by Jim Knight

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher coaching model using components from the Danielson Framework will be implemented providing systematic and differentiated coaching for all teachers in the areas of classroom management, planning instruction, and differentiation.	Professional Learning	09/01/2015	05/31/2017	\$0	No Funding Required	Administrators, Curriculum Specialist, Guidance Counselor

Activity - Benchmark Literacy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Teachers and Curriculum Specialist will receive training on Benchmark Literacy resources and implementation.	Direct Instruction	07/11/2016	06/30/2017	\$0	District Funding	Reading Teachers, Curriculum Specialist

Activity - High Impact Instruction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the strategies of High Impact Instruction and these strategies will be embedded in the PLC process.	Professional Learning	07/27/2015	05/31/2017	\$0	District Funding	High Impact Team, Teachers

Activity - Eureka Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Crofton Elementary School

Math Teachers and Administrators will receive training on Eureka Math resources and implementation.	Academic Support Program	07/11/2016	05/31/2017	\$0	District Funding	Math Teachers, Administrator
---	--------------------------	------------	------------	-----	------------------	------------------------------

### Strategy 5:

Communicating and Involving Parents - Weekly folders and/or newsletters will be sent home.

Category: Continuous Improvement

Research Cited: National Education Association

Activity - Weekly Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/10/2015	05/31/2017	\$500	General Fund	Teachers

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	11/03/2016	11/03/2016	\$500	Title I Part A	Administrator s, Curriculum Specialist, Guidance Counselor, Teachers

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math night will be held in the spring. Teachers will focus on offering math strategies and manipulatives that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	03/01/2017	04/28/2017	\$500	Title I Part A	Administrator s, Curriculum Specialist, Teachers

### Strategy 6:

Development of a Schoolwide Writing Plan - A writing consultant will be utilized to model student conferencing, provide exemplar writing pieces, calibrate scoring/feedback and help teachers identify rigorous prompts.

A primary and intermediate teacher representative will be trained by Abel and Atherton. This information will be brought back, shared with colleagues and will be used to create a school-wide K-6 writing plan that defines (with exemplars) each grade level expectations.

Category: Learning Systems

Research Cited: Writing research on best practices by Abel and Atherton.

Activity - Writing Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Crofton Elementary School

A writing consultant will be utilized to model student conferencing, calibrate scoring/feedback and help teachers identify rigorous prompts.	Academic Support Program	10/10/2016	04/28/2017	\$2000	Title I Part C	Principal, Curriculum Specialist, Writing Teachers, Writing Committee
<b>Activity - Development of a Schoolwide Writing Plan</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teacher representatives from primary and intermediate will be trained by Abel and Atherton. This will be shared with colleagues and a plan will be drafted to define writing expectations for K-6 students. This will create a more focused and universal writing continuum for the school.	Professional Learning, Academic Support Program	11/09/2016	05/31/2017	\$200	Title I Part C	Teacher reps, Principal, Assistant Principal, Curriculum Specialist, Writing Committee, Writing Teachers

**Goal 3: Crofton Elementary School will increase its average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 69.1% in 2019 as measured by the state assessment results.**

### Measurable Objective 1:

demonstrate a proficiency of 60.2% for all students in the non-duplicated gap group by 06/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

### Strategy 1:

Planning Effective Instruction - Instruction will be differentiated to meet the identified needs of students.

Category: Continuous Improvement

Research Cited: Differentiation Research- Carol Ann Tomlinson

<b>Activity - Addressing Student Experiences</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will build in manipulatives, visual aides or virtual experiences to bridge the gap for students lacking experiences needed to understand and apply the standards.	Direct Instruction	08/10/2015	06/30/2017	\$0	No Funding Required	Administrators, Curriculum Specialist, Teachers



# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Teaching Students How To Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught how to plan to help control impulsivity for task completion. This training will be provided to teachers through the Ruby Payne training on poverty.	Direct Instruction, Behavioral Support Program, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Administrators, Curriculum Specialist, Teachers

## Strategy 2:

Delivering Effective Instruction - Classroom instruction will include structures that allow for student feedback, progress monitoring and goal setting.

Category: Continuous Improvement

Research Cited: A Framework for Understanding Poverty- Ruby Payne

Activity - Teaching the Hidden Rules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive refresher training prior to opening of school on awareness and teaching of the hidden rules of school. Time will be spent identifying rules and expectations and a schedule will be made to explicitly and systematically teach these. These will be revisited after breaks.	Behavioral Support Program, Academic Support Program	07/11/2016	05/31/2017	\$0	No Funding Required	Dexter, Instruction and Behavior Coach, Teachers

Activity - Teaching Mental Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to teachers on mental models and the value of these for students of poverty. Mental models will be explicitly taught and will include but not be limited to learning maps in each cycle of instruction.	Academic Support Program	09/01/2015	05/31/2017	\$0	No Funding Required	High Impact Team, Teachers

Activity - Teaching Abstract Processes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the importance of explicitly teaching the what, why and how of abstract processes. The "how" piece will be explicitly taught and planned for as it is a high leverage strategy for students of poverty.	Direct Instruction, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Administrators, Curriculum Specialist, Teachers

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be introduced to brain research by Eric Jensen to further the work/strategies targeted for gap students. Initial work will focus on working memory.	Academic Support Program	01/03/2017	05/31/2017	\$0	No Funding Required	Deep Dive Team

## Comprehensive School Improvement Plan

Crofton Elementary School

### Strategy 3:

Data Use - Teacher data tracking forms will be used to collect student data and progress monitor. This data will be used to identify interventions and enrichment opportunities as needed.

Category: Continuous Improvement

Research Cited: Professional Learning Communities at Work- DuFour

Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify students in the non-duplicated gap group on their data tracking form. This awareness will help teachers with intentional groupings when planning for instruction.	Direct Instruction	09/01/2015	05/31/2017	\$0	No Funding Required	Administrators, Guidance Counselor, Teachers

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needed extra support due to attendance, academic or behavioral needs are assigned a mentor who will meet with them a minimum of two times per week to discuss needs, supports, progress and goal set.	Behavioral Support Program, Academic Support Program	10/05/2015	05/31/2017	\$0	No Funding Required	Guidance Counselor, All Staff

Activity - Check and Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A check in and out model will be implemented as part of Behavior RTI for identified students. Criteria for identification and exit will be determined by the PBIS team who will also monitor progress. Administrators will run the Check and Connect process.	Behavioral Support Program	08/09/2016	05/31/2017	\$0	No Funding Required	Administrators, Guidance Counselor, PBIS Team

### Strategy 4:

Increasing Teacher Efficacy - Specific training will be provided for teachers aimed at understanding the needs of students in poverty. This training will focus on the work of Eric Jensen and build on Ruby Payne training already completed. It will continue throughout the year.

Category: Professional Learning & Support

Research Cited: A Framework for Understanding Poverty- Ruby Payne, Teaching with Poverty in Mind- Eric Jensen

Activity - Mindset Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine more closely the implications of the work completed by Carol Dweck on mindset. Specifically focusing on feedback and effort, how they are related, and how it relates to improvement	Professional Learning	12/05/2016	05/31/2017	\$0	No Funding Required	Administrators, Curriculum Specialist

## Comprehensive School Improvement Plan

Crofton Elementary School

### Strategy 5:

Communicating and Involving Parents - Additional communication strategies and opportunities for parental involvement will be designed to specifically target students in the non-duplicated gap group. Resources coordinated through the FRC to meet non-academic needs will be used as well as outreach to offer support to parents.

Category: Continuous Improvement

Research Cited: A Framework for Understanding Poverty- Ruby Payne

Activity - Coordination of Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing non-academic supports will be referred to the Family Resource Center for help.	Parent Involvement, Community Engagement	08/10/2015	05/31/2017	\$0	FRYSC	Teachers, FRC Director

Activity - Understanding Family Resources and Dynamics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to better understand the resources a child has access to and how to better select interventions for the classroom.	Parent Involvement, Behavioral Support Program, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Dexter, Curriculum Specialist, Guidance Counselor, Teachers

## Goal 4: Decrease the percentage of students novice in reading from 17.1% to 8.55% in 2019 and math from 10.4% to 5.2% in 2019.

### Measurable Objective 1:

collaborate to reduce the number of overall students scoring in the novice range from 17.1% in 2016 to 15.39% in 2017 in Reading and 10.4% in 2016 to 9.36% in 2017 in Math by 05/30/2017 as measured by KPREP.

### Strategy 1:

Use of KDE Instructional Tools - Teachers will become familiar with instructional tools provided by KDE to help them understand the differences in performance levels and prioritize content.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Instructional Tools

Activity - Use of Progressions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Crofton Elementary School

As data is analyzed and student misconceptions are identified, teachers will be directed to the progressions documents to help them determine what next instructional steps are appropriate for their students.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2015	05/31/2017	\$0	No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Teachers
---	---	------------	------------	-----	---------------------	---

Activity - Use of Performance Level Descriptors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will become familiar with KDE's performance level descriptors in order to prioritize content necessary to move students out of the novice performance range.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2015	05/31/2017	\$0	No Funding Required	Dexter, Curriculum Specialist, Teachers

### (shared) Strategy 2:

Response to Intervention - Students identified in the bottom 20% academically in Reading and/or Math will be placed in tiered intervention groups for intensive instruction.

Category: Continuous Improvement

Research Cited: Kentucky's System of Interventions

Activity - Scholastic Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 classes are being used for targeted students in grades 3-6 who are reading substantially below grade level. All K-2 students are using the i-Read program. Identified students are enrolled in Do the Math program in grades 3-6. (A tutor was hired to assist with the Scholastic programs and new headsets were ordered to help the programs function correctly.)	Academic Support Program	09/01/2015	05/31/2017	\$15000	Title I Part C	Administrator s, Curriculum Specialist, Intervention Teachers

Activity - Scheduled Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	09/01/2015	05/31/2017	\$0	No Funding Required	Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Crofton Elementary School

All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/09/2016	05/31/2017	\$0	No Funding Required	Guidance counselor, Pre-school teacher, Kindergarten teachers
--	--------------------------	------------	------------	-----	---------------------	---

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to scheduling targeted after school tutoring for identified students each week. Groupings will be flexible and needs determined by teacher. Student progress will be monitored through RTI week during PLCs.	Academic Support Program	01/03/2017	05/31/2017	\$30000	Title I Part C	Administrator s, Curriculum Specialist, Teachers

### (shared) Strategy 3:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Direct Instruction	12/01/2015	05/31/2017	\$0	No Funding Required	Dexter, Special Education Teachers

Activity - Completion of Assignments/Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student missing assignments will be monitored and a system to get all missing assignments completed during the school day will be put into place.	Direct Instruction, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Dexter, Instructional Assistants

### Measurable Objective 2:

collaborate to reduce the number of students who receive free/reduced lunch scoring in the novice range from 19.9% in 2016 to 17.91% in 2017 in Reading and 11.5% in 2016 to 10.35% in 2017 in Math by 05/30/2017 as measured by KPREP.

### Strategy 1:

Delivering Effective Instruction - Teachers will continue training on instructional strategies aimed at students from poverty and integrating these practices into daily instruction.

Category: Learning Systems

Research Cited: Ruby Payne and Eric Jensen

## Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Teaching the Hidden Rules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue implementation of Ruby Payne's 10 strategies into classroom instructional practices.	Academic Support Program	07/11/2016	05/31/2017	\$0	No Funding Required	Principal, Teachers

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on brain friendly strategies from Eric Jensen's work to continue targeting strategies for students from poverty.	Academic Support Program	01/03/2017	05/31/2017	\$0	No Funding Required	Principal, High Impact Team, Teachers

### Measurable Objective 3:

collaborate to reduce the number of GAP students scoring in the novice range from 21.2% in 2016 to 19.08% in 2017 in Reading and 11.5% in 2016 to 10.35% in 2017 in Math by 05/30/2017 as measured by KPREP.

### (shared) Strategy 1:

Response to Intervention - Students identified in the bottom 20% academically in Reading and/or Math will be placed in tiered intervention groups for intensive instruction.

Category: Continuous Improvement

Research Cited: Kentucky's System of Interventions

Activity - Scholastic Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 classes are being used for targeted students in grades 3-6 who are reading substantially below grade level. All K-2 students are using the i-Read program. Identified students are enrolled in Do the Math program in grades 3-6. (A tutor was hired to assist with the Scholastic programs and new headsets were ordered to help the programs function correctly.)	Academic Support Program	09/01/2015	05/31/2017	\$15000	Title I Part C	Administrators, Curriculum Specialist, Intervention Teachers

Activity - Scheduled Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	09/01/2015	05/31/2017	\$0	No Funding Required	Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/09/2016	05/31/2017	\$0	No Funding Required	Guidance counselor, Pre-school teacher, Kindergarten teachers

## Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to scheduling targeted after school tutoring for identified students each week. Groupings will be flexible and needs determined by teacher. Student progress will be monitored through RTI week during PLCs.	Academic Support Program	01/03/2017	05/31/2017	\$30000	Title I Part C	Administrators, Curriculum Specialist, Teachers

### Measurable Objective 4:

collaborate to reduce the number of students with an IEP scoring in the novice range from 46.4% in 2016 to 41.7% in 2017 in Reading and 42.9% in 2016 to 38.61% in 2017 in Math by 05/30/2017 as measured by KPREP.

### (shared) Strategy 1:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Direct Instruction	12/01/2015	05/31/2017	\$0	No Funding Required	Dexter, Special Education Teachers

Activity - Completion of Assignments/Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student missing assignments will be monitored and a system to get all missing assignments completed during the school day will be put into place.	Direct Instruction, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Dexter, Instructional Assistants

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coordination of Resources	Students identified as needing non-academic supports will be referred to the Family Resource Center for help.	Parent Involvement, Community Engagement	08/10/2015	05/31/2017	\$0	Teachers, FRC Director
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Communication	Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/10/2015	05/31/2017	\$500	Teachers
<b>Total</b>					\$500	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Literacy Training	Reading Teachers and Curriculum Specialist will receive training on Benchmark Literacy resources and implementation.	Direct Instruction	07/11/2016	06/30/2017	\$0	Reading Teachers, Curriculum Specialist
Eureka Math Training	Math Teachers and Administrators will receive training on Eureka Math resources and implementation.	Academic Support Program	07/11/2016	05/31/2017	\$0	Math Teachers, Administrator
PATHS Implementation	Guidance Counselor will receive training on the PATHS program and begin implementation in Primary classrooms.	Behavioral Support Program	09/01/2016	05/31/2017	\$0	Guidance Counselor and Primary Teachers
High Impact Instruction Training	Teachers will be trained in the strategies of High Impact Instruction and these strategies will be embedded in the PLC process.	Professional Learning	07/27/2015	05/31/2017	\$0	High Impact Team, Teachers



## Comprehensive School Improvement Plan

Crofton Elementary School

PBL Projects	Cohort group will begin PBL projects and work with team members to share training. The focus will be on how to make work more meaningful and integration of 21st Century Learning.	Career Preparation/Orientation	09/01/2016	06/30/2017	\$0	PBL Cohort Teachers
High Impact Instruction	Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions, learning maps, and formative assessments are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/10/2015	06/30/2017	\$0	Dexter, Curriculum Specialist, Instruction and Behavior Coaches, Teachers
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Making Meaning of Common Core Standards	Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Learning targets are constructed through discussions with coaches about what the work will look like for each standard and the goal is for these documents to be completed electronically so they can be shared between teachers inside and outside the building.	Direct Instruction	08/10/2015	05/31/2017	\$0	Dexter, Curriculum Specialist
<b>Total</b>					\$0	

### Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Quality Resources	School-wide Reading and Math resources will be reviewed by curriculum coaches to determine rigor and congruence to Common Core Standards. A quality resource list will be created and provided to Reading and Math teachers. 2-3 school-wide resources that are high quality and congruent will be identified and provided for Reading and Math teachers. The intent is to narrow the resources being used and set a standard for resources.	Direct Instruction	08/10/2015	06/30/2017	\$1000	Dexter, Curriculum Specialist, District Instruction and Behavior Coaches
Student Data Tracking	Teachers will keep a data tracking document on all students to include KPREP, MAP, and interim assessment data to track student progress and help identify interventions and enrichment opportunities. These forms will be completed electronically and passed to the next grade level.	Direct Instruction	09/01/2015	05/31/2017	\$0	Teachers

## Comprehensive School Improvement Plan

Crofton Elementary School

Development of a Schoolwide Writing Plan	Teacher representatives from primary and intermediate will be trained by Abel and Atherton. This will be shared with colleagues and a plan will be drafted to define writing expectations for K-6 students. This will create a more focused and universal writing continuum for the school.	Professional Learning, Academic Support Program	11/09/2016	05/31/2017	\$200	Teacher reps, Principal, Assistant Principal, Curriculum Specialist, Writing Committee, Writing Teachers
Scholastic Programs	Read 180 and System 44 classes are being used for targeted students in grades 3-6 who are reading substantially below grade level. All K-2 students are using the i-Read program. Identified students are enrolled in Do the Math program in grades 3-6. (A tutor was hired to assist with the Scholastic programs and new headsets were ordered to help the programs function correctly.)	Academic Support Program	09/01/2015	05/31/2017	\$15000	Administrator s, Curriculum Specialist, Intervention Teachers
Writing Consultant	A writing consultant will be utilized to model student conferencing, calibrate scoring/feedback and help teachers identify rigorous prompts.	Academic Support Program	10/10/2016	04/28/2017	\$2000	Principal, Curriculum Specialist, Writing Teachers, Writing Committee
Tutoring	Teachers will have access to scheduling targeted after school tutoring for identified students each week. Groupings will be flexible and needs determined by teacher. Student progress will be monitored through RTI week during PLCs.	Academic Support Program	01/03/2017	05/31/2017	\$30000	Administrator s, Curriculum Specialist, Teachers
<b>Total</b>					<b>\$48200</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student ILP's	Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/Orientation	10/05/2015	05/31/2017	\$0	Guidance Counselor, Sixth grade teachers

# Comprehensive School Improvement Plan

Crofton Elementary School

PBIS Behavior RTI Intervention Strategy Trainings	Through summer professional development day, faculty meetings and one on one coaching, teachers will receive training on utilizing the behavior RTI strategies	Behavioral Support Program	08/10/2015	06/30/2017	\$0	Principal, Assistant Principal, PBIS Committee, guidance counselor, and teachers
Student Mentoring	Students identified as needed extra support due to attendance, academic or behavioral needs are assigned a mentor who will meet with them a minimum of two times per week to discuss needs, supports, progress and goal set.	Behavioral Support Program, Academic Support Program	10/05/2015	05/31/2017	\$0	Guidance Counselor, All Staff
Use of Performance Level Descriptors	Teachers will become familiar with KDE's performance level descriptors in order to prioritize content necessary to move students out of the novice performance range.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2015	05/31/2017	\$0	Dexter, Curriculum Specialist, Teachers
Program Review Meetings	Through program review committee meetings during faculty meetings and PLCs, arts & humanities teachers will meet with classroom teachers to ensure that students are being afforded the program review opportunities.	Academic Support Program	09/01/2015	06/30/2017	\$0	Principal, program review committees, curriculum specialist, and teachers
Kindergarten Readiness	All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/09/2016	05/31/2017	\$0	Guidance counselor, Pre-school teacher, Kindergarten teachers
Check and Connect	A check in and out model will be implemented as part of Behavior RTI for identified students. Criteria for identification and exit will be determined by the PBIS team who will also monitor progress. Administrators will run the Check and Connect process.	Behavioral Support Program	08/09/2016	05/31/2017	\$0	Administrators, Guidance Counselor, PBIS Team
Enrichment Groups	The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 4 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	09/01/2015	05/31/2017	\$0	Teachers
Mindset Training	Teachers will examine more closely the implications of the work completed by Carol Dweck on mindset. Specifically focusing on feedback and effort, how they are related, and how it relates to improvement	Professional Learning	12/05/2016	05/31/2017	\$0	Administrators, Curriculum Specialist

# Comprehensive School Improvement Plan

Crofton Elementary School

Student Feedback	Monitoring of how feedback is given to students will occur. Coaching teachers on how to build a classroom structure to allow for this time will be given as needed.	Direct Instruction	01/04/2016	05/31/2017	\$0	Administrators, Curriculum Specialist
Teaching the Hidden Rules	Teachers will continue implementation of Ruby Payne's 10 strategies into classroom instructional practices.	Academic Support Program	07/11/2016	05/31/2017	\$0	Principal, Teachers
Professional Learning Communities	Weekly meetings by content area working on standards, assessment, data analysis, and implementing effective teaching practices	Professional Learning	08/10/2015	06/30/2017	\$0	Principal Curriculum Specialist Teachers
Teaching Mental Models	Training will be provided to teachers on mental models and the value of these for students of poverty. Mental models will be explicitly taught and will include but not be limited to learning maps in each cycle of instruction.	Academic Support Program	09/01/2015	05/31/2017	\$0	High Impact Team, Teachers
Teacher Coaching	Classroom visits by principal, Curriculum Specialist and Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans.	Professional Learning	08/18/2015	06/30/2017	\$0	Administrators, Curriculum Specialist, Instruction and Behavior Coaches
Scheduled Intervention/Enrichment Time	Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	09/01/2015	05/31/2017	\$0	Teachers
Individual Coaching	Administrators and curriculum specialist are assigned to teachers based on content area to provide one on one coaching in the area of the specific teacher's need. Coaching includes co-planning, co-teaching, and feedback sessions.	Recruitment and Retention	08/10/2015	06/30/2017	\$0	Administrators Curriculum Specialist
Teacher Coaching	A teacher coaching model using components from the Danielson Framework will be implemented providing systematic and differentiated coaching for all teachers in the areas of classroom management, planning instruction, and differentiation.	Professional Learning	09/01/2015	05/31/2017	\$0	Administrators, Curriculum Specialist, Guidance Counselor
Teaching Abstract Processes	Teachers will receive training on the importance of explicitly teaching the what, why and how of abstract processes. The "how" piece will be explicitly taught and planned for as it is a high leverage strategy for students of poverty.	Direct Instruction, Academic Support Program	01/04/2016	05/31/2017	\$0	Administrators, Curriculum Specialist, Teachers
Understanding Family Resources and Dynamics	Teachers will be trained to better understand the resources a child has access to and how to better select interventions for the classroom.	Parent Involvement, Behavioral Support Program, Academic Support Program	01/04/2016	05/31/2017	\$0	Dexter, Curriculum Specialist, Guidance Counselor, Teachers

# Comprehensive School Improvement Plan

Crofton Elementary School

Use of Progressions	As data is analyzed and student misconceptions are identified, teachers will be directed to the progressions documents to help them determine what next instructional steps are appropriate for their students.	Professional Learning, Direct Instruction, Academic Support Program	08/10/2015	05/31/2017	\$0	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Teachers
Classroom Routines and Procedures	Classroom routines and procedures will be monitored for effective management strategies and organization to reduce loss of instructional time.	Behavioral Support Program	08/10/2015	05/31/2017	\$0	Administrators, Curriculum Specialist, PBIS Team
Lesson Plan Feedback	Teachers receive lesson plan feedback from curriculum coaches on a bi-weekly rotation. Feedback is given to coach teachers into planning more student centered activities, planning for and implementing formative assessment regularly, use of guiding questions and learning maps, as well as teacher requested feedback.	Direct Instruction	08/10/2015	05/31/2017	\$0	Curriculum Specialist and Administrators
Brain Friendly Strategies	Teachers will be trained on brain friendly strategies from Eric Jensen's work to continue targeting strategies for students from poverty.	Academic Support Program	01/03/2017	05/31/2017	\$0	Principal, High Impact Team, Teachers
Implement PGES	Implementation of Professional Growth and Effectiveness System for Teacher Evaluations through faculty meetings, small group meetings and individual coaching.	Professional Learning, Recruitment and Retention	09/11/2015	05/31/2016	\$0	Principal
Individual Student Data Tracking Documents	Students in grades 3-6 set goals with the help of their teachers for MAP, benchmark assessments and KPREP based on their own data from previous assessments. Students track their own data to self assess their progress and identify improvement areas and strategies aimed at continuous improvement.	Direct Instruction	01/04/2016	05/31/2017	\$0	Students, Teachers
Teaching Students How To Plan	Students will be taught how to plan to help control impulsivity for task completion. This training will be provided to teachers through the Ruby Payne training on poverty.	Direct Instruction, Behavioral Support Program, Academic Support Program	01/04/2016	05/31/2017	\$0	Administrators, Curriculum Specialist, Teachers
Brain Friendly Strategies	Teachers will be introduced to brain research by Eric Jensen to further the work/strategies targeted for gap students. Initial work will focus on working memory.	Academic Support Program	01/03/2017	05/31/2017	\$0	Deep Dive Team
Special Education Lesson Plans	Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Direct Instruction	12/01/2015	05/31/2017	\$0	Dexter, Special Education Teachers

## Comprehensive School Improvement Plan

Crofton Elementary School

Teaching the Hidden Rules	All teachers will receive refresher training prior to opening of school on awareness and teaching of the hidden rules of school. Time will be spent identifying rules and expectations and a schedule will be made to explicitly and systematically teach these. These will be revisited after breaks.	Behavioral Support Program, Academic Support Program	07/11/2016	05/31/2017	\$0	Dexter, Instruction and Behavior Coach, Teachers
Completion of Assignments/Tutoring	Student missing assignments will be monitored and a system to get all missing assignments completed during the school day will be put into place.	Direct Instruction, Academic Support Program	01/04/2016	05/31/2017	\$0	Dexter, Instructional Assistants
PLC Data Week	Classroom assessment data is analyzed to determine student misconceptions and create student instructional groups.	Direct Instruction	09/01/2015	05/31/2017	\$0	Dexter, Curriculum Specialist, Teachers
Identification	Teachers will identify students in the non-duplicated gap group on their data tracking form. This awareness will help teachers with intentional groupings when planning for instruction.	Direct Instruction	09/01/2015	05/31/2017	\$0	Administrators, Guidance Counselor, Teachers
Addressing Student Experiences	Teachers will build in manipulatives, visual aides or virtual experiences to bridge the gap for students lacking experiences needed to understand and apply the standards.	Direct Instruction	08/10/2015	06/30/2017	\$0	Administrators, Curriculum Specialist, Teachers
<b>Total</b>					\$0	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Night	Math night will be held in the spring. Teachers will focus on offering math strategies and manipulatives that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	03/01/2017	04/28/2017	\$500	Administrators, Curriculum Specialist, Teachers
Literacy Night	Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	11/03/2016	11/03/2016	\$500	Administrators, Curriculum Specialist, Guidance Counselor, Teachers
<b>Total</b>					\$1000	

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

## **Introduction**

KDE Assurances - School



**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	KPREP data was analyzed with teachers by content area, grade level groups and individually. Teachers reflected on practice and identified areas of need and next steps to continue the improvement process. Goals were set using delivery targets and teachers identified strategies currently in place as well as needs.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Teachers and leadership identified the need for continued school-wide RTI/enrichment time as well as writing time. These were built into the master schedule. A school-wide writing plan will be developed K-6 this school year as well.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	This work is in progress. The preschool teacher collaborates with the kindergarten teachers to ensure students are exposed to necessary skills prior to the beginning of kindergarten. Parents are provided with information concerning kindergarten and their child's progress. Students visit the kindergarten classroom during their preschool year. A formalized plan outlining these and other transition activities is being compiled.	

# Comprehensive School Improvement Plan

Crofton Elementary School

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	School leadership, along with classroom and RTI teachers are implementing a planned school-wide approach to RTI. Students performing below grade level receive RTI services including, Read 180, System 44, Do the Math, Math 180 and teacher identified instruction. The Reading Recovery grant is also being utilized for primary reading RTI instruction. Students are progress monitored and the data is utilized to make instructional adjustments.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school establishes hiring committees for every certified posting. The committee includes teachers who will be working with the hired employee and leadership team members. References are contacted, and the committee follows a prescribed set of questions. The committee meets and makes a consensus decision on the applicant to be hired. New teachers are mentored and have access to colleagues during PLCs for support as needed.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	The curriculum specialist along with the principal and district Title 1 personnel plan Title 1 funding and monitor the spending throughout the year. All funds are spent on focus areas as determined by data and are focused on instruction	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The parent compact has been sent to parents. Parents are invited annually to provide feedback and input into school-wide initiatives and how they can become more involved in their child's education. The parent involvement policy includes changes for parent to be involved and given input into the policy. SBDM parents are given the results of parent input and are a voice for parents in the school.	

# Comprehensive School Improvement Plan

Crofton Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The needs assessment and school-wide reform strategies will continually be discussed and monitored throughout the year as we work to continually improve.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	School-wide professional development activities have been and will continue to be conducted in the areas of High Impact Instruction, A Framework for Understanding Poverty, and PBIS. Teachers have also and will continue to be provided job embedded professional development specific to their content and identified needs through PLC's and regular classroom coaching.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Teachers have had meetings to analyze data, determine needs, and have input into the development of the CSIP. Meetings will continue to be held at intervals when interim data comes in to evaluate and revise the plan as deemed necessary.	

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Identified students at each grade level receive additional targeted instruction. This includes iRead for all students and Reading Recovery, CIM instruction or additional teacher directed small group instruction in grades K-2 for identified students. Scholastic programs are used in grades 3-6 for reading and math as well as small group instruction.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A	Crofton is not a targeted assistance school.	

# Comprehensive School Improvement Plan

Crofton Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Title 1 financial reports are on file at the school.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent involvement activities include home visits, parent conferences, RTI parent night meetings, reading and math nights, weekly school and teacher newsletters. A parent compact and parent involvement policy have been developed and distributed to parents.	

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

**Comprehensive School Improvement Plan**

Crofton Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	District PD on A Framework for Understanding Poverty and the work of Eric Jensen and Jim Knight as well as working to identify strategies and next steps for struggling students through PLC's	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	The 2015-2016 CSIP is available on the school website.  <a href="http://images.pcmac.org/SiSFiles/Schools/KY/ChristianCounty/CroftonElem/Uploads/Forms/CROFTON_CSIP_2015-16.pdf">http://images.pcmac.org/SiSFiles/Schools/KY/ChristianCounty/CroftonElem/Uploads/Forms/CROFTON_CSIP_2015-16.pdf</a>  The 2016-2017 CSIP will be uploaded after it is submitted to the state.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	If this were to happen Crofton Elementary School would follow all guidelines and notify parents as needed	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Through PLC's, faculty meetings and district PD professional development concerns are being met.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	All Title 1 personnel are hired to improve student achievement.	

# Comprehensive School Improvement Plan

Crofton Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators have daily schedules which ensure they are in classrooms operating under the supervision of classroom teachers.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators have daily schedules which ensure they are in classrooms operating under the supervision of classroom teachers.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	All para-educators have daily schedules placing them in classrooms with the exception of required breaks and lunch duty.	

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

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

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

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

## **Introduction**

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

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



## Planning and Accountability Requirements

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

**Goal 1:**

Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

**Measurable Objective 1:**

collaborate to Measure progress toward creating an educational culture of continuous growth through shared partnerships and responsibilities. by 06/30/2017 as measured by the district's strategic plan.

**Strategy1:**

Improve working conditions - additional PBIS training for teachers and staff - Through faculty meetings and one on one coaching, teachers will receive additional training on PBIS including setting and reinforcing expectations and effectively managing classroom behavior.

Category: Human Capital Management

Research Cited: Tell Survey 2015

Sprick

Activity - PBIS Behavior RTI Intervention Strategy Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through summer professional development day, faculty meetings and one on one coaching, teachers will receive training on utilizing the behavior RTI strategies	Behavioral Support Program	08/10/2015	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, PBIS Committee, guidance counselor, and teachers

Activity - PATHS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor will receive training on the PATHS program and begin implementation in Primary classrooms.	Behavioral Support Program	09/01/2016	05/31/2017	\$0 - District Funding	Guidance Counselor and Primary Teachers

**Strategy2:**

Improve working conditions- Providing time to collaborate with colleagues - Teachers will have time provided through PLC's and faculty meetings to collaborate with each other and arts and humanities teachers to ensure students are being provided with ample program review opportunities.

Category: Continuous Improvement

Research Cited: Kentucky Program Review Documents

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through program review committee meetings during faculty meetings and PLCs, arts & humanities teachers will meet with classroom teachers to ensure that students are being afforded the program review opportunities.	Academic Support Program	09/01/2015	06/30/2017	\$0 - No Funding Required	Principal, program review committees, curriculum specialist, and teachers

### Strategy3:

Retention of Staff - Provide continuous professional development and support to teachers based on content and individual need.

Category: Human Capital Management

Research Cited: Danielson Framework

Kentucky Teacher Professional Growth and Evaluation System

DuFour - Professional Learning Communities

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly meetings by content area working on standards, assessment, data analysis, and implementing effective teaching practices	Professional Learning	08/10/2015	06/30/2017	\$0 - No Funding Required	Principal Curriculum Specialist Teachers

Activity - Individual Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and curriculum specialist are assigned to teachers based on content area to provide one on one coaching in the area of the specific teacher's need. Coaching includes co-planning, co-teaching, and feedback sessions.	Recruitment and Retention	08/10/2015	06/30/2017	\$0 - No Funding Required	Administrators Curriculum Specialist

### Strategy4:

Project Based Learning - A beginning cohort of teachers will be trained and begin implementation of Project Based Learning with one primary group and one intermediate group.

Category: Integrated Methods for Learning

Research Cited: Kentucky Department of Education website

Activity - PBL Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cohort group will begin PBL projects and work with team members to share training. The focus will be on how to make work more meaningful and integration of 21st Century Learning.	Career Preparation/Orientation	09/01/2016	06/30/2017	\$0 - District Funding	PBL Cohort Teachers

### Strategy5:

Individual Learning Plans - Sixth grade students will be introduced to and complete the first steps in their Individual Learning Plans.

Category: Career Readiness Pathways

Research Cited: Kentucky's Career Readiness Pathways

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Student ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/ Orientation	10/05/2015	05/31/2017	\$0 - No Funding Required	Guidance Counselor, Sixth grade teachers

## Strategy6:

Improve Working Conditions - Teachers will be trained on the implementation of PGES, peer observations and how to use the Danielson Framework to determine next steps for continuous improvement.

Category: Teacher PGES

Research Cited: Kentucky's Professional Growth and Effectiveness System

Activity - Implement PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Professional Growth and Effectiveness System for Teacher Evaluations though faculty meetings, small group meetings and individual coaching.	Recruitment and Retention Professional Learning	09/11/2015	05/31/2016	\$0 - No Funding Required	Principal

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

## Goal 1:

Crofton Elementary School will increase its combined reading and math proficiency from 61.1% in 2016 to 72.8% in 2019 as measured by the state assessment results.

## Measurable Objective 1:

demonstrate a proficiency of 72.6% of all students in mastering content standards in Reading and 72.9% of all students in mastering content standards in Mathematics by 05/31/2019 as measured by KPREP, MAP, district benchmarks and classroom assessments.

## Strategy1:

Planning Effective Instruction - Teachers will meet weekly through Professional Learning Communities with their coaches to increase their understanding of Common Core Standards, pace and plan instruction, build and analyze assessments, examine the rigor of assignments, and analyze classroom data to monitor student progress.

Category: Continuous Improvement

Research Cited: DuFour- Professional Learning Communities at Work

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Use of Quality Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide Reading and Math resources will be reviewed by curriculum coaches to determine rigor and congruence to Common Core Standards. A quality resource list will be created and provided to Reading and Math teachers. 2-3 school-wide resources that are high quality and congruent will be identified and provided for Reading and Math teachers. The intent is to narrow the resources being used and set a standard for resources.	Direct Instruction	08/10/2015	06/30/2017	\$5382 - Title I Part A	Dexter, Curriculum Specialist, District Instruction and Behavior Coaches

Activity - Making Meaning of Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Learning targets are constructed through discussions with coaches about what the work will look like for each standard and the goal is for these documents to be completed electronically so they can be shared between teachers inside and outside the building.	Direct Instruction	08/10/2015	05/31/2017	\$0 - Other	Dexter, Curriculum Specialist

Activity - Lesson Plan Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive lesson plan feedback from curriculum coaches on a bi-weekly rotation. Feedback is given to coach teachers into planning more student centered activities, planning for and implementing formative assessment regularly, use of guiding questions and learning maps, as well as teacher requested feedback.	Direct Instruction	08/10/2015	05/31/2017	\$0 - No Funding Required	Curriculum Specialist and Administrators

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions, learning maps, and formative assessments are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/10/2015	06/30/2017	\$0 - District Funding	Dexter, Curriculum Specialist, Instruction and Behavior Coaches, Teachers

## Strategy2:

Data Use - Data will be collected at the classroom level, school level and district level. This strategy will address how teachers will use data collectively to inform their instruction and monitor student progress toward standard mastery. There is a data week built into the PLC cycle where classroom assessment data will be analyzed to determine which students mastered each standard. Next steps are planned and student groups are created based on common misconceptions or opportunities for enrichment. Teachers will keep data tracking documents for all students that consolidate KPREP, MAP and benchmark data. These data points along with classroom data help teachers identify interventions needed to get students to the next performance level. These documents will be created electronically so they can be passed up as students progress to the next grade level. Student self tracking/goal setting forms will also be used to help students own their data and self assess.

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Crofton Elementary School

Research Cited: Dufour- Professional Learning Communities at Work

Activity - PLC Data Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom assessment data is analyzed to determine student misconceptions and create student instructional groups.	Direct Instruction	09/01/2015	05/31/2017	\$0 - No Funding Required	Dexter, Curriculum Specialist, Teachers

Activity - Enrichment Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 4 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	09/01/2015	05/31/2017	\$0 - No Funding Required	Teachers

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a data tracking document on all students to include KPREP, MAP, and interim assessment data to track student progress and help identify interventions and enrichment opportunities. These forms will be completed electronically and passed to the next grade level.	Direct Instruction	09/01/2015	05/31/2017	\$0 - Title I Part C	Teachers

Activity - Individual Student Data Tracking Documents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 set goals with the help of their teachers for MAP, benchmark assessments and KPREP based on their own data from previous assessments. Students track their own data to self assess their progress and identify improvement areas and strategies aimed at continuous improvement.	Direct Instruction	01/04/2016	05/31/2017	\$0 - No Funding Required	Students, Teachers

### Strategy3:

Delivering Effective Instruction - This strategy focuses on the real time instruction delivered in the classroom. Classroom observation and coaching will occur to monitor the implementation of the planning discussed in strategy one. Monitoring of use of learning targets, pacing documents, lesson plans, High Impact Instruction and pre-assessment data/groups will be included in this strategy.

Category: Continuous Improvement

Research Cited: Instructional Coaching by Jim Knight

Activity - Classroom Routines and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom routines and procedures will be monitored for effective management strategies and organization to reduce loss of instructional time.	Behavioral Support Program	08/10/2015	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, PBIS Team

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom visits by principal, Curriculum Specialist and Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans.	Professional Learning	08/18/2015	06/30/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, Instruction and Behavior Coaches

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of how feedback is given to students will occur. Coaching teachers on how to build a classroom structure to allow for this time will be given as needed.	Direct Instruction	01/04/2016	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist

## Strategy4:

Communicating and Involving Parents - Weekly folders and/or newsletters will be sent home.

Category: Continuous Improvement

Research Cited: National Education Association

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	11/03/2016	11/03/2016	\$500 - Title I Part A	Administrators, Curriculum Specialist, Guidance Counselor, Teachers

Activity - Weekly Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/10/2015	05/31/2017	\$500 - General Fund	Teachers

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math night will be held in the spring. Teachers will focus on offering math strategies and manipulatives that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	03/01/2017	04/28/2017	\$500 - Title I Part A	Administrators, Curriculum Specialist, Teachers

## Strategy5:

Increasing Teacher Efficacy - Training will be provided as needed to continuously improve instruction, data usage, classroom management, and other areas as identified.

Category: Human Capital Management

# Comprehensive School Improvement Plan

Crofton Elementary School

Research Cited: Instructional Coaching by Jim Knight

Activity - Benchmark Literacy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Teachers and Curriculum Specialist will receive training on Benchmark Literacy resources and implementation.	Direct Instruction	07/11/2016	06/30/2017	\$0 - District Funding	Reading Teachers, Curriculum Specialist

Activity - Eureka Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers and Administrators will receive training on Eureka Math resources and implementation.	Academic Support Program	07/11/2016	05/31/2017	\$0 - District Funding	Math Teachers, Administrator

Activity - High Impact Instruction Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the strategies of High Impact Instruction and these strategies will be embedded in the PLC process.	Professional Learning	07/27/2015	05/31/2017	\$0 - District Funding	High Impact Team, Teachers

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher coaching model using components from the Danielson Framework will be implemented providing systematic and differentiated coaching for all teachers in the areas of classroom management, planning instruction, and differentiation.	Professional Learning	09/01/2015	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, Guidance Counselor

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

### Goal 1:

Decrease the percentage of students novice in reading from 17.1% to 8.55% in 2019 and math from 10.4% to 5.2% in 2019.

### Measurable Objective 1:

collaborate to reduce the number of overall students scoring in the novice range from 17.1% in 2016 to 15.39% in 2017 in Reading and 10.4% in 2016 to 9.36% in 2017 in Math by 05/30/2017 as measured by KPREP.

### Strategy1:

Response to Intervention - Students identified in the bottom 20% academically in Reading and/or Math will be placed in tiered intervention groups for intensive instruction.

Category: Continuous Improvement

Research Cited: Kentucky's System of Interventions

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	Guidance counselor, Pre-school teacher, Kindergarten teachers

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

### Goal 1:

Decrease the percentage of students novice in reading from 17.1% to 8.55% in 2019 and math from 10.4% to 5.2% in 2019.

### Measurable Objective 1:

collaborate to reduce the number of overall students scoring in the novice range from 17.1% in 2016 to 15.39% in 2017 in Reading and 10.4% in 2016 to 9.36% in 2017 in Math by 05/30/2017 as measured by KPREP.

### Strategy1:

Response to Intervention - Students identified in the bottom 20% academically in Reading and/or Math will be placed in tiered intervention groups for intensive instruction.

Category: Continuous Improvement

Research Cited: Kentucky's System of Interventions

Activity - Scheduled Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	09/01/2015	05/31/2017	\$0 - No Funding Required	Teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to scheduling targeted after school tutoring for identified students each week. Groupings will be flexible and needs determined by teacher. Student progress will be monitored through RTI week during PLCs.	Academic Support Program	01/03/2017	05/31/2017	\$30000 - Title I Part C	Administrators, Curriculum Specialist, Teachers

### Measurable Objective 2:

collaborate to reduce the number of GAP students scoring in the novice range from 21.2% in 2016 to 19.08% in 2017 in Reading and 11.5% in 2016 to 10.35% in 2017 in Math by 05/30/2017 as measured by KPREP.



# Comprehensive School Improvement Plan

Crofton Elementary School

## Strategy1:

Response to Intervention - Students identified in the bottom 20% academically in Reading and/or Math will be placed in tiered intervention groups for intensive instruction.

Category: Continuous Improvement

Research Cited: Kentucky's System of Interventions

Activity - Scheduled Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	09/01/2015	05/31/2017	\$0 - No Funding Required	Teachers

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

## Goal 1:

Crofton Elementary School will increase its combined reading and math proficiency from 61.1% in 2016 to 72.8% in 2019 as measured by the state assessment results.

## Measurable Objective 1:

demonstrate a proficiency of 72.6% of all students in mastering content standards in Reading and 72.9% of all students in mastering content standards in Mathematics by 05/31/2019 as measured by KPREP, MAP, district benchmarks and classroom assessments.

## Strategy1:

Communicating and Involving Parents - Weekly folders and/or newsletters will be sent home.

Category: Continuous Improvement

Research Cited: National Education Association

Activity - Weekly Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/10/2015	05/31/2017	\$500 - General Fund	Teachers

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math night will be held in the spring. Teachers will focus on offering math strategies and manipulatives that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	03/01/2017	04/28/2017	\$500 - Title I Part A	Administrators, Curriculum Specialist, Teachers

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	11/03/2016	11/03/2016	\$500 - Title I Part A	Administrators, Curriculum Specialist, Guidance Counselor, Teachers

## Strategy2:

Delivering Effective Instruction - This strategy focuses on the real time instruction delivered in the classroom. Classroom observation and coaching will occur to monitor the implementation of the planning discussed in strategy one. Monitoring of use of learning targets, pacing documents, lesson plans, High Impact Instruction and pre-assessment data/groups will be included in this strategy.

Category: Continuous Improvement

Research Cited: Instructional Coaching by Jim Knight

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of how feedback is given to students will occur. Coaching teachers on how to build a classroom structure to allow for this time will be given as needed.	Direct Instruction	01/04/2016	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist

Activity - Classroom Routines and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom routines and procedures will be monitored for effective management strategies and organization to reduce loss of instructional time.	Behavioral Support Program	08/10/2015	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, PBIS Team

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom visits by principal, Curriculum Specialist and Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans.	Professional Learning	08/18/2015	06/30/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, Instruction and Behavior Coaches

## Strategy3:

Increasing Teacher Efficacy - Training will be provided as needed to continuously improve instruction, data usage, classroom management, and other areas as identified.

# Comprehensive School Improvement Plan

Crofton Elementary School

Category: Human Capital Management

Research Cited: Instructional Coaching by Jim Knight

Activity - Benchmark Literacy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Teachers and Curriculum Specialist will receive training on Benchmark Literacy resources and implementation.	Direct Instruction	07/11/2016	06/30/2017	\$0 - District Funding	Reading Teachers, Curriculum Specialist

Activity - High Impact Instruction Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the strategies of High Impact Instruction and these strategies will be embedded in the PLC process.	Professional Learning	07/27/2015	05/31/2017	\$0 - District Funding	High Impact Team, Teachers

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher coaching model using components from the Danielson Framework will be implemented providing systematic and differentiated coaching for all teachers in the areas of classroom management, planning instruction, and differentiation.	Professional Learning	09/01/2015	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, Guidance Counselor

Activity - Eureka Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers and Administrators will receive training on Eureka Math resources and implementation.	Academic Support Program	07/11/2016	05/31/2017	\$0 - District Funding	Math Teachers, Administrator

## Strategy4:

Data Use - Data will be collected at the classroom level, school level and district level. This strategy will address how teachers will use data collectively to inform their instruction and monitor student progress toward standard mastery. There is a data week built into the PLC cycle where classroom assessment data will be analyzed to determine which students mastered each standard. Next steps are planned and student groups are created based on common misconceptions or opportunities for enrichment. Teachers will keep data tracking documents for all students that consolidate KPREP, MAP and benchmark data. These data points along with classroom data help teachers identify interventions needed to get students to the next performance level. These documents will be created electronically so they can be passed up as students progress to the next grade level. Student self tracking/goal setting forms will also be used to help students own their data and self assess.

Category: Continuous Improvement

Research Cited: Dufour- Professional Learning Communities at Work

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Individual Student Data Tracking Documents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 set goals with the help of their teachers for MAP, benchmark assessments and KPREP based on their own data from previous assessments. Students track their own data to self assess their progress and identify improvement areas and strategies aimed at continuous improvement.	Direct Instruction	01/04/2016	05/31/2017	\$0 - No Funding Required	Students, Teachers

Activity - Enrichment Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 4 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	09/01/2015	05/31/2017	\$0 - No Funding Required	Teachers

Activity - PLC Data Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom assessment data is analyzed to determine student misconceptions and create student instructional groups.	Direct Instruction	09/01/2015	05/31/2017	\$0 - No Funding Required	Dexter, Curriculum Specialist, Teachers

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a data tracking document on all students to include KPREP, MAP, and interim assessment data to track student progress and help identify interventions and enrichment opportunities. These forms will be completed electronically and passed to the next grade level.	Direct Instruction	09/01/2015	05/31/2017	\$0 - Title I Part C	Teachers

## Goal 2:

Decrease the percentage of students novice in reading from 17.1% to 8.55% in 2019 and math from 10.4% to 5.2% in 2019.

## Measurable Objective 1:

collaborate to reduce the number of overall students scoring in the novice range from 17.1% in 2016 to 15.39% in 2017 in Reading and 10.4% in 2016 to 9.36% in 2017 in Math by 05/30/2017 as measured by KPREP.

## Strategy1:

Response to Intervention - Students identified in the bottom 20% academically in Reading and/or Math will be placed in tiered intervention groups for intensive instruction.

Category: Continuous Improvement

Research Cited: Kentucky's System of Interventions

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Scholastic Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 and System 44 classes are being used for targeted students in grades 3-6 who are reading substantially below grade level. All K-2 students are using the i-Read program. Identified students are enrolled in Do the Math program in grades 3-6. (A tutor was hired to assist with the Scholastic programs and new headsets were ordered to help the programs function correctly.)	Academic Support Program	09/01/2015	05/31/2017	\$15000 - Title I Part C	Administrators, Curriculum Specialist, Intervention Teachers

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Crofton Elementary School will increase its average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 69.1% in 2019 as measured by the state assessment results.

### Measurable Objective 1:

demonstrate a proficiency of 60.2% for all students in the non-duplicated gap group by 06/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

### Strategy1:

Increasing Teacher Efficacy - Specific training will be provided for teachers aimed at understanding the needs of students in poverty. This training will focus on the work of Eric Jensen and build on Ruby Payne training already completed. It will continue throughout the year.

Category: Professional Learning & Support

Research Cited: A Framework for Understanding Poverty- Ruby Payne, Teaching with Poverty in Mind- Eric Jensen

Activity - Mindset Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine more closely the implications of the work completed by Carol Dweck on mindset. Specifically focusing on feedback and effort, how they are related, and how it relates to improvement	Professional Learning	12/05/2016	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist

Activity - Poverty Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained beginning in the summer and throughout the year on Ruby Payne's Framework for Understanding Poverty.	Professional Learning	08/10/2015	05/26/2016	\$0 - District Funding	Dexter, Instruction and Behavior Coach, Teachers

### Strategy2:

Delivering Effective Instruction - Classroom instruction will include structures that allow for student feedback, progress monitoring and goal setting.

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Crofton Elementary School

Research Cited: A Framework for Understanding Poverty- Ruby Payne

Activity - Teaching Abstract Processes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the importance of explicitly teaching the what, why and how of abstract processes. The "how" piece will be explicitly taught and planned for as it is a high leverage strategy for students of poverty.	Academic Support Program Direct Instruction	01/04/2016	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, Teachers

Activity - Teaching the Hidden Rules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive refresher training prior to opening of school on awareness and teaching of the hidden rules of school. Time will be spent identifying rules and expectations and a schedule will be made to explicitly and systematically teach these. These will be revisited after breaks.	Academic Support Program Behavioral Support Program	07/11/2016	05/31/2017	\$0 - No Funding Required	Dexter, Instruction and Behavior Coach, Teachers

Activity - Teaching Mental Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training will be provided to teachers on mental models and the value of these for students of poverty. Mental models will be explicitly taught and will include but not be limited to learning maps in each cycle of instruction.	Academic Support Program	09/01/2015	05/31/2017	\$0 - No Funding Required	High Impact Team, Teachers

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced to brain research by Eric Jensen to further the work/strategies targeted for gap students. Initial work will focus on working memory.	Academic Support Program	01/03/2017	05/31/2017	\$0 - No Funding Required	Deep Dive Team

### Strategy3:

Planning Effective Instruction - Instruction will be differentiated to meet the identified needs of students.

Category: Continuous Improvement

Research Cited: Differentiation Research- Carol Ann Tomlinson

Activity - Teaching Students How To Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught how to plan to help control impulsivity for task completion. This training will be provided to teachers through the Ruby Payne training on poverty.	Behavioral Support Program Direct Instruction Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, Teachers

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Addressing Student Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will build in manipulatives, visual aides or virtual experiences to bridge the gap for students lacking experiences needed to understand and apply the standards.	Direct Instruction	08/10/2015	06/30/2017	\$0 - No Funding Required	Administrators, Curriculum Specialist, Teachers

## Strategy4:

Communicating and Involving Parents - Additional communication strategies and opportunities for parental involvement will be designed to specifically target students in the non-duplicated gap group. Resources coordinated through the FRC to meet non-academic needs will be used as well as outreach to offer support to parents.

Category: Continuous Improvement

Research Cited: A Framework for Understanding Poverty- Ruby Payne

Activity - Understanding Family Resources and Dynamics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to better understand the resources a child has access to and how to better select interventions for the classroom.	Parent Involvement Behavioral Support Program Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Dexter, Curriculum Specialist, Guidance Counselor, Teachers

Activity - Coordination of Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing non-academic supports will be referred to the Family Resource Center for help.	Community Engagement Parent Involvement	08/10/2015	05/31/2017	\$0 - FRYSC	Teachers, FRC Director

## Strategy5:

Data Use - Teacher data tracking forms will be used to collect student data and progress monitor. This data will be used to identify interventions and enrichment opportunities as needed.

Category: Continuous Improvement

Research Cited: Professional Learning Communities at Work- DuFour

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needed extra support due to attendance, academic or behavioral needs are assigned a mentor who will meet with them a minimum of two times per week to discuss needs, supports, progress and goal set.	Behavioral Support Program Academic Support Program	10/05/2015	05/31/2017	\$0 - No Funding Required	Guidance Counselor, All Staff

# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Check and Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A check in and out model will be implemented as part of Behavior RTI for identified students. Criteria for identification and exit will be determined by the PBIS team who will also monitor progress. Administrators will run the Check and Connect process.	Behavioral Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	Administrators, Guidance Counselor, PBIS Team

Activity - Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify students in the non-duplicated gap group on their data tracking form. This awareness will help teachers with intentional groupings when planning for instruction.	Direct Instruction	09/01/2015	05/31/2017	\$0 - No Funding Required	Administrators, Guidance Counselor, Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Goal 1:**

Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

**Measurable Objective 1:**

collaborate to Measure progress toward creating an educational culture of continuous growth through shared partnerships and responsibilities. by 06/30/2017 as measured by the district's strategic plan.

**Strategy1:**

Improve working conditions- Providing time to collaborate with colleagues - Teachers will have time provided through PLC's and faculty meetings to collaborate with each other and arts and humanities teachers to ensure students are being provided with ample program review opportunities.

Category: Continuous Improvement

Research Cited: Kentucky Program Review Documents



# Comprehensive School Improvement Plan

Crofton Elementary School

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through program review committee meetings during faculty meetings and PLCs, arts & humanities teachers will meet with classroom teachers to ensure that students are being afforded the program review opportunities.	Academic Support Program	09/01/2015	06/30/2017	\$0 - No Funding Required	Principal, program review committees, curriculum specialist, and teachers

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Crofton Elementary School is located in Crofton, Kentucky in northern Christian County. The town is situated in a small rural community of approximately 765 people with a median household income of around \$31,000. Crofton is one of eight Elementary schools in Christian County and houses pre-school through sixth grade. We stress high expectations for staff and students. Crofton's mission statement is, "We are learning, growing, achieving, and preparing for success in the 21st century." Crofton's population of 399 consists of 92.5 % Caucasian, 3.8% Multi Race, 1.3% Hispanic, 2.5% African American, and .2% Asian. 68.9% of Crofton students receive either free or reduced lunch. Crofton Elementary School is in year two of redistricting which changed our staff and student population dramatically last year. The previous school had 235 students compared to 431 last year and 399 this year. With all the changes, our new faculty developed new Guidelines for Success to help all students and faculty feel welcome at our school. Staff and students united last year and the school has a very positive culture that has resulted. Crofton's Community partners include United Southern Bank and Fortera Bank as well as area churches. Our partners assist with our backpack program, school supplies for students and rewards. These partners, in addition to our wonderful parent volunteers, allow us to focus on instruction.

## **School's Purpose**

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

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

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

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

Crofton's overall KPREP score for 2015-2016 was 81.4, marking a very sharp increase in achievement for students. Our most notable achievements were the classification of Distinguished/Progressing school and Crofton being awarded as a High Progress School for the second year in a row and being labeled a School of Distinction. Crofton's achievement scores increased in the areas of reading, math, writing, and social studies. Our highest academic score was a 100 in the content area of 5th grade Social Studies. Crofton's maintained significant growth scores with a 63.7% of students receiving categorical growth compared to 66.9% last year. Data sources indicate that Crofton students are above the state average in students reaching proficient/distinguished levels in Reading, Math, Social Studies and On-Demand Writing. The percentage of student in the novice ranges is lower than the state average in Reading, Math, Social Studies, On-Demand Writing and Language Mechanics. We are very proud of our teachers and students for their hard work and perseverance, which ultimately lead to our school's improvements.

KPREP data results indicate that Crofton students are performing slightly below the state average in students reaching the proficient/distinguished levels in the area of Language Mechanics. Crofton is striving to continue to improve the number of students performing at the proficient/distinguished levels and lower the number of students performing at the novice levels in Reading and Math. RTI and enrichment time has been built into the schedule for all grades this year. Teachers create groups based on needs identified through pre/post assessments as well as interim-benchmarks to continue to move our students to their maximum performance levels.

## **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. Having a new conjoined community school is a positive attribute to Crofton. 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, Accelerated Reader, 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