



KDE Comprehensive School Improvement Plan

Crofton Elementary School
Christian County

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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.

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 431 consists of 89.9 % Caucasian, 3.7% Multi Race, 3.1% Hispanic, 2.9% African American, .2% Asian, and .2% Indian. 66.45% of Crofton students receive either free or reduced lunch.

A unique challenge facing Crofton Elementary School is that we have primarily a new population of students and staff due to redistricting and closing of some schools in the county. The previous school had 235 students compared to 431 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.

Crofton's Community partners include United Southern Bank and area churches. Our partners assist with our back pack 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 was 72.1, ranking 87th percentile in the state of Kentucky. Our most notable achievements were the classification of Proficient/Progressing school and Crofton being awarded as a High Progress School. Crofton's achievement scores increased in the areas of reading, math, writing, and social studies. Our highest academic score was a 91.5 in the content area of 5th grade Social Studies. Crofton's made significant gains in the area of growth with scores increasing from a 46.1 to a 66.9 (20.8 point gain). Data sources indicate that Crofton students are slightly above the state average in students reaching proficient/distinguished levels in Math. The percentage of student in the novice ranges is lower than the state average in both reading math. 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 reading. We also had a slight drop in 4th grade language scores. 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, 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.

2015-2016 Comprehensive School Improvement Plan

Overview

Plan Name

2015-2016 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: 5 Activities: 6	Organizational	\$0
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%.	Objectives: 1 Strategies: 5 Activities: 19	Organizational	\$40882
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.7% to 51.7% in 2016.	Objectives: 1 Strategies: 5 Activities: 10	Organizational	\$0
4	Decrease the percentage of students novice in reading and math.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$9561

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.

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

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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	06/30/2016	\$0	No Funding Required	Principal, Instruction and Behavior Coach, guidance counselor, and 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

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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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	06/30/2016	\$0	No Funding Required	Principal Curriculum Specialist Instructional and Behavioral Coach Teachers

Activity - Individual Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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
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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
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Strategy 5:

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	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.	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.

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 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

Activity - Making Meaning of Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 - 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 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
Activity - Pre-Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - 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	05/31/2016	\$0	No Funding Required	Curriculum Specialist and Instruction and Behavior Coach
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	06/30/2016	\$5382	Title I Part A	Dexter, Curriculum Specialist, Instruction and Behavior Coach

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

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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
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 - 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	05/26/2016	\$0	No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach
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	05/26/2016	\$0	No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach

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.

Category: Continuous Improvement

Research Cited: Dufour- Professional Learning Communities at Work

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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	05/26/2016	\$0	No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach, 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	05/26/2016	\$11000	Title I Part A	Teachers

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	05/26/2016	\$0	No Funding Required	Teachers

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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	05/26/2016	\$0	No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Guidance Counselor

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Activity - Workshop Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Activity - MDC/LDC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 - 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	06/30/2016	\$0	District Funding	High Impact Team, Teachers

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	05/26/2016	\$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	10/29/2015	10/29/2015	\$500	Title I Part A	Dexter, Curriculum Specialist, Guidance Counselor, Teachers

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.7% to 51.7% in 2016.

Measurable Objective 1:

demonstrate a proficiency of 51.7% for all students in the non-duplicated gap group by 06/30/2016 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

Activity - Addressing Student Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	05/26/2016	\$0	No Funding Required	Dexter, Teachers

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, Academic Support Program, Behavioral Support Program	01/04/2016	05/26/2016	\$0	No Funding Required	Dexter, Instruction and Behavior Coach, 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

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Activity - Teaching the Hidden Rules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive 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	08/10/2015	05/26/2016	\$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	05/26/2016	\$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	05/26/2016	\$0	No Funding Required	Dexter, Instruction and Behavior Coach, Curriculum Specialist, Teachers

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	05/26/2016	\$0	No Funding Required	Dexter, 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.	Academic Support Program, Behavioral Support Program	10/05/2015	05/26/2016	\$0	No Funding Required	Guidance Counselor, All Staff

Strategy 4:

Increasing Teacher Efficacy - Specific training will be provided for teachers aimed at understanding the needs of students in poverty. This training will begin in the summer and continue throughout the year.

Category: Professional Learning & Support

Research Cited: A Framework for Understanding Poverty- Ruby Payne

Activity - Poverty Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

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.	Community Engagement, Parent Involvement	08/10/2015	05/26/2016	\$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, Academic Support Program, Behavioral Support Program	01/04/2016	05/26/2016	\$0	No Funding Required	Dexter, Instruction and Behavior Coach, Curriculum Specialist, Guidance Counselor, Teachers

Goal 4: Decrease the percentage of students novice in reading and math.

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Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice range by 12.5% in Reading (5 students) and Math (3 students) by 05/26/2016 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
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	05/26/2016	\$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	05/26/2016	\$0	No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Teachers

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
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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	05/26/2016	\$9561	Title I Part A	Dexter, Curriculum Specialist, Intervention Teachers
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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	05/26/2016	\$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	08/10/2015	05/26/2016	\$0	No Funding Required	Guidance counselor, Pre-school teacher, Kindergarten teachers

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	05/26/2016	\$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	05/26/2016	\$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.	Community Engagement, Parent Involvement	08/10/2015	05/26/2016	\$0	Teachers, FRC Director
Total					\$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	03/01/2016	04/29/2016	\$500	Dexter, Curriculum Specialist, Teachers
Pre-Assessment Development	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	Dexter, Curriculum Coach, Instruction and Behavior Coach and Teachers
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. 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	Dexter, Curriculum Specialist, Instruction and Behavior Coach
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	05/26/2016	\$11000	Teachers

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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	05/26/2016	\$9561	Dexter, Curriculum Specialist, Intervention Teachers
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	06/30/2016	\$5382	Dexter, Curriculum Specialist, Instruction and Behavior Coach
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	10/29/2015	10/29/2015	\$500	Dexter, Curriculum Specialist, Guidance Counselor, Teachers
Total					\$48943	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High Impact Instruction	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	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Teachers
Poverty Training	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	Dexter, Instruction and Behavior Coach, Teachers

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MDC/LDC Training	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	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Identified 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	06/30/2016	\$0	High Impact Team, Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	05/31/2016	\$0	Curriculum Specialist and Instruction and Behavior Coach
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	05/26/2016	\$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	05/26/2016	\$0	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Teachers
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	06/30/2016	\$0	Principal, Instruction and Behavior Coach, guidance counselor, and teachers
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	05/26/2016	\$0	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Teachers

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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	05/26/2016	\$0	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, Academic Support Program, Behavioral Support Program	01/04/2016	05/26/2016	\$0	Dexter, Instruction and Behavior Coach, Curriculum Specialist, Guidance Counselor, Teachers
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	05/26/2016	\$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	05/26/2016	\$0	Dexter, Curriculum Specialist, Instruction and Behavior Coach
Teacher Coaching	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	Dexter, Curriculum Specialist, Instruction and Behavior Coach
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, Academic Support Program, Behavioral Support Program	01/04/2016	05/26/2016	\$0	Dexter, Instruction and Behavior Coach, Curriculum Specialist, Teachers
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	05/26/2016	\$0	Dexter, Curriculum Specialist, Instruction and Behavior Coach, Guidance Counselor

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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	05/26/2016	\$0	Dexter, Curriculum Specialist, Instruction and Behavior Coach
Teaching the Hidden Rules	All teachers will receive 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	08/10/2015	05/26/2016	\$0	Dexter, Instruction and Behavior Coach, Teachers
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	05/26/2016	\$0	Dexter, Instruction and Behavior Coach, Curriculum Specialist, 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.	Academic Support Program, Behavioral Support Program	10/05/2015	05/26/2016	\$0	Guidance Counselor, All Staff
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	05/26/2016	\$0	Dexter, Special Education Teachers
Implement PGES	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	Principal
Kindergarten Readiness	All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/10/2015	05/26/2016	\$0	Guidance counselor, Pre-school teacher, Kindergarten teachers
Student Goal Setting	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	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	05/26/2016	\$0	High Impact Team, Teachers

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Professional Learning Communities	Weekly meetings by content area working on standards, assessment, data analysis, and implementing effective teaching practices	Professional Learning	08/10/2015	06/30/2016	\$0	Principal Curriculum Specialist Instructional and Behavioral Coach Teachers
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	05/26/2016	\$0	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	05/26/2016	\$0	Dexter, Teachers
Individual Coaching	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	Principal Curriculum Specialist Instructional and Behavioral Coach
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	06/30/2016	\$0	Principal, program review committees, curriculum specialist, and 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	05/26/2016	\$0	Dexter, Teachers
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	06/30/2016	\$0	Guidance Counselor, Sixth grade teachers
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Workshop Training	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	Dexter, Teachers
Total					\$1000	

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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	05/26/2016	\$500	Teachers
Total					\$500	

KDE 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 attempting to answer the question of how we can reach the level of a distinguished school on the 2016 K-PREP assessment. In 2015, the data told us that our students showed a large increase in the percentage of students receiving growth scores; however, the combined academic achievement scores for reading and math rose only one point. Our percentage of novice in both reading and math were below the state average and our percent proficient and distinguished was above the state average in math. The growth being higher and academic achievement showing a one point improvement supports that our improvements are attributed to a reduction in novice by 10% in reading and 4% in math. The percent of students performing at the proficient or distinguished levels increased by about 7% in both reading and math, this shows a greater improvement as in the past these percentages grew by less than 1%. Crofton has a great opportunity for improvement in the area of non-duplicated gap student achievement.

Data will be recalculated for our currently enrolled students. Preliminary numbers suggest that our new students are performing very close to where Crofton students performed last year. Fall benchmark testing suggests we should continue to focus on novice reduction, particularly with our non-duplicated gap group while also continuing to focus on increasing the number of students performing at the proficient and distinguished levels.

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 20.8% increase in the number of students earning growth scores as well as a large decrease (10%) in the number of students performing in the novice range in reading. We also saw a 7% increase in the number of student performing at the proficient and distinguished levels in reading and math. We are continuing the PLC process this year to maintain the focus of ensuring teachers understand the standards that are being taught (several teachers are teaching different grade levels due to combining of schools), 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.

Opportunities for Improvement

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

The high number of students performing at the novice level in on-demand writing and language mechanics is an area for improvement. Accountability in these areas increased this 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 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.

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. Assignments- ensuring assignments given are congruent to the level of rigor required by the standards
 - d. Data- analyzing assessment data to make needed instructional changes

2. Pre-Assessment to ensure that students understanding concepts are challenged and students needing underpinning skills are taught accordingly

3. Coaching teachers on identified areas of need (differentiating)

4. Focus on continual improvement for teachers, students and leadership

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 06/30/2016 as measured by the district's strategic plan.

Strategy1:

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

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

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

Strategy3:

Improve working conditions - additional PBIS training for teachers and staff - Through faculty meetings and one on one coaching, teachers

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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

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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

Strategy4:

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	06/30/2016	\$0 - No Funding Required	Principal Curriculum Specialist Instructional and Behavioral Coach Teachers

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

Narrative:

The school has identified specific strategies to address areas of concern identified in the TELL KY Survey results.

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

Goal 1:

Increase the average combined reading and math K-Prep Scores from 44.6% to 72.3% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 55.7% for reading and math by 06/28/2013 as measured by K-Prep Assessment Data.

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Strategy1:

Data Analysis - Teachers will use student results from multiple sources of data to make instructional decisions for their class as well as for small groups of students and individual students.

Category:

Research Cited: Revisiting Professional Learning Communities at Work by Richard DuFour, Rebecca DuFour, and Robert Eaker and CASL

Activity - Individual coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IBC will participate in PLCs and provide job embedded professional development and individual coaching based on needs	Professional Learning	08/05/2013	05/26/2014	\$0 - No Funding Required	IBC

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring student results from a teacher created test as well as a "blind" test not created by teacher to meetings with similar content teachers. Teachers will discuss strategies to improve student learning for each specific standard and discussed which strategies led to increased student learning. Teachers will also compare some tests' data to teachers at other schools to compare strategies and learn how to best teach each standard to their students.	Professional Learning	09/10/2012	06/02/2014	\$200 - School Council Funds	Principals and curriculum specialists of the 3 schools involved

Strategy2:

Formative Assessment - Teachers will study and discuss formative assessment strategies in professional learning community meetings and apply learned strategies into their instruction to improve the feedback they are providing to improve their students' learning.

Category:

Research Cited: CASL - Classroom Assessment for Student Learning - We are studying the seven strategies for formative assessment according to the CASL book.

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using DesCartes and having frequent discussions in PLCs to increase differentiation.	Professional Learning	08/19/2013	06/01/2014	\$0 - No Funding Required	School administration and teachers

Activity - job embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IBC will provide job embedded PD and individual coaching to teachers on formative assessments and differentiated instruction	Professional Learning	08/05/2013	05/26/2014	\$0 - No Funding Required	IBC

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Activity - Using formative assessment to improve student learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Training Teachers are provided feedback on their use of effective formative assessment strategies in their classrooms Study of CASL book in faculty meetings	Professional Learning	07/23/2012	06/02/2014	\$800 - School Council Funds	Principal and Curriculum Specialist

Strategy3:

Hire highly qualified teachers - We will collaborate as hiring committees to hire highly qualified teachers to teach our students.

Category:

Research Cited:

Activity - Hiring committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring committees consisting of teachers will meet to revise criteria and conduct teacher interviews for all teacher vacancies.	Recruitment and Retention	06/02/2013	12/01/2014	\$0 - No Funding Required	Principal Teachers

Strategy4:

Unpacking and committing to standards - Teachers unpack standards into student-friendly daily learning targets.

Teachers committ to the learning targets that they will be assessing at the end of each month.

Category:

Research Cited: DuFore - Professional Learning Communities at Work

Activity - Unpacking Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring their committed learning targets once a month to Professional Learning Community Meetings. Teachers will discuss targets to ensure congruency and adjust them as need to make them as useful for students as possible.	Other	08/01/2012	05/26/2014	\$0 - No Funding Required	Principal and Curriculum specialist

Activity - job embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Behavioral coach will provide job embedded PD and individual coaching to teachers related to developing lessons congruent to learning targets	Professional Learning	08/05/2013	05/26/2014	\$0 - No Funding Required	IBC

Strategy5:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow students access to and the opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil assessments. Students will also be prepared for college and caree with a school-wide integration of program skills across all content areas.

Category:

Research Cited:

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Activity - Analysis of student evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements. Teachers will make necessary grade level or school-wide adjustments to instruction.	Professional Learning	08/13/2012	06/02/2014	\$0 - No Funding Required	Principal and Curriculum Specialist

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning and interventions in research-based professional development for literacy supports/interventions across the curriculum. Leaders monitor implementation of literacy professional development.	Professional Learning	08/13/2012	06/02/2014	\$0 - No Funding Required	Principal and curriculum specialist

Activity - Analysis of Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the program Review process and other evidence to determine if the Arts & Humanities and Practical Living/ Career Studies plans should be revised or updated. School team meets to analyze the implementation processes of the writing program reviews and implementation of writing policies and literacy plans.	Policy and Process	08/20/2012	06/02/2014	\$0 - No Funding Required	Principal and Curriculum Specialist

Narrative:

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

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

Goal 1:

Decrease the percentage of students novice in reading and math.

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice range by 12.5% in Reading (5 students) and Math (3 students) by 05/26/2016 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

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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	08/10/2015	05/26/2016	\$0 - No Funding Required	Guidance counselor, Pre-school teacher, Kindergarten teachers

Narrative:

All Kindergarten students were assessed using the Brigance assessment.

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 and math.

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice range by 12.5% in Reading (5 students) and Math (3 students) by 05/26/2016 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 - 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	08/10/2015	05/26/2016	\$0 - No Funding Required	Guidance counselor, Pre-school teacher, Kindergarten teachers

Narrative:

The school advertises pre-school screening dates and assesses students immediately upon starting Kindergarten so instruction can be tailored as needed.

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

Goal 1:

Decrease the percentage of students novice in reading and math.

Measurable Objective 1:

KDE Comprehensive School Improvement Plan

Crofton Elementary School

collaborate to reduce the number of students scoring in the novice range by 12.5% in Reading (5 students) and Math (3 students) by 05/26/2016 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 - 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	05/26/2016	\$9561 - Title I Part A	Dexter, Curriculum Specialist, Intervention Teachers

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:

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	05/26/2016	\$0 - No Funding Required	Dexter, Curriculum Specialist, Instruction and Behavior Coach

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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 - 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

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 - 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	\$33000 - Title I Part A	Teachers

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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

Strategy3:

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

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

Strategy4:

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 - 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

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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

Strategy5:

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

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 - 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

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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 - 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	\$33000 - Title I Part A	Dexter, Curriculum Specialist, 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	\$33000 - Title I Part A	Dexter, Curriculum Coach, Instruction and Behavior Coach and Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.7% to 51.7% in 2016.

Measurable Objective 1:

demonstrate a proficiency of 51.7% for all students in the non-duplicated gap group by 06/30/2016 as measured by KPREP, MAP, district benchmarks and classroom assessments.

Strategy1:

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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	05/26/2016	\$0 - No Funding Required	Dexter, Instruction and Behavior Coach, Curriculum Specialist, Teachers

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	05/26/2016	\$0 - No Funding Required	Dexter, Teachers

Strategy2:

Increasing Teacher Efficacy - Specific training will be provided for teachers aimed at understanding the needs of students in poverty. This training will begin in the summer and continue throughout the year.

Category: Professional Learning & Support

Research Cited: A Framework for Understanding Poverty- Ruby Payne

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

Strategy3:

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	Funding Amount & Source	Staff Responsible
All teachers will receive 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	08/10/2015	05/26/2016	\$0 - No Funding Required	Dexter, Instruction and Behavior Coach, Teachers

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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	05/26/2016	\$0 - No Funding Required	High Impact Team, Teachers

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.	Direct Instruction Academic Support Program	01/04/2016	05/26/2016	\$0 - No Funding Required	Dexter, Instruction and Behavior Coach, Curriculum Specialist, Teachers

Strategy4:

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.	Academic Support Program Behavioral Support Program	10/05/2015	05/26/2016	\$0 - No Funding Required	Guidance Counselor, All Staff

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	05/26/2016	\$0 - No Funding Required	Dexter, Teachers

Strategy5:

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

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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.	Academic Support Program Behavioral Support Program Parent Involvement	01/04/2016	05/26/2016	\$0 - No Funding Required	Dexter, Instruction and Behavior Coach, 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	05/26/2016	\$0 - FRYSC	Teachers, FRC Director

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 06/30/2016 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

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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

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Teachers and leadership identified the need for schoolwide RTI/enrichment time as well as writing time. These were built into the master schedule and are being implemented.	

Label	Assurance	Response	Comment	Attachment
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 teaches 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.	

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 schoolwide approach to RTI. Students performing below grade level receive RTI services including Read 180, System 44, Do the Math 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.	

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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 a SBDM member. 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.	

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.	

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.	

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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	

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		

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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		

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	The 2014-2015 CSIP is available on the school website http://crofton.christian.kyschools.us/?PageName=%27Forms%27&iSection=%27Administrative%27&CorrespondingID=%270%27 The 2015-2016 CSIP will be uploaded after it is submitted to the state.	

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

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

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

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.	

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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-instructionally 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		

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

Tracy Mohon- Curriculum Specialist

Lynne Prince- FRC Coordinator

Tiffany Gray- Instruction and Behavior Coach

Ashley Gates- Guidance Counselor

Relationship Building

Overall Rating: 3.14

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

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

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

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

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

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

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

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

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

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

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

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

	Statement or Question	Response	Rating
3.6	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

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

Decision Making

Overall Rating: 2.43

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

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

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

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

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

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.0

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

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

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

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

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership 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.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

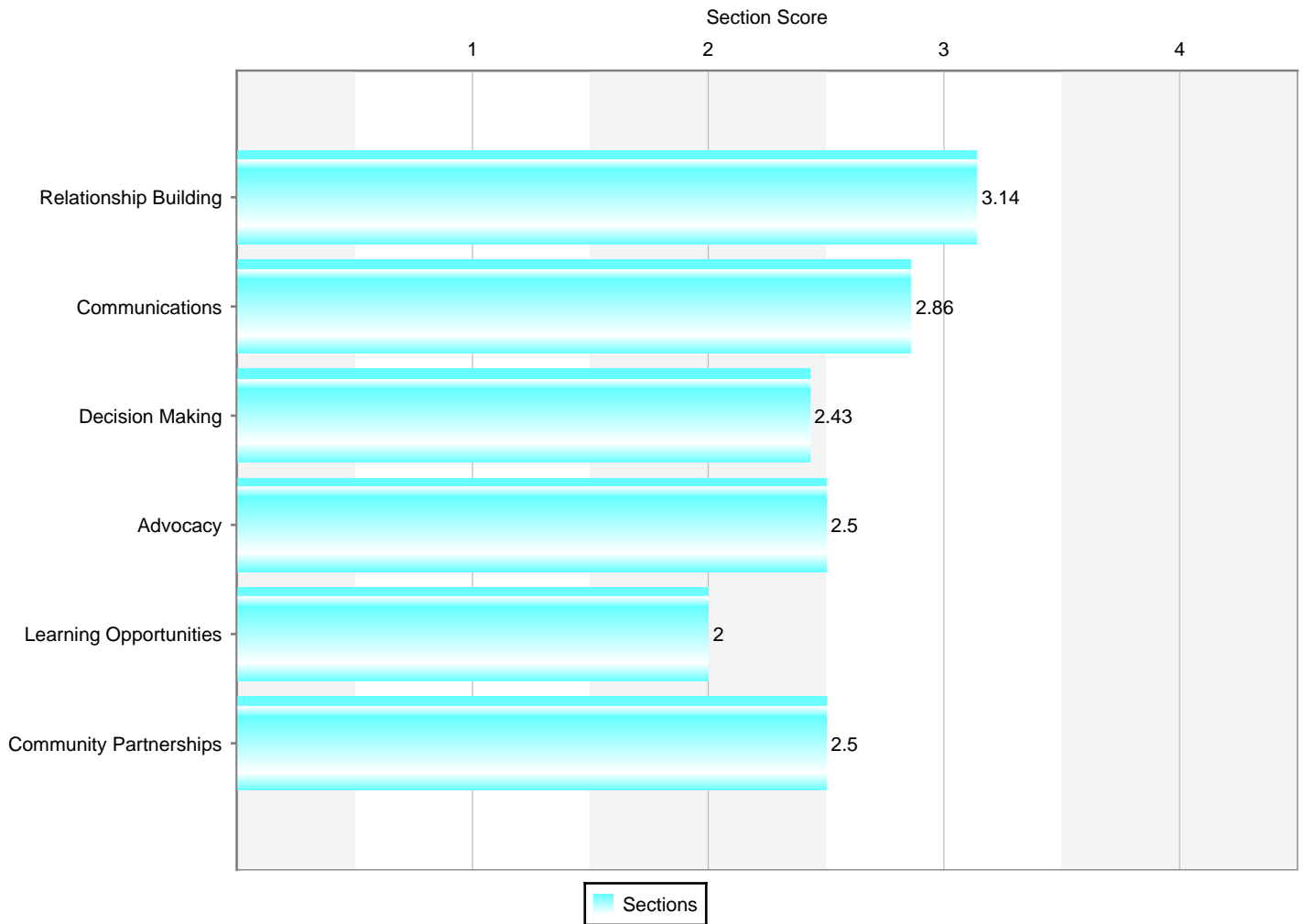
Reflection

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

An area of strength is requesting parent input. Surveys and questionnaires are used to solicit parent input on how they feel about school initiatives. One area of need is parental involvement in the building. With the merging of the two schools there has been more parent participation in school sponsored events; however, we will continue 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 after MAP testing and district benchmark testing.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	It is reviewed/revised annually, presented to SBDM and reviewed with staff a minimum of once each year.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The SBDM adopted the policy in the Fall of 2013.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Fall 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	The EMP was reviewed/revised by the school principal, SBDM and was submitted to the district.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Staff has a copy of the plan in their Smartbook	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	No	The emergency management center has been provided with a copy	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	These were posted prior to school starting	

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Oct 24, 2013	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Staff have a copy of procedures in their Smartbooks, drills have been conducted	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire Drills 8/20/15 and 9/8/15 Lock Down Drill 9/3/15 Severe Weather Drill 9/17/15 Earthquake Drill 11/5/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

- Teacher preparation to meet diverse learner needs.
- Teacher transfers within the district
- Decline in individuals entering the teaching profession

What sources of data were used to determine the barriers?

- Review of existing district policies on hiring, recruiting, and retaining teachers
- Staffing allocations for school
- Review of working conditions data
- Review of summative evaluation ratings
- Review of TELL Survey data

What are the root causes of those identified barriers?

- Teacher preparation programs
- Perception of Christian County Schools

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

PGES data from the Observation Summary Report reflects that the majority of schools overall teacher effectiveness fall in the accomplished or exemplary rating categories.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Teachers are departmentalized by grade level in all grade levels except Kindergarten. All students see each teacher in each grade level except Kindergarten.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Teachers are departmentalized by grade level in all grade levels except Kindergarten. All students see each teacher in each grade level except Kindergarten.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The Christian County Board of Education approves the district staffing allocation on a yearly basis. The school master schedule is built based on this budget. Specific student needs are considered as the schedule is formed. Data points considered include KPREP, MAP, and district benchmark data. After analysis of data a targeted recruitment list is prepared.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Christian County implements recruitment strategies that enable the employment of highly effective diverse teachers. The goal is for all teachers hold the correct Kentucky teaching certification. A teacher induction program that ensures ongoing highly effective professional development that will improve teaching and learning strategies and additional support for teachers. Professional development and support occurs as part of the on-boarding process and continues throughout the school year. Professional Learning Communities (PLC's) are in place in all schools that provide teachers the opportunity to grow in content knowledge, teaching and assessment strategies. Human resource management through collaboration with the individual schools will ensure that school have equitable highly qualified staff.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The district has several supports in place to enable the retention of effective teachers. Teacher Onboarding is the first step in giving new teachers the tools necessary to be successful in the classroom. Onboarding includes giving teachers the tools necessary to be successful on
SY 2015-2016

the first day of school. Topics covered are the Professional Growth and Effectiveness System, Positive Behavioral Intervention & Supports, Infinite Campus, CIITS, Technology and Restraint/Seclusion. During the 2016-2017 school year an additional day of training will be added. The training will encompass an overview of district instructional practices.

School administration will assign teacher mentors for new teachers in the district that are not a part of the KTIP process. This practice may be an outgrowth of the PLC process. Teacher support is a main focus that will be part of retention strategies.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

The district has several supports in place to enable the retention of effective teachers. Teacher Onboarding is the first step in giving new teachers the tools necessary to be successful in the classroom. Onboarding includes giving teachers the tools necessary to be successful on the first day of school. Topics covered are the Professional Growth and Effectiveness System, Positive Behavioral Intervention & Supports, Infinite Campus, CIITS, Technology and Restraint/Seclusion. During the 2016-2017 school year an additional day of training will be added. The training will encompass an overview of district instructional practices.

School administration will assign teacher mentors for new teachers in the district that are not a part of the KTIP process. This practice may be an outgrowth of the PLC process. Teacher support is a main focus that will be part of retention strategies.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

PGES data indicated that 86% of teachers receiving summative evaluations in Christian County had an effectiveness rating in the Exemplary/Accomplished category. Teachers rating below the accomplished level will receive assistance based on areas of need. Individual assistance plans will be developed that will address specific areas of classroom needs. Assistance may be addressed through work with the school instructional leaders, curriculum specialist, discipline coordinator, teacher mentors, PLC process, or specified professional development opportunities.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Tell surveys are analyzed in three categories that inform teacher retention and student achievement.

Working Conditions Rating District

Managing Student Conduct Strongly Agree/Agree 81.7%

Community Engagement and Support Strongly Agree/Agree 81%

School Leadership Strongly Agree/Agree 85.4%

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal:

3. Increase the average combined reading and math P/D KPREP scores for all students by 2016 from 56.1% to 60.8%.

All strategies and activities in this section support creating equitable access for students because teacher development and effectiveness are addressed.