

KDE Continuous Improvement Diagnostic_09152017_09:05

KDE Continuous Improvement Diagnostic

Crossroads Elementary

Julianne Skeens
156 Erin Circle
Mt Washington, Kentucky, 40047
United States of America

Target Completion Date: 05/30/2018

Last Modified: 08/01/2018

Status: Locked

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Julie Skeens, Principal Laurie Geary, Instructional Coach Lauren Manion, Counselor Leigh Ann Lowery, FRC Coordinator Instructional Leadership Team: Kellie Weihe, Ashley Byerley, Michelle Beaton, Jamie Flynn, Dana Murphy

COMMENTS

Please enter your comments below.

ATTACHMENTS

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2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

* School staff offers varied ways that parents can share information with teachers about their children's learning needs. * Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual needs. * Parents and other stakeholders report that they are actively welcomed when they visit the school.

COMMENTS

Please enter your comments below.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

* School staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs. * School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data. * School staff identify family interests, needs and barriers and provides services to ensure academic success.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

1. Involve our FRC in more academic planning conversations, in addition to physical/social needs, to involve community resources. 2. Actively recruit parents for specific committees for planning through SBDM and the Leader in Me. 3. Actively communicate our school goals to parents through various routes. 4. Complete a parent survey identifying interests and needs for all families. Specifically target new families with the survey when they enroll in the school. 5. Maintain and submit parent communication logs to the leadership team regularly.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

* Teachers have sufficient instructional time to meet the needs of all students. 52% of faculty stated that they didn't have adequate time in order to address student need. We have eliminated departmentalization on the 4th and 5th grade levels and implemented a strategically planned master schedule with targeted intervention times included with special individuals. * Teachers are allowed to focus on educating students with minimal interruptions. 57% of faculty stated that they weren't able to educate without disruptions. SBDM developed and implemented a 'protection of instructional time policy' to combat this situation.

COMMENTS

Please enter your comments below.

Master schedule: https://docs.google.com/a/bullitt.kyschools.us/spreadsheets/d/1SvxCf30yb-PxAn1kddfUQFp6Mjwj1JhxSMrRrI_OC5l/edit?usp=sharing Protection of Instructional time: https://docs.google.com/a/bullitt.kyschools.us/document/d/11tCUXP99fc8ulJyBWewDLWpBTRSIIHM_aaX68GMOdVE/edit?usp=sharing

ATTACHMENTS

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Part III

1. How will the school engage a variety of shareholders 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.

Stakeholders have been included in committees stemming from our school Lighthouse Team. These teams will be tasked with developing processes that are continuous and based on research. Meetings will be scheduled monthly on Bullitt Days (Teacher Planning Days) and agendas will be developed by the chair of the committee to address various aspects of the school improvement process.

COMMENTS

Please enter your comments below.

Action Committees: https://docs.google.com/spreadsheets/d/1vft93YIWAKoJTg8md22cs_Pm18IU0fIS2IRAFf93tK0/edit#gid=155606238

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**Crossroads Phase II: KDE Needs Assessment School
Diagnostic_10112017_14:00**

Phase II: The Needs Assessment School Diagnostic

Crossroads Elementary

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Phase II: The Needs Assessment School Diagnostic

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 shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Instructional Leadership Team, Administration Team and all PLCs analyzed KPREP and MAP scores. These are documented through agendas and minutes.

ATTACHMENTS

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Current State

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

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

_ In creased Gap points from 2016 to 2017 by 16.11% _ Learner's score increased 4.1 points from 2016 to 2017 _ Decreased novice 19 points from 2016 to 2017 for students with disabilities _ Increased proficiency 8.7 from 2016 to 2017 for students with disabilities _ Gap group decreased novice in writing by 8.7 from 2016 to 2017 _ Gap Group increased Proficient/Distinguished by 5 from 2016 to 2017

ATTACHMENTS

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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.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

_ Increased Novice in Reading by 1.4 _ Decreased Reading P/D by 7.1 _ Increased Novice in Math by 4.2 _ Decreased Math P/D by 3.8 _ Increased Math novice by 1.1 _ Decreased Writing P/D by 2.6

ATTACHMENTS

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Trends

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

_ Behavior events remained steady from 191 in 2015-16 to 190 in 2016 - 17 _ Increased number of student referrals, evaluations and induction into special education _ Major need is increased disability proficiency with need for more co-teaching and less resource time used

ATTACHMENTS

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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 school improvement strategies outlined below:

- 1- Deployment of Standards
- 2- Delivery of Instruction
- 3- Assessment Literacy
- 4- Review, Analyze and Apply Data Results
- 5- Design, Align and Deliver Support Processes with Sub-group Focus
- 6- Establish a Learning Culture and Environment

1. Need to continue to align standards (congruency) to the content presented in instruction (Key core processes 1 & 2) 2. Increase questioning rigor through book study and alignment of curriculum (Key Core Processes 1, 2, 4) 3. Practice KPREP like assessments and analyze data to ensure mastery of standard (KCP 3, 4)

ATTACHMENTS

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Strengths/Leverages

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



Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

_ Gap Points increased 16.1 from 16 to 17 _ Decreased Novice in Reading for disabilities from 60.7 to 41.7 _ Increased Proficiency in Reading for disabilities from 10.7 to 19.4 _ Decreased Novice in Writing for Gap students from 48.7 to 40.0 _ Increased P/D in Writing for Gap Students from 20.5 to 25.5

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 MAP analysis	Analysis to move students from different levels -- N to A, A to P, P to D.	, ,
 MAP goals	MAP goals based on KPREP prediction	

**2018-19 Crossroads Elementary Phase Two: School
Assurances_10102018_15:12**

Phase Two: School Assurances

Crossroads Elementary
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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Crossroads engaged in transition activities with preschool and kindergarten through various activities. Students in pre-k visited the kindergarten classrooms and engaged in peer learning activities throughout the spring semester. In addition, teachers engaged students in Kindergarten Kickoff and Kindergarten Orientation. In addition, some of our neediest students were included in a Kindergarten Jump Start Camp utilizing Title I funds. This camp allows some of our students to attend "school" for two weeks, three hours a day to learn expectations and begin to transition to Kindergarten with greater ease.

ATTACHMENTS

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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

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

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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

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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

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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

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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

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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**

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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**

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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**

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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

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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

COMMENTS

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 Parent Compact	Title I Parent Compact	8
 CSIP 17-18	Current CSIP	3, 4, 10
 Master Schedule	Master Schedule	11, 12
 Needs Assessment	Completed with assistance from CSIP committee	3, 4, 5
 Parent Involvement Policy	Parent Involvement Policy	8
 Planning survey	Planning survey including PD	2
 Professional Development Plan	PD Plan for 18-19	2
 Staffing assignments	Staffing assignments	11, 12

Crossroads Elementary 18-19 Phase Two: School Safety Report_10042018_08:57

Phase Two: School Safety Report

Crossroads Elementary
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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes, 8/21/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no," please explain below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no," please explain below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no," please explain below.

Yes

ATTACHMENTS

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5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes, reviewed in January 2018 after Intruder Training w/ KSP; EP reviewed and revised over the course of the spring of 2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS

158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes, 8/7/2018

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, drill documentation housed at Bullitt County Board of Education and filed at Crossroads Elementary

ATTACHMENTS

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.




Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, drill documentation housed at Bullitt County Board of Education and filed at Crossroads Elementary

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Opening Day Agenda 8/7/2018	Opening Day agenda w/ Emergency Plan explanation included	6
 SBDM Agenda - 8/21/2018	Agenda for SBDM on 8/21/2018 to approve Emergency Plan	1
 SBDM Minutes - 8/21/2018	SBDM Minutes from 8/21/2018 to approve Emergency Plan	1

Crossroads Elementary Phase Three: Comprehensive Improvement Plan for Schools_11152018_14:36

Phase Three: Comprehensive Improvement Plan for Schools

Crossroads Elementary

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Phase Three: Comprehensive Improvement Plan for Schools

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 six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.





You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CSIP 18-19	Goal Builder	
 Fountas & Pinnell Leveled Literacy Intervention Evidence	Evidence Based Intervention Report	
 Kentucky Numeracy Project	KNP/KCM Research	
 Math Recovery Intervention Evidence	AV Math Recovery Intervention Evidence	

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 Goal

Goal 1: Increase the combined (reading and math) percentage of proficient/distinguished students from 48.6% to 54.6% , as measured by KPREP by 2021.

Which Strategy will the 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 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.)	In the following chart, 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 Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 - Increase the reading percentage of proficient/distinguished students, as measured by KPREP from 49.8% to 51.8% Spring 2019.	<p>KCWP 1: Design and Deploy Standards</p> <p>*Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-5.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>*Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.</p>	<p>Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10)</p> <p>Administrator will monitor curricular delivery and assessment through Eleot walkthroughs and evaluative observations. (SWP 1, 2, 3) (Turn-around Leadership)</p> <p>Bellarmine Literacy Project - ensures ongoing professional development in the area of best practice/high yield instructional strategies (SWP 1, 2, 3, 4, 9)</p>	<p>Increased mastery of standard by students through data analysis completed in the collaborative Team process.</p> <p>Eleot Tool/Learning Expectations with critical feedback and monitoring data.</p> <p>Increased student achievement on various measures including the DRA, PASS, MAP and common formative assessments measured through data analysis.</p>		<p>\$0</p> <p>\$0</p> <p>District Funded</p>

		Thinking Focus - ensures that curricular delivery and assessment measures provides for all needs for students. (SWP 1, 2, 3, 4, 9)	Eleot Tool/Learning Expectations with critical feedback and monitoring data.	District Funded
KCWP 5: <u>Design, Align and Deliver Support</u> *Addressing this process ensures that students receive best practice instruction.		Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led, data driven and student centered. (SWP 1, 2, 3, 4, 8) (Turn around Leadership)	Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on Collaborative Team Data	\$0
		Instructional Feedback provided to highly qualified Highly qualified teachers to increase effectiveness based upon the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the instruction occurring in the classroom. (SWP 1, 2, 3, 4, 8) (Turn Around Leadership)	Monitoring by the principal to see if instruction improves and increases based upon the feedback provided.	District Funded
KCWP 6: <u>Establishing Learning Culture and Environment</u> • Addressing this process ensure that parents are included in the educational process		Literacy learning evening to involve parents in their own children's learning.	Survey data from last year utilized to create the evening this year. Parents will be surveyed again to determine next steps.	\$500 Parent Involvement/Title I/ FRC/21st Century CCLC
KCWP 4: <u>Review, Analyze and Apply Data Results</u> *Addressing this process will ensure assessments are congruent to the standard and provides a measure for mastery.		Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10)	Increased mastery of standard by students through data analysis completed in the collaborative Team process.	\$0
		Common Formative Assessments with developed Assessment	Common Formative Assessment Data	\$0

Objective 2 - Increase the math percentage of proficient/distinguished students, as measured by KPREP from 47.3% to 49.3% Spring 2019.			protocols for delivery and analysis of data. (Turn Around Leadership) (SWP 2, 3, 8, 9)	analysis to determine student mastery of standard.		
	KCWP 1: Design and Deploy Standards * Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.		Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10)	Increased mastery of standard by students through data analysis completed in the collaborative Team process.	\$0	
	KCWP 2: Design and Deliver Instruction * Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.		Kentucky Center for Mathematics - ensures ongoing professional development in the area of best practice/high yield instructional strategies (SWP 1, 2, 3, 4, 9) Administrator will monitor curricular delivery and assessment through Eleot walkthroughs and evaluative observations. (SWP 1, 2, 3) (Turn-around Leadership)	Eleot Tool/Learning Expectations with critical feedback and monitoring data.		
	KCWP 4: Review, Analyze and Apply Data Results * Addressing this process will ensure assessments are congruent to the standard and provides a measure for mastery		Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10) Common Formative Assessments with developed Assessment protocols for delivery and analysis of data. (Turn Around Leadership) (SWP 2, 3, 8, 9)	Increased mastery of standard by students through data analysis completed in the collaborative Team process.	\$0	
	KCWP 5: Design, Align and Deliver Support		Solution Tree PLC/Collaborative Teams Training for administrator,	Common Formative Assessment Data analysis to determine student mastery of standard. Utilizing the PLC and continuous monitoring	\$0	

	* Addressing this process ensures that students receive best practice instruction.	instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led, data driven and student centered. (SWP 1, 2, 3, 4, 8) (Turn around Leadership)	process of improvement for instruction, analysis of data and adaptation of instruction based on Collaborative Team Data		
		Instructional Feedback provided to highly qualified Highly qualified teachers to increase effectiveness based upon the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the instruction occurring in the classroom. (SWP 1, 2, 3, 4, 8) (Turn Around Leadership)	Monitoring by the principal to see if instruction improves and increases based upon the feedback provided.	\$0	
	<u>KCWP 6: Establishing Learning Culture and Environment</u> Addressing this process ensure that parents are included in the educational process <ul style="list-style-type: none"> Addressing this process ensure that parents are included in the educational process 	Math learning evening to involve parents in their own children's learning.	Survey data from last year utilized to create the evening this year. Parents will be surveyed again to determine next steps.	\$500 Parent Involvement/Title I/FRC/ 21st Century CCLC	

2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator overall from 25.07% to 31.07%, as measured by KPREP, by 2021.

<p>Which Strategy will the district use to address this goal? <i>(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.)</i></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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities 	<p>In the following chart, 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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<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none">KCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities				
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 - Writing <ul style="list-style-type: none">For all students, increase the percentage of proficient/distinguished students as measured by KPREP from 29.2% to 31.2% by Spring 2019.For students with disabilities, increase the percentage of proficient/distinguished students as measured by KPREP from 15.4% to 17.4% by Spring 2019.For students receiving free or reduced lunch, increase the percentage of proficient/distinguished students as measured by KPREP from 20.5% to 22.5%.	KCWP 1: Design and Deploy Standards <ul style="list-style-type: none">*Addressing this process helps ensure a guaranteed and viable paced writing curriculum based on state standards that support instruction and assessment for all students K-12.	Development and implementation of a systematic writing plan focusing on Writing to Learn, Writing to Demonstrate Learning and Writing for Publication.	Monitoring of implementation through PLC/CT discussion, agendas and monitoring of 4 essential questions.		\$0
	KCWP 5: Design, Align and Deliver Support <ul style="list-style-type: none">*Addressing this process helps ensure that writing data is monitored and evaluated to inform modification to curriculum and instructional practices.	Common Formative Assessments - analyzing writing components utilizing vertically aligned graphic organizers and instructional protocols (RACE, SPAT) for assessing Writing to Demonstrate Learning.	Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on Collaborative Team Data. Emphasis placed upon SWD and F/R student achievement and growth.		\$0
	Objective 2 - Social Studies <ul style="list-style-type: none">For all students, increase the percentage of proficient/distinguished students as measured by KPREP	KCWP 1: Design and Deploy Standards <ul style="list-style-type: none">*Addressing this process helps ensure a guaranteed and viable paced social studies curriculum based on state	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at	Monitoring of implementation through PLC/CT discussion, agendas and monitoring of 4 essential questions.	

<p>from 27.8% to 29.8% by Spring 2019.</p> <ul style="list-style-type: none"> For students with disabilities, increase the percentage of proficient/distinguished students as measured by KPREP from 7.7% to 9.7% by Spring 2019. For students receiving free or reduced lunch, increase the percentage of proficient/distinguished students as measured by KPREP from 20.5% to 22.5%. 	<p>standards that support instruction and assessment for all students K-12.</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process helps ensure that social studies data is monitored and evaluated to inform modification to curriculum and instructional practices.</p>	<p>standards mastery.</p> <p>Common Formative Assessments with developed Assessment protocols for delivery and analysis of data. (Turn Around Leadership) (SWP 2, 3, 8, 9)</p>	<p>Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on Collaborative Team Data. Emphasis placed upon SWD and F/R student achievement and growth.</p>	<p>\$0</p>
<p>Objective 3 - Science</p> <ul style="list-style-type: none"> For all students, increase the percentage of proficient/distinguished students as measured by KPREP from 18.2% to 20.2% by Spring 2019. For students with disabilities, increase the percentage of proficient/distinguished students as measured by KPREP from 9.1% to 11.1% by Spring 2019. For students receiving free or reduced lunch, 	<p>KCWP 1: Design and Deploy Standards</p> <p>*Addressing this process helps ensure a guaranteed and viable paced science curriculum based on state standards that support instruction and assessment for all students K-12.</p>	<p>Embedded Instruction in STEM Lab with emphasis on the Engineering Process and development of problem solving skills that support the vertically aligned curriculum.</p> <p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>Monitoring by the principal and collaboration with the STEM teacher and grade levels to ensure fidelity of standard.</p> <p>Monitoring of implementation through PLC/CT discussion, agendas and monitoring of 4 essential questions.</p>	<p>\$0</p>
<p>from 27.8% to 29.8% by Spring 2019.</p> <ul style="list-style-type: none"> For students with disabilities, increase the percentage of proficient/distinguished students as measured by KPREP from 7.7% to 9.7% by Spring 2019. For students receiving free or reduced lunch, increase the percentage of proficient/distinguished students as measured by KPREP from 20.5% to 22.5%. 	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process helps ensure that science data</p>	<p>Common Formative Assessments with developed Assessment protocols for delivery and analysis of data. (Turn Around Leadership) (SWP 2, 3, 8, 9)</p>	<p>Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on Collaborative Team Data. Emphasis placed upon SWD and F/R student achievement and growth.</p>	<p>\$0</p>

increase the percentage of proficient/distinguished students as measured by KPREP from 6.7% to 8.7%.	is monitored and evaluated to inform modification to curriculum and instructional practices.		data and adaptation of instruction based on Collaborative Team Data. Emphasis placed upon SWD and F/R student achievement and growth.	
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3: Gap

Goal 3: Increase the average combined reading and math proficiency rates for the consolidated (gap) group from 28.6% to 34.6 %, as measured by KPREP, in 2021.

Which Strategy will the district use to address this goal? <i>(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.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i>	In the following chart, 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 Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 SWD Increase the number of students with disabilities scoring proficient and distinguished in reading and math from 18.9 % to 20.9 % by Spring 2019 as measured by KPREP.	KCWP 2: Design and Deliver Instruction *Addressing this process helps ensure that a highly effective, culturally responsive, evidence-based core instruction is provided to all students with disabilities.	Through best practices in co-teaching, general education and special education teachers work together to ensure all students have access to high quality, grade level curriculum. (SWP 1, 2, 3, 4, 9, 10)	Eleot Tool/Learning, emphasis placed upon SWD students in classroom. Expectations with critical feedback and monitoring data.		\$0
	KCWP 5: Design, Align and Deliver Support *Addressing this process helps ensure that appropriate academic interventions are taking place to meet the needs of all students with disabilities.	Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10) Create and monitor a "Watch (Cusp) List" for students performing below proficiency through the Data analysis tool. with emphasis on	Increased mastery of standard by students through data analysis completed in the Collaborative Team process. Data analysis tool emphasizing SWD students and recovery/intervention		\$0

			SWD students and recovery/intervention plans based upon data, development of lessons based on data analysis. (SWP 2, 3, 8, 9, 10)	plans based upon data, development of lessons based on data analysis		Read to Achieve Grant \$48,000, Title I (instructional assistants and supplemental salary) \$45,648.99, ESS \$12,006.36
			Provide targeted interventions in both reading and math for lowest performing students utilizing Evidence-Based Interventions such as Fountas and Pinnell Leveled Literacy, Math Recovery and the Kentucky Numeracy Project. (SWP 2, 3, 4, 8, 9, 10)	Progress monitoring of students in RTI/MTSS/SWD and entry/exit		
			Develop a clearly defined RTI/MTSS schoolwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP 2, 3, 4, 8, 9)	Progress monitoring of students in RTI/MTSS and entry/exit		
			Provide targeted interventions in both reading and math for lowest performing students utilizing Evidence-Based Interventions such as Fountas and Pinnell Leveled Literacy, Math Recovery and the Kentucky Numeracy Project. (SWP 2, 3, 4, 8, 9, 10)	Progress monitoring of students in RTI/MTSS and entry/exit		Read to Achieve Grant \$48,000, Title I (instructional assistants and supplemental salary) \$45,648.99, ESS \$12,006.36
			Highly qualified teachers meet in collaborative teams weekly. (SWP 4, 8, 9, 10)	CT Agendas, Data analysis, development of lessons based on data analysis.		
			Create and monitor a "Watch (Cusp) List" for students performing below proficiency through the Data analysis tool. with emphasis on F/R	Data analysis tool emphasizing F/R students and recovery/intervention		
Objective 2 F&R	KCWP 2: Design and Deliver Instruction * Addressing this process helps ensure that a highly effective, culturally responsive, evidence-based core instruction is provided to all free/reduced lunch students.					
Increase the number of F/R students scoring proficient and distinguished in reading and math from 36.15% to 38.15% by Spring 2019 as measured by KPREP.						

	to meet the needs of all free/reduced lunch students.	students and recovery/intervention plans based upon data, development of lessons based on data analysis. SWP 2, 3, 4, 8, 9)	plans based upon data, development of lessons based on data analysis	
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5: Growth

Goal 5: Decrease the combined average of students scoring novice and apprentice in reading and math from 25.56% to 19.56% as measured by KPREP, by 2021.

Which Strategy will the district use to address this goal? <i>(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.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i>	In the following chart, 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 Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 - F/R Students Decrease the number of F/R students scoring novice and apprentice in reading and math from 62.7% to 56.7% by Spring 2019 as measured by KPREP.	<p>KCWP 1: Design and Deploy Standards</p> <p>* Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-5.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>* Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.</p>	<p>Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10)</p> <p>Administrator will monitor curricular delivery and assessment through Eleot walkthroughs and evaluative observations. (SWP 1, 2, 3) (Turn-around Leadership)</p> <p>Bellarmine Literacy Project - ensures ongoing professional development in the area of best practice/high yield instructional strategies (SWP 1, 2, 3, 4, 9)</p> <p>Thinking Focus - ensures that curricular delivery and assessment</p>	<p>Increased mastery of standard by students through data analysis completed in the collaborative Team process.</p> <p>Eleot Tool/Learning Expectations with critical feedback and monitoring data.</p> <p>Eleot Tool/Learning Expectations with critical feedback and monitoring data.</p> <p>Eleot Tool/Learning</p>		<p>\$0</p> <p>\$0</p> <p>\$0</p>

		measures provides for all needs for students. (SWP 1, 2, 3, 4, 9)	Expectations with critical feedback and monitoring data.		
	KCWP 5: <u>Design, Align and Deliver Support</u> *Addressing this process ensures that students receive best practice instruction.	Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led, data driven and student centered. (SWP 1, 2, 3, 4, 8) (Turn around Leadership)	Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on Collaborative Team Data	\$0	
		Instructional Feedback provided to highly qualified Highly qualified teachers to increase effectiveness based upon the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the instruction occurring in the classroom. (SWP 1, 2, 3, 4, 8) (Turn Around Leadership)	Monitoring by the principal to see if instruction improves and increases based upon the feedback provided.	\$0	
	KCWP 6: <u>Establishing Learning Culture and Environment</u> Addressing this process ensure that parents are included in the educational process	Literacy learning evening to involve parents in their own children's learning.	Survey data from last year utilized to create the evening this year. Parents will be surveyed again to determine next steps.	\$500 Parent Involvement/Title I/ FRC/21st Century CCLC	
	KCWP 4: <u>Review, Analyze and Apply Data Results</u> *Addressing this process will ensure assessments are congruent to the standard and provides a measure for mastery	Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10) Common Formative Assessments with developed Assessment protocols for delivery and analysis	Increased mastery of standard by students through data analysis completed in the collaborative Team process. Common Formative Assessment Data analysis to determine	\$0	

Objective 2 - SWD Decrease the number of students with disabilities scoring novice and apprentice in reading and math from 81% to 75 % by Spring 2019 as measured by KPREP.	KCWP 1: Design and Deploy Standards * Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.	of data. (Turn Around Leadership) (SWP 2, 3, 8, 9) Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10)	student mastery of standard. Increased mastery of standard by students through data analysis completed in the collaborative Team process.		\$0
	KCWP 2: Design and Deliver Instruction * Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	Thinking Focus - ensures that curricular delivery and assessment measures provides for all needs for students (SWP 1, 2, 3, 4, 9)	Eleot Tool/Learning Expectations with critical feedback and monitoring data.		
		Kentucky Center for Mathematics - ensures ongoing professional development in the area of best practice/high yield instructional strategies (SWP 1, 2, 3, 4, 9)	Eleot Tool/Learning Expectations with critical feedback and monitoring data.		
		Administrator will monitor curricular delivery and assessment through Eleot walkthroughs and evaluative observations. (SWP 1, 2, 3)	Eleot Tool/Learning Expectations		\$0
		(Turn-around Leadership)			
	KCWP 4: Review, Analyze and Apply Data Results * Addressing this process will ensure assessments are congruent to the standard and provides a measure for mastery	Highly qualified teachers meet in collaborative teams weekly to develop assessments, monitor pacing of instruction and analyze data compiled from assessment to increase instructional efficiency. (SWP 4, 8, 9, 10)	Increased mastery of standard by students through data analysis completed in the collaborative Team process.		\$0
		Common Formative Assessments with developed Assessment protocols for delivery and analysis	Common Formative Assessment Data analysis to determine		\$0

		of data. (Turn Around Leadership) (SWP 2, 3, 8, 9)	student mastery of standard.		
<p><u>KCWP 5: Design, Align and Deliver Support</u></p> <p>*Addressing this process ensures that students receive best practice instruction.</p>		<p>Solution Tree PLC/Collaborative Teams Training for administrator, instructional coach and select teacher facilitators to ensure that the PLC process is teacher-led, data driven and student centered. (SWP 1, 2, 3, 4, 8) (Turn around Leadership)</p>	<p>Utilizing the PLC and continuous monitoring process of improvement for instruction, analysis of data and adaptation of instruction based on Collaborative Team Data</p>	\$0	
		<p>Instructional Feedback provided to highly qualified Highly qualified teachers to increase effectiveness based upon the "Artisan Teacher" by Mike Rutherford. Feedback is targeted and specific to the teacher and the instruction occurring in the classroom. (SWP 1, 2, 3, 4, 8) (Turn Around Leadership)</p>	<p>Monitoring by the principal to see if instruction improves and increases based upon the feedback provided.</p>	\$0	
	<p><u>KCWP 6: Establishing Learning Culture and Environment</u></p> <p>Addressing this process ensure that parents are included in the educational process</p>	<p>Math learning evening to involve parents in their own children's learning. (SWP 9)</p>	<p>Survey data from last year utilized to create the evening this year. Parents will be surveyed again to determine next steps.</p>	<p>\$500 Parent Involvement/Title I/FRC/ 21st Century CCLC</p>	

6: Transition Readiness

Goal 6: Increase the percentage of students who are transition ready at the elementary school level from 28% to 34%, by 2021, as measured by middle school readiness benchmarks on MAP.

Which Strategy will the district use to address this goal? <i>(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.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i>	In the following chart, 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 <p>Addressing this process ensure that parents are included in the educational process</p>	<ul style="list-style-type: none"> KCWP1: <u>Design and Deploy Standards Classroom Activities</u> KCWP2: <u>Design and Deliver Instruction Classroom Activities</u> KCWP3: <u>Design and Deliver Assessment Literacy Classroom Activities</u> KCWP4: <u>Review, Analyze and Apply Data Classroom Activities</u> KCWP5: <u>Design, Align and Deliver Support Classroom Activities</u> KCWP6: <u>Establishing Learning Culture and Environment Classroom Activities</u> 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the number of students who are middle school ready (reading and math) from 28% to 30% by 2019 as measured by MAP.	KCWP 1: Design and Deploy Standards * Addressing this process will help ensure that the district's CTE Pathway courses are monitored and evaluated for effectiveness at the high school level. At the elementary and middle school levels along with the high school level, it will help ensure that students are on-track to meet college and career readiness.	Work Ethic Certification - School Counselor meets with all 4th and 5th grade classes to explain purpose of work ethic certification and to establish personal goals to achieve work ethic certification. Employability skills are taught in classroom guidance lessons and embedded within classroom instruction. Students are recognized for achieving the work ethic certification both at the school and district level. (SWP 3, 6, 10) Leader In Me - Students set academic WIGS (wildly important goals) and are empowered to leader their own learning to address their own needs. Students keep track of progress in leadership data notebooks and develop plans to	Earning of work ethic certification Student WIG goal achievement		\$0 Leader.org grant - \$80,000/over 5 years currently in year 3; \$3000/year PTA, \$6500/year SBDM & Title I Funds

		reach/attain set goals. Students are taught the Seven Habits of Highly Effective Kids through both direct and embedded instruction and apply those skills to help increase academic achievement. (SWP 1, 2, 3, 4, 5, 7, 9, 10)			
	KCWP 5: Design, Align and Deliver Support *Addressing this process will help ensure that data points are used to inform modification to curriculum and instructional practices.	Highly qualified teachers will aid students in developing MAP goals in the winter and spring that will align with the Middle School Ready benchmarks. (SWP 2, 3, 8, 9) Attendance policies emphasize consistent attendance to promote steady academic growth. Phone calls, letters, home visits, recognitions, goal-setting focus group all promote the importance of student attendance. (SWP 1, 2, 3, 9)	Middle School Readiness / College and Career Readiness Predictor	\$0	
			School-wide attendance goal, Identified individual students attendance goals	\$0, donated incentives	
Objective 2 Increase the number of students who are kindergarten ready by increasing the "Ready" percentage from 35% to 50%	KCWP 5: Design, Align and Deliver Support *Addressing this process will help ensure that data points are used to inform modification to curriculum and instructional practices.	Highly qualified teacher teams screen all entering Kindergarteners and invite lowest 20 students to a Kindergarten Kickoff Camp for two weeks prior to school beginning. (SWP 1, 2, 3, 6, 7, 9)	Kindergarten screening and assessments (PASS/DRA/MAP)	\$2000 FRC, \$2000 Title I	

**Crossroads Elementary Phase Three: Closing the Achievement Gap
Diagnostic_11152018_14:37**

Phase Three: Closing the Achievement Gap Diagnostic

Crossroads Elementary

Julianne Skeens

156 Erin Circle

Mt Washington, Kentucky, 40047

United States of America

Last Modified: 12/14/2018

Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

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.

See attachment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Approximately 56% of our school population is considered at risk due to low socioeconomic levels, in addition to a high percentage of special education students, we spend a great deal of time utilizing our resources to remediate through RTI. We have a small population of gifted and talented students that have been identified and receive enrichment activities and programs. Utilizing technology and the Leader in Me process, we are working to shift our school climate and culture to a personalized learning environment that meets all students at their instructional level with support.

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.

Based upon the past three year trend data, we have not closed any achievement gaps consistently. However, we have decreased novice writers over the last three years in the F&R student population by 24 point and decreased Students with Disabilities Novice in Reading 13.9 points and writing 21 points. In both Math for F&R Students and SWD, we increased novice slightly.

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

Based upon the data compiled, we have reduced novice in writing for both F&R lunch students and SWD. Otherwise, our gap populations have been consistently performing below the general population. In addition, SWD have decreased novice by 13.9.

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

F&R students have not decreased novice over the past three years, but remained relatively consistent in their performance. Consequently, both F&R and SWD have increased math Novice slightly, but ultimately flat-lined.

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

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

The school's PD plan includes professional growth focusing on Math training utilizing KCM strategies/techniques, technology training focusing on google classroom and individualized/personalized learning, literacy strategies focusing on improving vocabulary instruction in the classroom, writing training focusing on our Leader in Me Goal of improving Writing to Demonstrate Learning, targeted learning in Bullitt Days focusing on assessment development and analysis, targeted/specific feedback for students, flexible hours for teachers to grow based upon their TPGES reflection and professional growth goals through EDCAMP or other learning opportunities and a book study focusing on questioning and increasing rigor in the classroom. In addition, our teachers will receive more intensive training on special education qualifications, modifications and adaptations and instructional practices that will benefit our students utilizing trauma informed strategies. Our ESS plan is a day-time waiver process utilizing an instructional assistant that pulls small groups to work specifically on math and literacy skills that supplement our school wide instructional program and works with our 21st Century program before school program that assists in filling gaps of instruction in both reading and math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

There are several processes and practices that have caused our school to prevent closing the achievement gap including a transient population, limited parent involvement/participation and lack of consistent mastery of standard in certain grade levels based upon instructional practice. In addition, we need to ensure that our special education population receives consistent modification and adaptations within our classrooms.

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.

Julie Skeens, Principal; Samantha Crumbacker , Instructional Coach; Lauren Manion, Counselor; Kristee Shepherd, RTA Teacher Instructional Leadership Team: Michelle Beaton, Ashley Byerley, Kellie Weihe, Jamie Ballard Academic Action Team: Samantha Crumbacker, Jamie Ballard, Brittany Meyer, Lynette Mason, Bonnie Murphy Improvement Team: Julie Skeens, Lauren Manion, Samantha Crumbacker, Devin Prather (Parent), Stephanie Miller (Parent and community member), Leigh Ann Lowery (FRC) The school utilizes Collaborative Teams to analyze data and name and claim specific students to increase achievement. The collaborative teams, in conjunction with ILT and Academic Action team, have developed SMART goals for each specific grade level in order to increase writing to demonstrate learning through a school wide goal. The ILT also developed the PD plan to work to improve instructional practice to close the achievement gap. Bullitt Days are focused with specific allotted times to focus on targeted gap students and strategies to increase achievement. In addition, the Improvement team has met to discuss next steps and how to include parents in our day to day school activities and student learning.

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).

Crossroads will reduce our F/R Group student performance from 33.3 Novice to 31.1 Novice in reading. Crossroads will reduce our F/R Group student performance from 28.5 Novice to 26.5 Novice in math. Crossroads will reduce our SWD Group student performance from 43.2 Novice to 41.2 Novice in reading. Crossroads will reduce our SWD Group student performance from 48.6 Novice to 46.6 Novice in math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

See attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CSIP	CSIP	III, III
 Gap Group Identification	Crossroads Gap Group Identification	I
 Novice Reduction Goals	Novice Reduction Goals	III
 PD Plan	PD Plan	II.E

Crossroads Elementary Phase Three: Executive Summary for Schools_11152018_14:38

Phase Three: Executive Summary for Schools

Crossroads Elementary

Julianne Skeens

156 Erin Circle

Mt Washington, Kentucky, 40047

United States of America

Last Modified: 12/18/2018

Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Crossroads Elementary is located in the heart of Mt. Washington, Kentucky. The school is in the midst of a residential subdivision allowing students to easily walk or ride their bikes to school. Our community consists of approximately 530 students ranging from Head Start to Fifth Grade, and 65 faculty and staff. We are a Title I school with an active Family Resource Center, as well as a 21st Century Community Learning Community. Currently, we have 58.8% of students involved in the free and reduced lunch program and approximately 18% of our population are identified as special education students. Crossroads continues working to build community among all stakeholders by striving to develop trust and a sense of pride for students, teachers, parents, caregivers and the community. We are working to develop high expectations for all, strengthening a supportive Parent Teacher Association and establishing programs to enhance our students' learning through Response to Intervention, transition activities to our feeder middle school, transition from preschool and home to Kindergarten and through strong instructional practices. We continue to support a 21st Century Grant and programming. Our school is honored to maintain this funding that provides resources and staff for before and after school academic, health and wellness, as well as social intervention to our most needy students. In addition, our school works with KYCID to refine our implementation of PBIS, building a leadership mindset and creating a sustainable culture of success. Finally, we are a Leader in Me school in year 3 of implementation. Our students have developed a growth mindset and work to embed the 7 Habits into their daily lives.

ATTACHMENTS

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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.

Vision: Every Child, Every Chance, Every Day Mission: Crossroads is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success. Core Values: Leadership: Be Proactive; Perseverance: Put First Things First, Communication: Seek First to Understand, then be understood; Ambition: Begin with the end in mind; Problem Solving, Synergize; Kindness: Think win-win; Honesty: Sharpen the Saw. We worked diligently as a team to create our vision and mission statements for all our students. Most recently, we engaged in developing our Core Values that ties a specific, desired characteristic of our students to the 7 Habits. Our values focus on ensuring that all students are taught and given the opportunity to succeed. This tenet focuses on what we do, each and every day. We focus on providing each child what they need to succeed. KYCID/PBIS is implemented throughout Crossroads in grades PreK- 5th grade. All teachers spend time at the beginning of the school year and then throughout the year to teach expectations. Daily, students quote the Crossroads' I-LEAD statement: "I am a Trailblazer. I Listen, Excel, Always Care and Do what is right. I am a Trailblazer, I LEAD." Throughout all settings, staff build the core expectation of listening, excelling, caring and doing what is 'right.' Students are recognized throughout the year for accomplishments and

achievements: academically, behaviorally, socially, etc. The counselor builds understanding in the core characteristics through instruction in the 7 Habits of Highly Effective Kids, as well as direct and indirect classroom instruction from teachers and staff in the 7 Habits. We also implement character education programming to supplement our social deficits due to our socioeconomic level. Each day, our students' and teachers' engage in social emotional learning through the morning meeting. We encourage self-worth and instilling hope in our students through various avenues including personal notes provided to students, teachers and other stakeholders. In addition, we have implemented the Leader in Me throughout our school, implementing leadership skills through the 7 Habits of Happy Kids. Our students maintain data notebooks, complete student led conferences and hold leadership roles throughout the school.

ATTACHMENTS

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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.

Parent Involvement has increased greatly with our Watch Dog program. Dads regularly participate in the instructional day here at Crossroads. These individuals provide a positive role model by working with children, being involved in safety initiatives and being visible throughout the building. The Dads involved in the program provide extra care and concern for all students, building self-esteem and social awareness. Our school received a grant from the Leader.org to implement the Leader in Me throughout our whole school. All our staffuly received specific training from Franklin Covey on the 7 Habits of Highly Effective People and are directly teaching our students the 7 Habits. In addition, we have developed student leaders and jobs throughout the whole building to provide leadership opportunities for growth. Our school includes intense, focused instruction in STEM on engineering and the engineering process. Our school is working to include mathematics and writing instruction within this process, as well. Areas of Improvement: Attendance held steady this past year, so we are working hard to increase our attendance for the year. Our goal is 96.75% for the year. We are using the 7 Habits of Highly Effective Kids and teaching student responsibility throughout the school year. Professional development is ongoing and an area of improvement for our teachers. We are working to pinpoint areas of growth for teachers and provide specific professional learning based on teacher reflection and need. Currently, we have several new staff members. Each new staff person is provided with a mentor in order to both provide support and fill the gap that KTIP left behind. Teachers are provided regular feedback on their instructional practice through walk-throughs and evaluation. Our instructional coach also provides support and completes instructional rounds, focusing on the strengths of teachers to increase effectiveness. Math Fluency is an area for growth. Based on our data, we need to work specifically with our special needs students to increase their fluency and comprehension for growth. Our target is to increase fluency across the school by 80% this year. Finally, we have targeted writing instruction and practice as an area we need to improve. We are working to align processes and assessment for writing K - 5 with specific graphic organizers aligned, as well. The goal is to increase each student one level based on the Kentucky Short Answer, Kentucky Extended Response and On-Demand Rubrics.

ATTACHMENTS

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Additional Information




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

The Staffulty of Crossroads Elementary have worked to develop a true community school. We believe that the heart of the community is communication and openness. We communicate with others using social media, weekly blog, the Remind app and other creative ways to build partnerships. We work consistently with members of our community to build those partnerships through DARE, PTA, 21st Century and the FRC. Our commitment to providing future members of society makes our community partnerships a life-long communal responsibility.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Core Values	CES Core Values	
 Crossroads ILEAD Weekly Parent Blog	Weekly communication from the office.	
 Mission and Vision	CES Mission and Vision	

Phase Three: Title I Annual Review_11152018_14:40

Phase Three: Title I Annual Review

Crossroads Elementary

Julianne Skeens

156 Erin Circle

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Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Data Sources: Tell Survey, MAP analysis, KPREP Analysis, Title I Parent Survey Needs: Foundational writing and fluency in mathematics across grade level. Grades 3 - 5 Gap Students (SWD and F/R) are a priority, targeting both writing and fluency. Achievement Gaps included Math and Reading skills on KPREP for grades 3-5. Title I funds were used to help with both bubble students and RTI students to increase both mathematical fluency and vocabulary/foundational skills in reading. Based on MAP and KPREP, the Title I funding increased our special education students' fluency and increased fluency/vocabulary skills for the primary students.

ATTACHMENTS

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The school wide plan was implemented per the written plan. CSIP Goals 1 - 4 were addressed in the reformation strategies. In order to increase our efficacy in all grade levels, we have vertically aligned mathematics curriculum and developed assessment calendars and assessments for those specific standards. Each of these goals are being supplemented through Title I funding by paying for highly trained tutors and part of a salary of a Title I teacher. Strategies used were AVMR, KCM mathematics supplementary materials, Sensory Reading Strategies and the implementation of both Lucy Calkins Reading and Fountas and Pinnell Leveled Literacy. The students are showing growth in individual MAP scores

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Parents were invited to both reading and math nights, focusing on instructional practices that could be used at home. Programs included mathematical games that focused on early numeracy, while the family reading night focused upon phonemic awareness and vocabulary strategies for parents. Parent Involvement Policy and the Title I compact were reviewed annually by SBDM and the compact provides a space for parental feedback. Annual Title I survey notes that parents want more books sent home with activities attached. Parents note that they feel more communication may be needed between school and home in regard to entry and exit from RTI/Title I services.

ATTACHMENTS

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

We have begun sending monthly communication about those students who participate in Title I activities and their progress. In addition, we have purchased take home books and the Title I/RTA teacher has developed activities for students to do with their parents at home.

ATTACHMENTS

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Good schools are built on collaborative culture. At Crossroads, various stakeholder groups meet to discuss, plan and implement continuous improvement. These groups meet regularly. Our SBDM Council (Julie Skeens, Lynette Mason, Clayton Williams, Kim Baker, Christy Tobbe, Lamarre Kerry, Anthony Goins) meets once monthly, Our Leader in Me Action teams (Leadership, Culture, Academic) meet once a month in the areas of Professional Learning, Student Learning, Family Learning, Leadership Environment, Shared Leadership, Social Service, Leadership Events, Student Led Achievement, Schoolwide Goal Achievement, and Empowering Learning and Instruction. Agendas and minutes are reviewed regularly to ensure action steps are being taken. Data that is analyzed includes KPREP scores, Behavior Data, common formative assessment data and MAP analysis, in addition to progress monitoring data that is viewed monthly. All of this data allows a global view of our school and specific student progress, including those involved in the Title I programming.

ATTACHMENTS

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Crossroads remains committed to maximizing student and school success, with specific areas of strengths and areas of improvement. Among all students, students scoring Novice in reading has been reduced from a high of 27.0% to 24.9% over the course of one academic year. Additionally, students scoring Proficient or Distinguished in reading has increased within the same timeframe (from 44.4% to 49.8%). Students scoring Novice in mathematics has increased slightly from 21.2% to 22.0% (which is likely statistically insignificant) during the same one-year academic period, with increases in movement into Distinguished over the course of three years (2015-2018) from 11.7% to 13.7%. Crossroads has reduced Novice in writing from a high of 29.1% to an 12.5% over the course of one academic year (2017-2018). However, students scoring Distinguished in writing remains an area of improvement, with no students scoring in this category according to current data. Among Free/Reduced students, those scoring Novice in reading increased from 23.1% to 33.3% over the 2015-2018 period. Scores in the Apprentice, Proficient, Distinguished flatlined over the same period. Similarly, students scoring Novice in math increase from 20.7% to 28.5% over the period 2015-2018. Novice was reduced in writing from 21.4% to 15.4%. Trends for students with disabilities were similar – increased Novice in reading over time (30.8% to 43.2%) and math over time (30.8% to 48.6%). Behavior referrals average 1.1 daily, below the national average. With a strong focus on The Leader in Me program, trauma-informed professional development, a robust counseling program, engagement with community resources like the Family Resource Center and commitment to PBIS structures and processes, Crossroads works hard to make the experience of all stakeholders productive and positive.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.




4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Next year's plan will include focusing on our students' in our largest achievement area, apprentice. Our focus will be making strides to increase our knowledge of new students (better systems in place for gauging where they are when they enter - screening students on math and reading using MAP and a writing sample) and targeting increasing our knowledge of trauma based instructional practices that will benefit our school body of low-income students. In addition, we will continue to monitor our lowest performing students and provide evidence based interventions to close the achievement gap.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goal Builder	CSIP Goal Builder	1, 2, 3A, 3B, 4A, 4B, 4C
 Needs Assessment	Needs Assessment	1
 Title I Parent Survey Analysis Plan	Parent Survey Analysis Plan	3A, 3B

