

Executive Summary

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 712 people with a median household income of around \$36,000. 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 vision statement is:

All students who enter as Kindergarteners exit the sixth grade:

- with the skills and knowledge needed for middle school without remediation
- with well-developed citizenship habits to guide thought and deed which are necessary for people to live and work together
- having authentically explored career paths at their own choice to begin planning for a rewarding career.

Crofton's population of approximately 434 consists of 88.7 % Caucasian, 5.1% Multi Race, 2.8% Hispanic, 3.2% African American, and .2% Indian. 71.2% of Crofton students receive either free or reduced lunch. Crofton Elementary School is in year four of redistricting which changed our staff and student population dramatically last year. Staff and students united last year to revise the school's vision statement. Our school currently has a very positive culture. Crofton's Community partners include United Southern Bank and Fortera Bank as well as area churches. Our partners assist with our backpack program, school supplies for students and rewards. These partners, in addition to our wonderful parent volunteers, allow us to focus on instruction.

School's Purpose

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

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

works in collaboration with school leadership and in partnership with our community to establish and support rigorous learning standards for all students.

Notable Achievements and Areas of Improvement

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

Crofton experienced a slight decrease in the percentage of students scoring in the proficient and distinguished following two years of significant increases. The three year trend for Reading shows 60.8% (2016) to 68.2% (2017) to 65.2% (2018) P/D with novice at 17.1% to 10.8% to 14.8% respectively . The three year trend for Math shows 61.3% (2016) to 70.4% (2017) to 67.8% (2018) P/D with novice at 10.4% to 5.4% to 8.7% respectively. Social Studies increased from the prior year with P/D at 87.9% (2016) to 83.3% (2017) to 86.9% (2018)P/D and novice decreasing slightly from 1.7% to 1.9% to 1.6% respectively. Writing showed significant increases from 57.1% (2016) (55.2% for 5th grade only) to 68.5% (2017) then decreased to 49.2% (2018)P/D with novice at 13.5% to 5.6% to 8.2% respectively. Science KPREP results showed 29.1% of students P/D and 16.4% novice for 2018.

Data sources indicate that Crofton students are above the state average in students reaching proficient/distinguished levels in all tested areas. The percentage of student in the novice ranges is lower than the state average in all tested areas. We are very proud of our teachers and students for their hard work and perseverance, which ultimately lead to our school's continued improvements. 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 continues to be built into the schedule for all grades this year. We are analyzing our primary program and working to create a strong primary RTI. We have also renewed our focus on writing and are working in this area building wide.

Additional Information

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

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

Continuous Improvement Diagnostic for Schools

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

The journey of excellence begins with a diagnosis of where the organization is before setting measurable goals. We consistently monitor engagement of staff and satisfaction of internal and external stakeholders. Christian County Public Schools administers the following surveys: District Services Survey (twice per year), Parent Survey, Student Survey, and Employee Engagement Survey (twice per year). The Kentucky TELL survey is administered every other year. Results from our Employee Engagement Survey which is administered twice a year as well as the most current TELL Survey indicate there has been much improvement over the past three years. The Employee Engagement and Parent Satisfaction Survey results are analyzed and rolled out to staff. We work through the results, specifically looking at targeted areas for growth and then create an action plan to address an area for improvement. We have focused on employee perception of open and honest communication over the past year and seen improvement. For parents and families we are working on regular communication on how their child is learning. Each year we revise our PLC process to address improvement areas and next steps for our school.

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The school provides training and support on our survey results and data points throughout the year. All teachers will meet 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 will meet a second time after delivery targets are set and other data points are available for currently enrolled students to determine needs for their current group/grade level. All certified and classified staff will be

given opportunities to analyze data, determine needs and provide input into the development of the CSIP. SBDM members will be provided with the data, time to analyze the results and strategies that are being added to the improvement plan. Action plans are monitored through a 90 day action plan and through collaboration with the district.

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

1. Continuous Improvement Team:

SBDM, Leadership, PLCs, RTI teams.

2. Gather and organize data:

(Members (teachers, principal, curriculum specialist and guidance counselor) gather and organize data.

Principal organizes overall school data by grade level for universal screeners and KPREP data. Teachers collect and organize many data points on the students in their classroom including diagnostic, formative and summative.

3. Review current performance:

Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.

4. Describe performance trends:

Current performance is compared to past performance. Directions of trends for every performance indicator are identified.

5. Prioritize performance concerns:

Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations.

6. Identify root causes:

Continuous Improvement Team identifies root causes for each priority performance concern. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Tools to identify root causes include: The 5 Why's, Fishbone diagrams, and scatter diagrams.

7. Set measurable performance targets:

Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established.

8. Identify solutions and actions steps:

Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives.

9. Implement plan:

The improvement plan is communicated to all stakeholders and implemented.

10. Progress monitor:

The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team using will utilize 5X monitoring, department meetings, PLCs, and RTI meetings. The implementation plan will be responsive and changed based upon progress monitoring.

Current State

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

KPREP Data

Crofton experienced a slight decrease in the percentage of students scoring in the proficient and distinguished following two years of significant increases. The three year trend for Reading shows 60.8% (2016) to 68.2% (2017) to 65.2% (2018) P/D with novice at 17.1% to 10.8% to 14.8% respectively. The three year trend for Math shows 61.3% (2016) to 70.4% (2017) to 67.8% (2018) P/D with novice at 10.4% to 5.4% to 8.7% respectively. Social Studies increased from the prior year with P/D at 87.9% (2016) to 83.3% (2017) to 86.9% (2018)P/D and novice decreasing slightly from 1.7% to 1.9% to 1.6% respectively. Writing showed significant increases from 57.1% (2016) (55.2% for 5th grade only) to 68.5%

(2017) then decreased to 49.2% (2018)P/D with novice at 13.5% to 5.6% to 8.2% respectively. Science KPREP results showed 29.1% of students P/D and 16.4% novice for 2018.

KPREP data indicates that Crofton students are well above the state average in students reaching P/D levels in all tested areas.

RI/MI, FRA and F&P Data

Fall 2018 Reading Inventory data indicates that 45% of students are at Proficient or Advanced levels for grades 2-6 while Math Inventory data indicates that 21.3% of students are at the Proficient or Advanced levels for grades 2-6.

Foundational Reading Assessment data for students currently in K-2 indicate only 23% of students performing at a fluent level with 77% of students not yet ready for comprehension.

F&P Reading level assessments show 28% of first grade students and 43.5% of second grade students reading on grade level this fall.

ATTENDANCE

Student attendance rates are at 95.7% compared to the state average of 94.4%. Chronic Absenteeism rate for last year was 8%. As of October 31, 2018 chronic absenteeism is at 12%.

PBIS Data

PBIS data for 2017-2018 showed that 84% of students had zero referrals, 10% of students had 1 referral and 5% of students had 2-5 referrals. There were 2 students who had 6-8 referrals and 2 students who had 9+ referrals. This data fits the model for tiered behavior very closely.

EMPLOYEE ENGAGEMENT

The Employee Engagement survey was administered in the fall and spring. It showed a very positive result for fall at 4.33 with 35 employees participating in the survey which placed the results in the 90th percentile. Spring results lagged slightly with an overall result of 4.17 with 16 employees participating in the survey which placed the results in the 70th percentile. Results showed a concern from employees about open and honest communication during both administrations. Upon further discussion this was defined as access for all employees to communication and information given during meeting times (not everyone is able to attend meetings due to different schedules and duties). A plan was created to help communication flow to all employees to help address this concern and during the second administration there was a 5% more favorable result in this area.

PARENT ENGAGEMENT

Results from our Parent Satisfaction Survey showed a concern of parents getting regular feedback from school staff on how their child is learning. A plan was created to specifically target feedback to parents to address this concern.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Academic Priorities: Fall 2018 Reading Inventory data indicates that 45% of students are at Proficient or Advanced levels for grades 2-6 while Math Inventory data indicates that 21.3% of students are at the Proficient or Advanced levels for grades 2-6.

Foundational Reading Assessment data for students currently in K-2 indicate only 23% of students performing at a fluent level with 77% of students not yet ready for comprehension.

F&P Reading level assessments show 28% of first grade students and 43.5% of second grade students reading on grade level this fall.

Writing showed significant increases from 57.1% (2016) (55.2% for 5th grade only) to 68.5% (2017) then decreased to 49.2% (2018) P/D with novice at 13.5% to 5.6% to 8.2% respectively.

Science KPREP results showed 29.1% of students P/D and 16.4% novice for 2018.

Students with disabilities had 31% P/D in Reading with 41.4% novice and 17.2% P/D in Math with 41.4% novice.

Non-Academic Priority: PBIS data for 2017-2018 showed that 84% of students had zero referrals, 10% of students had 1 referral and 5% of students had 2-5 referrals. There were 2 students who had 6-8 referrals and 2 students who had 9+ referrals. This data fits the model for tiered behavior very closely.

Development and implementation of PBIS Tier II strategies with fidelity. Implementation of intentional social and emotional learning curriculum for K-6 students.

Trends

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

Academic data shows strong results in the number of students performing at the proficient and distinguished levels across all content areas in Reading and Math for three years in a row. The number of students performing at the novice level in Reading and Math have been very low for three years in a row. PBIS data shows that student behavior continues to improve as we continue to build on our PBIS

program and implement intentional social and emotional learning curriculum. Differentiation and intervention will continue to be focus areas as we continue to try to meet the needs of all learners and assure continuous improvement. Student performance in Writing has fluctuated over the past three years and a more comprehensive writing plan is being developed and implemented for K-6 to address this.

Potential Source of Problem

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

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

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

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

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

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

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

KCWP1: Design and Deploy Standards-

We are reviewing Reading standards and vertical alignment for primary Reading.

We are working on vertical alignment of writing standards and practices to build our writing program with clearly defined expectations at each grade level.

KCWP2: Design and Deliver Instruction-

Development of a clearly defined RTI process for primary Reading is in progress. We are also analyzing primary assessment practices to ensure congruency to the standards. Ways to adequately assess that are developmentally appropriate are being addressed.

We are focusing on content area literacy and integrating science and ELA for all grade levels. We hope to leverage science content as a student engagement strategy for informational reading standards.

KCWP5: Design, Align, Deliver Support Processes

We are continuing to work on our school wide behavior support system to get all Tiers operating with fidelity. We are working toward a goal of student self-monitoring their progress and taking ownership of their learning by implementing a focused curriculum for social and emotional learning for all grade levels.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

The three year trend for Reading shows 60.8% (2016) to 68.2% (2017) to 65.2% (2018) P/D with novice at 17.1% to 10.8% to 14.8% respectively . The three year trend for Math shows 61.3% (2016) to 70.4% (2017) to 67.8% (2018) P/D with novice at 10.4% to 5.4% to 8.7% respectively. Social Studies increased from the prior year with P/D at 87.9% (2016) to 83.3% (2017) to 86.9% (2018)P/D and novice decreasing slightly from 1.7% to 1.9% to 1.6% respectively.

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The Employee Engagement survey was administered in the fall and spring. It showed a very positive result for fall at 4.33 with 35 employees participating in the survey which placed the results in the 90th percentile. Spring results lagged slightly with an overall result of 4.17 with 16 employees participating in the survey which placed the results in the 70th percentile.

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

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

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:

For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.

For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.

- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency
State your Proficiency Goal

Goal 1: Increase the number of students scoring proficient or above in combined reading and mathematics from 65.8% to 79% by 2021.

Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the number of students scoring proficient or above in reading from 59.9% to 68.15% as indicated by EOY District Standards Assessments by June 2019 (grades 2-6).</p>	<p>Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<p>Activities to deploy strategy</p> <p>K-6 Literacy Cohort</p> <p>TTL/T- Literacy Academy- Training and implementation fidelity of Benchmark Literacy.</p> <p>PLCs- A 6 week rotation is used to focus on Standards planning and pacing, creating rigorous and aligned assessments, formative assessment, quality instruction focused on feedback, RTI, and Data Analysis. A rotation focusing on feedback will continue this year with the inclusion of classroom observations with teachers participating.</p> <p>Literacy Team formed and teachers participating in Literacy Cohort Training focused on balanced literacy.</p> <p>K-12 Grade level task/curriculum planning and unit planning</p>	<p>F&P Levels</p> <p>RI Growth</p> <p>DSA Proficiency</p> <p>Classroom Observations</p> <p>Classroom Assessment</p> <p>Data</p> <p>Teacher Data Tracking Forms</p> <p>Cohort Teacher</p> <p>Classroom Visits</p> <p>Ability to collaborate with teachers in other buildings</p> <p>Improved instructional practices</p>	<p>District</p> <p>District</p> <p>No Funding Required</p> <p>District</p> <p>District</p> <p>No Funding Required</p> <p>District</p>
<p>Objective 2: Design and Deliver Instruction</p>	<p>Teacher Coaching</p> <p>Deep Dive Cohort formed to work on content area literacy strategies with a focus on integrating Science into the Reading classroom.</p>	<p>Ability to collaborate with teachers in other buildings, student engagement</p> <p>Deep Dive plan and monitoring, PLC planning/pacing documents, observations</p>	<p>Coaching forms</p>	<p>No Funding Required</p> <p>District</p>

	<p>Development of a clearly defined RTI process for primary reading, and continued implementation of the current RTI process for intermediate. Tutors will be hired to assist with this process.</p> <p>Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels.</p>	<p>FRA data F&P Levels RI Growth</p>	<p>PLC data for each cycle reflecting student progress</p>	<p>Title I Funding</p>
	<p>KCPW 3: Design and Deliver Assessment Literacy</p>	<p>District Assessment Data, Formative and Cycle Assessment Data</p>	<p>Lesson plans, cycle assessments, formative assessments</p>	<p>No Funding Required</p>
	<p>KCPW 5: Design, Align and Deliver Support</p>	<p>Cycle Assessments, RTI plans</p>	<p>PLC data for each cycle reflecting student progress</p>	<p>No Funding Required</p>
	<p>KCPW 6: Establishing Learning Culture and Environment</p>	<p>Student data tracking and goal setting forms</p>	<p>Discipline data, Achievement data</p>	<p>Title I Funding</p>
<p>Objective 2: Increase the number of students scoring proficient or above in math from 65.6% to 73.85% as indicated by EOY District Standards Assessments by June 2019 (grades 2-6).</p>	<p>K-8 Math Cohort- Focused training on strategies for the math classroom including formative assessment practices for teachers. TILT- Math Academy</p>	<p>MI Growth DSA Proficiency Classroom Observations</p>	<p>5X plans and data monitoring will be reviewed and revised as needed.</p>	<p>District</p>
	<p>KCPW 2: Design and Deliver Instruction</p>	<p>Classroom Assessment Data Teacher Data Tracking Forms</p>	<p>Review and monitor PLC products and teacher data tracking forms.</p>	<p>No Funding Required</p>
	<p>K-12 Grade level task/curriculum planning and unit planning</p>	<p>Improved instructional practices</p>	<p>Coaching forms</p>	<p>No Funding Required</p>
	<p>Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels.</p>	<p>Ability to collaborate with teachers in other buildings</p>	<p>PLC planning/pacing documents</p>	<p>District</p>
	<p>Continued implementation of the current RTI process for primary and intermediate. Tutors will be hired to assist with this process.</p>	<p>District Assessment Data, Formative and Cycle Assessment Data</p>	<p>Lesson plans, cycle assessments, formative assessments</p>	<p>No Funding Required</p>
	<p>Training and implementation of a school wide social and emotional learning curriculum focused on student self monitoring and resulting in ownership of their learning and behavioral choices.</p>	<p>MI Growth Math RTI Data</p>	<p>PLC data for each cycle reflecting student progress</p>	<p>Title I Funding</p>
	<p>KCPW 5: Design, Align and Deliver Support</p>	<p>Student data tracking and goal setting forms</p>	<p>Discipline data, Achievement data</p>	<p>Title I Funding</p>
	<p>KCPW 6: Establishing Learning Culture and Environment</p>			

Objective 3: Chronic absenteeism will decrease by 1% by June 2018.	KCPW 4: Review, Analyze and Apply Data KCPW 5: Design, Align and Deliver Support	Analysis of chronic absenteeism data to include family structure, student involvement in extra-curricular/co-curricular activities, and health issues. Teacher awareness of student chronic absenteeism/access to data. Daily phone calls to chronically absent students who are absent that day	Leadership awareness Teacher awareness and attention Call logs Chronic Absentee Report	Monthly student lists Monthly student lists Chronic Absentee	No Funding Required No Funding Required No Funding Required
Objective 4: Increase the percentage of staff responding favorably on the TELL Survey question 2.1 E from 73.9% to 80% regarding the amount of routine paperwork required of staff.	KCPW 4: Review, Analyze and Apply Data KCPW 5: Design, Align and Deliver Support	Google Docs will be implemented for submission of all PLC products. Employee Engagement Survey given 2X a year Rounding with all staff	Staff/employee engagement survey results Data from surveys Spotlight Report	Staff use of Google for PLC products and communication Change in Data between surveys Employee Engagement Survey Results	No Funding Required No Funding Required District District

2: Gap
State your Gap Goal

Goal 2: Increase the number of students scoring proficient or above in the consolidated student group from 41.5% to 49.8% by 2021 and the students in the free/reduced lunch group from 63.75% to 76.5% by 2021.	Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.) <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities 	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease the achievement gap in reading for Free/Reduced and Students with Disabilities by 10% as indicated by EOY District Standards Assessments (grades 2-6) by June 2018.	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities <p>Work on Feedback- See Goal 1 Objective 2</p> <p>Development of a clearly defined RTI process for primary reading, and continued implementation of the current RTI process for intermediate. Tutors will be hired to assist with this process.</p> <p>Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels.</p> <p>Training and implementation of a school wide social and emotional learning curriculum focused on student self monitoring and resulting in ownership of their learning and behavioral choices.</p> <p>Tutoring- After school tutoring will be offered to students based on identified needs.</p> <p>Check and Connect- Identified students will be checked in and out with on a daily basis by an administrator to focus on differentiated behavior improvement goals.</p> <p>Read 180/System 44- Students identified as needing intervention in Reading according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 3-6.</p> <p>PBIS Tier II and III implementation with fidelity</p> <p>PLCs- See Goal 1, Objective 1</p>	<p>See Measures of Success Goal 1</p> <p>FRA data F&P Levels RI Growth</p> <p>District Assessment Data, Formative and Cycle Assessment Data</p> <p>Student data tracking and goal setting forms</p> <p>Improved Classroom Assessment Data, RI Growth</p> <p>Improved student behavior</p> <p>Improved Classroom Assessment Data, RI Growth</p> <p>Improved student behavior</p> <p>See Measures of Success Goal 1</p> <p>See Measures of Success Goal 1</p> <p>District Assessment Data, Formative and Cycle Assessment Data</p>	<p>See Progress Monitoring Goal I</p> <p>PLC data for each cycle reflecting student progress</p> <p>Lesson plans, cycle assessments, formative assessments</p> <p>Discipline data, Achievement data</p> <p>SX Data Points</p> <p>Check and Connect Sheets, Monthly Discipline Data</p> <p>SX Data Points</p> <p>Check and Connect Sheets, Student Behavior Plans, Monthly Discipline Data</p> <p>See Progress Monitoring Goal I</p> <p>See Progress Monitoring Goal I</p> <p>Lesson plans, cycle assessments,</p>	<p>No Funding Required</p> <p>Title I Funding</p> <p>No Funding Required</p> <p>No Funding Required</p> <p>Title I Funding</p> <p>Title I</p> <p>No Funding Required</p> <p>Grant Funding and Title I</p> <p>No Funding Required</p> <p>No Funding Required</p> <p>No Funding Required</p> <p>No Funding Required</p> <p>No Funding Required</p>
Objective 2: Decrease the achievement gap in math for Free/Reduced and Students with Disabilities by 10% as indicated by EOY District	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Work on Feedback- See Goal 1 Objective 2</p> <p>Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels.</p>	<p>See Measures of Success Goal 1</p> <p>District Assessment Data, Formative and Cycle Assessment Data</p>	<p>See Progress Monitoring Goal I</p> <p>Lesson plans, cycle assessments,</p>	<p>No Funding Required</p> <p>No Funding Required</p>

Standards Assessments (grades 2-6) by June 2018.	KCWP 6: Establishing Learning Culture and Environment	formative assessments	Title I Funding
	Continued implementation of the current RTI process for primary and intermediate. Tutors will be hired to assist with this process.	MI Growth Math RTI Data	PLC data for each cycle reflecting student progress
	Training and implementation of a school wide social and emotional learning curriculum focused on student self monitoring and resulting in ownership of their learning and behavioral choices. Tutoring- See Goal 2, Objective 1	Student data tracking and goal setting forms	Discipline data, Achievement data
	Check and Connect- See Goal 2, Objective 1	See Measures of Success Goal 2	See Progress Monitoring Goal 2
	Math 180-Students identified as needing intervention in Math according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 5-6.	See Measures of Success Goal 2	See Progress Monitoring Goal 2
	PBIS Tier II and III implementation- See Goal 2, Objective 1	Improved Classroom Assessment Data, MI Growth	5X Data Points
	PLCs- PLCs- See Goal 1, Objective 1	See Measures of Success Goal 2	See Progress Monitoring Goal 2
		See Measures of Success Goal 1	See Progress Monitoring Goal 1

3: Separate Academic Indicator
State your *Separate Academic Indicator Goal*

<p>Goal 3: Increase the percent of students performing at the P/D level on Separate Academic Indicators from 30.2% P/D in Science to 36.2% P/D by 2021, from 85% P/D in Social Studies to 93% P/D by 2021, and from 48.3% P/D in Writing to 70% P/D by 2021.</p>	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</p>					
<p>Objective 1: Crofton Elementary School will increase the percentage of students scoring proficient and distinguished in writing from 48.3% to 70% by June 2021.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>K-6 Literacy Cohort Development and implementation of school wide writing Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels.</p>	<p>Lesson Plans F&P Levels RI Growth DSA Proficiency Classroom Observations</p>	<p>5X plans and data monitoring will be reviewed and revised as needed.</p>	<p>District N/A</p>
<p>Objective 2: Crofton Elementary School will increase the percentage of students scoring proficient and distinguished in Social Studies from 85% to 93% by June 2021.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>LDC cohort K-6 Literacy Cohort Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels.</p>	<p>LDC Task Results F&P Levels RI Growth DSA Proficiency Classroom Observations</p>	<p>5X plans and data monitoring will be reviewed and revised as needed.</p>	<p>District District N/A</p>
<p>Objective 3: Crofton Elementary School will increase the percentage of students scoring proficient and distinguished in Science from 30.2% to 36.2% by June 2021.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>Deep Dive Cohort formed to work on content area literacy strategies with a focus on integrating Science into the Reading classroom. Science Cohort training Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels.</p>	<p>TCT Data F&P Levels RI Growth DSA Proficiency Classroom Observations</p>	<p>5X plans and data monitoring will be reviewed and revised as needed.</p>	<p>District District N/A</p>

4: Growth
State your Growth Goal

Goal 4: Increase the average combined reading and math growth in grades 4 - 6 from 19 to 22.8 by 2021 as measured by statewide accountability measures.

Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
Strategy		Measure of Success
Objective		Date & Notes
Activities to deploy strategy		Funding
<p>Objective 1: The percent of students in grades 2-6 achieving at least 1 year growth as measured by the Reading Inventory will increase from 65% to 69.3% by 2019.</p>	<p>See Goal 1 - Strategies See Goal 2 - Strategies</p>	<p>See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities</p>
<p>Objective 2: The percent of students in grades K-6 achieving at least 1 year growth as measured by the Math Inventory will increase from 67.4% to 71.9% by 2019.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Student use of documents during assessment.</p>
<p>Objective 2: The percent of students in grades K-6 achieving at least 1 year growth as measured by the Math Inventory will increase from 67.4% to 71.9% by 2019.</p>	<p>See Goal 1 - Strategies See Goal 2 - Strategies</p>	<p>See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities</p>
<p>Objective 2: The percent of students in grades K-6 achieving at least 1 year growth as measured by the Math Inventory will increase from 67.4% to 71.9% by 2019.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>See Goal 4, Objective 1 - Measurable Objective 1 - Activities</p>

5: Transition readiness
State your *Transition readiness* Goal

Goal 5: Students in grade 5 will meet or exceed the transition readiness benchmark on KPREP by 2019.

Objective	Strategy	Which Activities will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
Objective		Activities to deploy strategy		
See Goal 1 See Goal 2	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objectives See Goal 2 - Measurable Objectives	See Goal 1 and 2	Progress Monitoring Date & Notes See Goal 1 and 2 See Goal 1 and 2
		<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	

6: Other (optional)
State your *Other* Goal (optional)

Goal 6:

Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	
Objective	Strategy	Measure of Success
Objective 1:	Activities to deploy strategy	Progress Monitoring Date & Notes Funding
Objective 2:		

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The completed Achievement Gap Group Spreadsheet denotes all populations which are representative of Crofton Elementary. CR teachers use a variety of measures to set student growth goals, and determine ways to close achievement gaps. Reading and Math inventories are given three times yearly to students to determine Lexile and Quantile scores, respectively. The district provides benchmark assessments congruent with CCSS (Reading and Math) and schools give cycle assessments in science and social studies.

II. Achievement Gap Analysis

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

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

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

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

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

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

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

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

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

Teachers are getting professional development through PLC and after school Teacher Intentionally Learning Together (TILT) session throughout the year. Teachers are able to get professional development in their perceived areas of need. The district office has coaches available to work with teachers on classroom management and instructional strategies. These session help teachers to close achievement gaps with students under their care.

An intensive RTI program is used with students in intermediate.

After school tutoring is used with identified students as well.

Our school is working to implement a social and emotional curriculum to help students develop 21st century skills. This is aimed at students goal setting, taking responsibility for their learning and empowering them to understand that they can affect their situation through their choices and habits.

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

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

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

We have PLC meetings weekly and faculty meetings twice a month. Teachers follow a 5 to 6 week cycle from unpacking the standards to developing a common assessment. Teachers also meet every 5 weeks in a grade level data meeting where students are discussed and plans are made to help them reach proficiency in reading and mathematics.

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

III. Planning the Work

Gap Goals

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

Increase the number of students scoring proficient or above in the non-duplicated gap group for free and reduced in Reading from 65.2% to 69.1% by 2019.

Increase the number of students scoring proficient or above in the non-duplicated gap group for free and reduced in Math from 67.8% to 69.1% by 2019.

Identify the Strategy

Rationale: Student achievement is determined by the processes, practices and conditions found within a school. Once a school has analyzed its data and set measurable goals, it must identify which processes, practices and conditions – whether positive or negative – have contributed to its current state, and thus, how it will strategically address its goals based on these processes, practices and conditions.

Work Steps

***First:** Thinking only of the achievement gaps that exist within the school, planning teams should determine the most essential, causative or otherwise significant processes, practices, and conditions found within the school.*

***Next:** Determine which strategy below best captures the process, practice or condition identified in the previous step and addresses each achievement gap goal. A school will likely use more than one strategy, but it's critical to remember that focusing on a limited number of strategies generally yields a more focused effort and better outcome. Virtually every process, practice or condition found within a school falls under one of the six school improvement strategies below:*

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

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

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

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

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

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

Activities

***Rationale:** Once a school has decided on an approach or strategy, it must deploy the strategy through actionable steps. Each of the six Key Core Work Processes (strategies) have been linked to corresponding activities (actionable steps used to deploy a strategy).*

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

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

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

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

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

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

In short, this is the work that will be done within a school that initiates the transition from the current state to the desired state (ie: the attainment of goals). Schools may choose activities outside this list, but must still identify points-of-contact, timelines and methodology used for monitoring the progress of each activity. Once activities have been selected, they must be monitored meticulously and regularly to determine their effectiveness.

Closing the Gap

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

Step 2: Complete your findings and answers.

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

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced/ 156	69.30%
African American/ 8	3.50%
Hispanic/ 8	3.50%
Two or More Races/ 9	4%
English Learners/ 3	1.30%
Disability/ 29	12.88%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<p>Objective 1: Decrease the achievement gap in reading for Free/Reduced and Students with Disabilities by 10% as indicated by EOY District Standards Assessments (grades 2-6) by June 2018.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Work on Feedback- See Goal 1 Objective 2</p> <p>Development of a clearly defined RTI process for primary reading, and continued implementation of the current RTI process for intermediate. Tutors will be hired to assist with this process.</p> <p>Regular formative assessments requiring students to communicate their learning in writing will be used along with success criteria for all grade levels.</p> <p>Training and implementation of a school wide social and emotional learning curriculum focused on student self monitoring and resulting in ownership of their learning and behavioral choices.</p> <p>Tutoring- After school tutoring will be offered to students based on identified needs</p> <p>Check and Connect- Identified students will be checked in and out with on a daily basis by an administrator to focus on differentiated behavior improvement goals</p>	<p>Principal, Curric Spec</p> <p>Principal, Curric Spec, Primary Teachers, IBC Coach</p> <p>Principal, Curric Spec</p> <p>Principal, Assistant Principal, Lighthouse Team</p> <p>Principal, Title I Coordinator, Curric Spec</p> <p>Assistant Principal, Teachers</p>	<p>See Progress Monitoring Goal 1</p> <p>PLC data for each cycle reflecting student progress</p> <p>Lesson plans, cycle assessments, formative assessments</p> <p>Discipline data, Achievement data</p> <p>5X Data Points</p> <p>Check and Connect Sheets, Monthly Discipline Data</p>	<p>No Funding Required</p> <p>Title I Funding</p> <p>No Funding Required</p> <p>Title I Funding</p> <p>Title I</p> <p>No Funding Required</p>	

<p>Read 180/System 44- Students identified as needing intervention in Reading according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 3-6.</p> <p>PBIS Tier II and III implementation with fidelity</p> <p>PLCs- See Goal I, Objective I</p>	<p>Guidance Counselor, Curriculum Specialist, Principal, Interventionists</p>	<p>5X Data Points</p>	<p>Title I Funding, District Funding</p>
	<p>Assistant Principal, PBIS Team</p>	<p>Check and Connect Sheets, Student Behavior Plans, Monthly Discipline Data</p>	<p>No Funding Required</p>
<p>Math 180-Students identified as needing intervention in Math according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 5-6.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Objective 2: Decrease the achievement gap in math for Free/Reduced and Students with Disabilities by 10% as indicated by EOY District Standards Assessments (grades 2-6) by June 2018.</p>	<p>Principal, Curriculum Specialist, Teachers</p>	<p>See Progress Monitoring Goal I</p>	<p>No Funding Required</p>
<p>All strategies listed in Reading Goal apply to this goal as well.</p>	<p>Guidance Counselor, Curriculum Specialist, Principal, Interventionists</p>	<p>5X Data Points</p>	<p>Grant Funding</p>
	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

Yes

No

N/A

Comments

Attachments

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

Yes

No

N/A

Comments

Attachments

Comprehensive Needs Assessment

3. 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

No

N/A

Comments

Attachments

4. 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, career, and transition ready.

Yes

No

N/A

Comments

Attachments

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

Yes

No

N/A

Comments

Attachments

Targeted Assistance Activities

6. 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.

Yes

No

N/A

Comments

Attachments

7. 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.

Yes

No

N/A

Comments

Attachments

Parent and Family Engagement

8. 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 and Family Engagement Policy.

Yes

No

N/A

Comments

Attachments

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

Yes

No

N/A

Comments

Attachments

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

Yes

No

N/A

Comments

Attachments

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

Yes

No

N/A

Comments

Attachments

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

Yes

No

N/A