2021-22 Crossroads Elementary Phase One: Continuous Improvement Diagnostic for Schools_09032021_13:20

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Crossroads Elementary
Julianne Wright
156 Erin Circle
Mt Washington, Kentucky, 40047
United States of America

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Julianne M. Wright, 9/3/2021

2021-22 Crossroads Elementary Phase Two: The Needs Assessment for Schools_09032021_13:36

2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

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 Wright, Kelly Siegel, Kim Thomas, Kim Baker, Jorge Barrera, Jennifer Taylor, Mandy Turner) meets once monthly. Crossroads PTA meets monthly, as well, and maintains constant communication with both the administration, staff and parents to communicate needs. 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. In addition, our teachers meet in grade level PLCs with special education teachers weekly. Our Leadership Team (Julie Wright, Lauren Manion, Leigh Ann Lowery and Debbie Whitsell) meet weekly on Mondays at noon to review various needs of the school and make plans for upcoming staff meetings and Bullitt Days. Agendas and minutes maintained in the google drive and are reviewed regularly to ensure action steps are being taken. In addition PLC notes are monitored for the use of the 4 questions and implementation of the instructional process.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attached document

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached document

ATTACHMENTS

Attachment Name

Needs Assessment

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

See attached document

ATTACHMENTS

Attachment Name

Needs Assessment

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See attached document

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See attached

ATTACHMENTS

Attachment Name

Crossroads Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
Crossroads Key Elements Template		• 6
Needs Assessment	Needs assessment data collection	• 3 • 4

Key Elements of the Teaching and Learning Environment - School - Crossroads Elementary

CES Staffulty Google Site: https://sites.google.com/bullitt.kyschools.us/crossroadsstaffulty/home

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	• PLC Agendas 21-22 • Utilization of Mastery Connect in PLC discussion for assessment and reassessment •
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	• PLC Agendas 21-22 • Assessment of standards based upon student need and district pacing MATH ○ ELA Pacing Guide Kindergarten ○ Pacing Guide 1st ○ Pacing Guide 2nd ○ Pacing Guide 3rd ○ Pacing Guide 4th ○ Pacing Guide 5th • Master Schedule developed with our neediest students in mind and provides push in support from special education and MTSS staff Master Schedule •
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• PLC Agendas 21-22 • Utilization of Mastery Connect in PLC discussion for assessment and reassessment • Data Analysis Tool: CLICK HERE • 4 Critical Questions to Guide PLCs
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	• 4 Critical Questions to Guide PLCs • PLC Agendas 21-22 • Utilization of Mastery Connect in PLC discussion for assessment and reassessment • Data Analysis Tool: CLICK HERE •
KCWP 5: Design, Align and Deliver Support	• Recovery Plans/Assessments

What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	• Utilization of Mastery Connect in PLC discussion for assessment and reassessment
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	All Agendas for Bullitt and Staff meetings Action Team Agendas

2021-22 Crossroads Elementary Phase Two: School Assurances_09032021_13:35

2021-22 Phase Two: School Assurances

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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

3. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- ● **Yes**

o No
o N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

● **Yes**
o No
o N/A

COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**
o No
o N/A

COMMENTS

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**
o No
o N/A

COMMENTS

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- **Yes**
- o No
- o N/A

COMMENTS

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- o No
- o N/A

COMMENTS

9. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- **Yes**
- No
- N/A

COMMENTS

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- No
- N/A

COMMENTS

15. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
- o No
- o N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- **Yes**
- o No
- o N/A

COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

- **Yes**
- No
- N/A

COMMENTS

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- No
- N/A

COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- **N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- o Yes
- o No
- ● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Crossroads Elementary Phase Two: School Safety Report_09032021_13:40

2021-22 Phase Two: School Safety Report

Crossroads Elementary
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Diagnostics

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2021-22 Phase Two: School Safety Report

School Safety Report

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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

ATTACHMENTS

Attachment Name

21-22 Safety Plan Crossroads Elementary

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 in the comment box.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS

158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following 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)?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes 5/17/2021

ATTACHMENTS

Attachment Name

SBDM Agenda 5/17/2021

8. 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)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, 8/9/2021

9. 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(5)?

If the answer is "no", please explain in the comment box.

yes

10. 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(5)?

If the answer is "no", please explain in the comment box.

yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

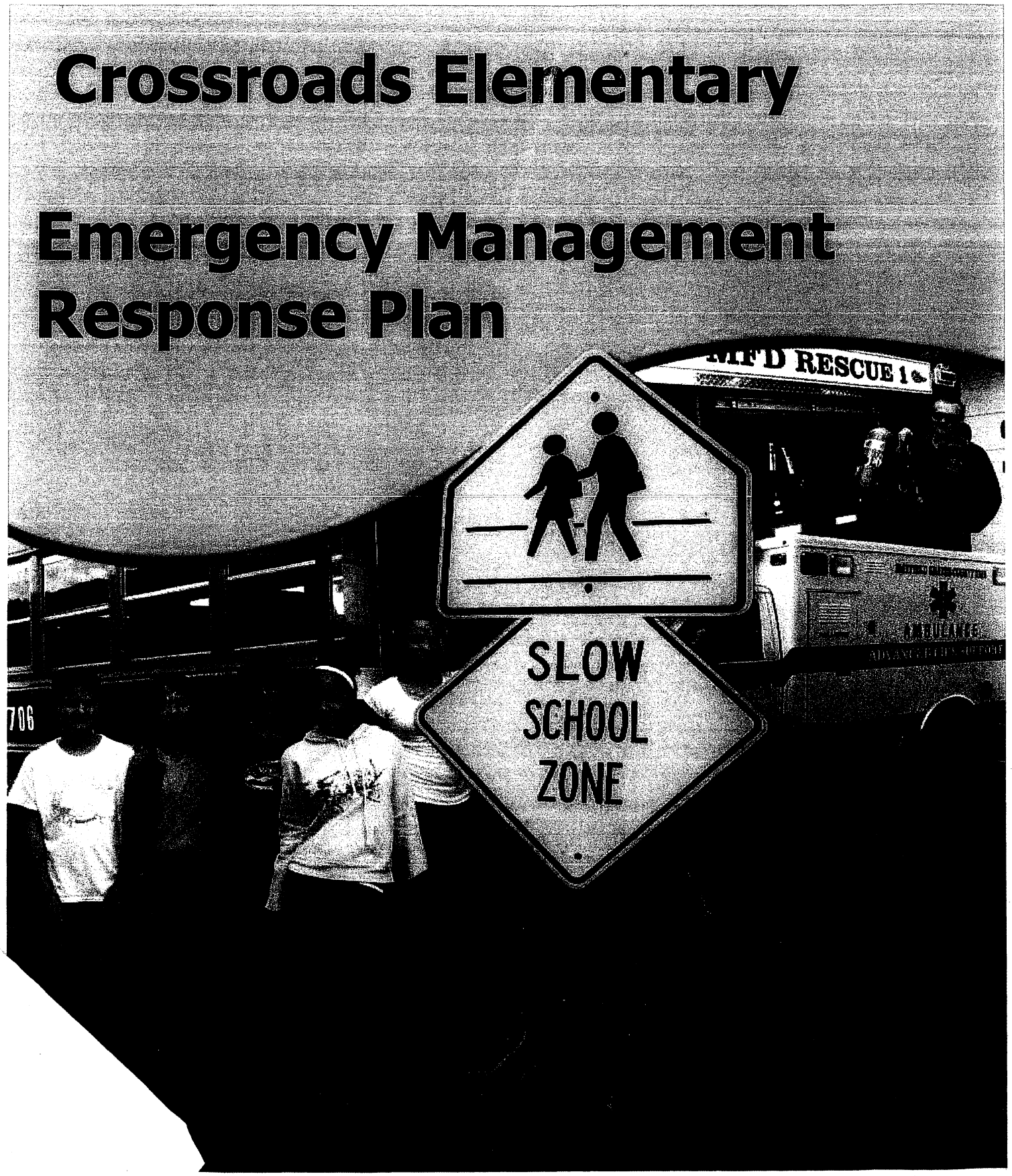
yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
21-22 Safety Plan Crossroads Elementary		• 1
SBDM Agenda 5/17/2021		• 7

Crossroads Elementary

Emergency Management Response Plan



School-Centered Emergency Plan CHECKLIST
2021-2022

Please use this checklist as a means to check off items as you include them in your school plan as we start using the Quick Access App. Please include a hard copy of the emergency plan and submit it to Sharla at the Central Office by September 1, 2020. A hard copy should also be available at multiple locations for your school, including sub teachers and any visitors to the building.

If you're Starting From Scratch or need a Blank Document-
School Emergency Plan Documents:
Fillable PDF online version: http://www.kycss.org/emp/Home/EmerRevCol-fillable.pdf
Word Document/Editable Version: School Level Plan - Word Doc
Other Editable Documents - Emergency/Crisis Protocols - Word Doc

Quick Access App -
Each school has their information already uploaded to the Quick Access App. This year will be to update the documents in the App as well as available as a hard copy for your school substitute teachers, first responders, etc.

- Google Form for Gathering Contact Information for the App
  This form should be sent out every year to get any updated/changed information. Even those that did this last year should give yearly permission to release their contact information to be Published on this app for all staff to view. This information is gathered to post on the Phone List Icon in the App as an interactive phone tree. Use this Google Form to gather information as well as gather info for other items needed in the plan.
- As a reminder, each document is required to be saved as a PDF on the app. Any information to update should be updated in a google doc, then exported as a PDF document. Directions for Saving Documents as a PDF
- The Quick Access Menu on the App is divided into 5 Categories (THESE ARE YOU GOOGLE FOLDERS):
  1. **Emergency Contacts and Staff Responsibilities**
  2. **General Emergency Information and Procedures**
  3. **Event-Specific Emergency Procedures**
  4. **Maps, Evacuation, Sheltering and Reunification**
  5. **Miscellaneous**

Emergency Contacts and Staff Responsibilities

✓ **Emergency/Crisis Quick Reference Guides** - two (2) – review and update. Be sure to copy this information on Red and Green Cardstock for Emergency/Crisis procedure use
Quick Reference Guide with District Contact Information

✓ **Emergency/Crisis Response Team Assignments**

✓ **District Support Team Emergency Contacts**

lockdown and severe weather within the first 30 days of school and within the first 30 days of returning to school in January. Bomb threat drills are required two during the school year. Due to COVID-19, special accommodations can be made to keep the social distancing guidelines in effect. Evacuations and other drills may look different for the 2020-2021 school year.

Event-Specific Emergency Procedures

***These are all stored as google documents in the* event-specific google drive *folder. Change as needed (please make a copy so that you are the owner), however, schools may just convert to a pdf file and not make any changes if not needed.*

1. Severe Weather Procedure
2. Earthquake Procedure
3. Fire Procedure
4. Lockdown Procedure
5. Panic Button Protocol
6. Shelter In Place Protocol
7. Bomb Threat Procedure
8. Bomb Threat Checklist
9. Event Security Plan Template
10. Bus Accident
11. Infectious Disease / COVID-19
12. Allergic Reaction
13. Gas Leak
14. Chemical/ Hazardous Material Spill
15. Bloodborne Pathogen/ Infectious Substance
16. Accidents at School
17. Death of a Student/ Staff Member
18. Response to a Tragedy - Things to Consider
19. Rape/ Sexual Abuse
20. Suicide
21. Poisoning
22. Addendum for Emergency Plan COVID-19

Maps, Evacuation, Sheltering & Reunification

✓ **Classroom Locations for Emergency Maps and Guidance**

✓ **Severe Weather Safe Areas & Sheltering Map** – include a map/diagram that shows the safe areas in your school for severe weather. Review and update if necessary with your local fire marshal with a date of the visit as documentation of collaboration,

School-Centered Emergency Plan CHECKLIST
2021-2022

✓ **District Crisis Support Team and Contact Information**

✓ **Local/Regional Emergency Agency Information**

✓ **Mental Health Resource List and Agencies**

General Emergency Information and Procedures

✓ **Emergency Checklist for Administrators**

✓ **Master Staff Skills Inventory** – completed copies on file at school for one year

✓ **Students and Staff Needing Special Assistance**

✓ **Emergency/Crisis Team Toolbox** Be sure to document where it is located if not in the Toolbox. Also document who is responsible for it in an Emergency/Crisis.

✓ **Hazards for Emergencies : Classroom & Building Master List**

✓ **Visitors Screening Expectations:** Be sure to follow district protocols regarding access control for our visitors. This is important for all staff to be consistent in the process. Review and evaluate the effectiveness of your procedures with your staff several times throughout the year.

✓ **Detailed Building Supervision Plan, Arrival and Dismissal Procedures** – Schools will develop and document age-appropriate dismissal procedures for schools. In addition, supervision plans shall include morning, transitions between classes, lunch, and restroom supervision if necessary, with specific teacher assignments and times noted. Be cognizant of students gathering in the morning hours in large areas and rely upon previous years' data to reflect the areas of need for supervision. Include a detailed map of car rider, pick up, bus loading and unloading areas, etc. Also, include a description of the expectations of students for arrival and dismissal to ensure the safety of all students that are in the custody of the school to the parent. Be cognizant of COVID-19 Healthy at School Guidelines.

✓ **Orientation & Training Schedule**: Be sure to plan and document all times during the school year that the person responsible for Emergency/Crisis Planning and Response reviews the plan with staff, as well as newly hired staff throughout the year.

✓ **Disaster Drill Report, Drill Schedule and Log**: Use Drill Report forms for documentation of drills throughout the year. Fire Drills: 2 within the two weeks of school, school and one drill for every month of school; Earthquake, hard

School-Centered Emergency Plan CHECKLIST
2021-2022

✓ **Map of Water and Electric Shut-Off, Number & Label entrances** to buildings *inside and outside* in a clockwise direction beginning with the main entrance ensuring numbers on outside match numbers on the inside. Annotate numbers on school floor plans.

✓ **Evacuation and Exit Maps**

✓ **Evacuation Assembly Area Guidance: (Walking and Off-Campus Locations):** Walking Distance (must list an alternate location and a secondary location and cell/contact numbers) & Requiring Transport (must list an alternate location and a secondary location and cell/contact numbers) Consider all routes away from school, possible barriers as well as high school or churches as locations with large parking lots.

✓ **Generator / Emergency Shut-Off Guidance**

✓ **School/Student Accountability and Release Procedures**: Be sure to be SPECIFIC and have a plan in place if this event is ever needed. The accountability for students, staff and visitors must be considered in the event of an evacuation. Remember that Wi-Fi may not be available and more than one copy of student information may be required and multiple staff members are required to make this process effective. List specific information regarding procedures in place to release students to parents, guardians, or other designated adults in the event of an Emergency/Crisis.

Miscellaneous

SBDM @ 8/12/2021

✓ **Date of SBDM Approval and Policy for Emergency Plans, Police/Fire Signatures, etc.**

✓ **First Aid/ CPR Certifications and Names of Certificate Holders**

✓ **Locations of AED Devices and Narcan Boxes (middle and high) in Buildings**

✓ Risk Assessment Tool - All schools have done the official school visits for the 20-21school year and documents have been shared with you. Keep these in your emergency plan as reference and accessibility for staff.

MWPD

MWFD 8-16-21

Emergency Team "Toolbox"

Each school's Emergency Response Team should consider developing a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the Emergency Response Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

- ☑ Copies of the all forms completed in the development of the school or facility Emergency Response Plan (Chain of Command, Students Needing Assistance, etc.)
- ☑ Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas
- ☑ Blueprints of school building(s), including utilities
- ☐ Videotape/DVD of inside and outside of the building and grounds
- ☑ Map of local streets with evacuation route (Alternate Building Location requiring Transport)
- ☑ Flash lights (recommend the type that does not require batteries).
- ☑ First aid kit and latex gloves (and other types for latex-sensitive persons)
- ☑ Faculty/staff roster (including emergency contacts)
- ☑ Student roster (including emergency contacts for parents)
- ☐ Material Safety Data Sheet (MSDS)
- ☑ Two-way radios and/or cellular phones available
- ☑ Battery powered AM/FM radio and spare batteries (wind-up radios)
- ☑ Several legal pads and ball point pens
- ☑ Grease boards and markers (or dry erase boards)
- ☑ White peel-off stickers and markers (for name tags permanent markers)
- ☑ Local telephone directory
- ☑ Lists of the district personnel's phone, fax, and beeper numbers
- ☑ Lists of other emergency phone numbers
- ☐ Other
- ☐ Other
- ☐ Other

Location: CES Sickroom in the office

Who is responsible: Stacey Wilson

District Support Team Emergency Numbers

Updated 8/5/2021

Title	Name – Location	Numbers/Cell	Email
Superintendent	Jesse Bacon, Central Office	606-748-3844	jesse.bacon@bullitt.kyschools.us
Assistant Superintendent	Adrienne Usher, CO	270-925-3528	adrienne.usher@bullitt.kyschools.us
Chief Operations Officer	Tom Brillhart	812-399-2373	tom.brillhart@bullitt.kyschools.us
SRO/Security/ Law Enforcement	Rick McCuibbin- Chief, Shepherdsville Police	502-921-1000 502-543-7074, 911	rmccubbin@sheppolice.com
Director of Safety and Drug-Free Schools	Sarah Smith, CO	502-741-2957	sarah.smith@bullitt.kyschools.us
Director of Maintenance, building and Grounds	Tony Roth	502-639-3454	tony.roth@bullitt.kyschools.us
Director of Transportation	David Phelps, Transportation Office	502-639-8478	david.phelps@bullitt.kyschools.us
Director of Nutritional Services	Tood Crumbacker	502-930-8947	todd.crumbacker@bullitt.kyschools.us
Director of Health Services	Lesa Howell, RN, FS Annex Bldg.	502-550-1734	lesa.howell@bullitt.kyschools.us
Director of Technology	Kevin Fugate, CO	502-639-3458	kevin.fugate@bullitt.kyschools.us
Director of Special Education	Troy Kolb, CO	502-387-6419	troy.kolb@bullitt.kyschools.us
Director of Student Support	Ruth Esterle, CO	502-550-4879	ruth.esterle@bullitt.kychools.us
Director of Public Relations	Kali Ervin	270-404-0369	kali.ervin@bullit.kyschools.us
Legal Counsel	Eric Farris, Board Atty. 193 S. Buckman St.	502-955-7181	efarris@buckmanfarrislaw.com

Crossroads -School-Centered Emergency Management and Recovery

Emergency Quick Reference Guide

Bullitt County Public Schools

Emergency Management Team Assignments

Principal: Julie Wright
Team Leader: Julie Wright

Team Members and Assignments:

Incident Command: Julie Wright

Safety Official:
Lauren Manion

Public Information:
Kellie Weihe

Liaison to outside agencies:
Leigh Ann Lowery

Planning/Intelligence:
Julie Wright, Lauren Manion

Student Accounting and Release:
Stacey Wilson, Della Swan

Facility and Environmental:
Camron Bullock

Emergency Operations:
Jenny Renneisen

Crisis Intervention and Response:
Lauren Manion

Operations:
Camron Bullock

Communications:
Kellie Weihe, Julie Wright

Logistics:
Ralph Fields

Admin:
Stacey Wilson

First Aid Qualified Staff Members

Anna Burton, Laureen Laumeyer,
Jennifer Theil

List of Emergency Telephone Numbers

Emergency		911
Fire Department		(depends on location)
Police Dispatch		543-7074
Sheriff's Office		543-2514
Local Police Dept.		_____
Kentucky State Police		270-766-5078
Patrick Durham, Dir. of Elementary Ed		741-2572
Rachelle Bramlage, Dir. Of Secondary Ed.		802-6565
Principal:Julie Wright		270-766-7278
Asst. Principal:_____		_____
Custodian: Camron Bullock		389-7132
Other School Personnel	Lauren Manion	724.7966
Other School Personnel		_____
Other School Personnel		_____
Sarah Smith, School Safety Director		(502) 338-7161

Communication Procedure

Step 1 Emergency Services **911**
Tell Dispatcher your location, your name, the nature of the problem, and the services you require.
Step 2 If it is necessary to send anyone to the hospital by ambulance, send a staff member along to serve as a liaison between the hospital and school administrator with instructions to relay progress reports as soon as possible.
Step 3 Report Situation to
Jesse Bacon Superintendent or
Adrienne Usher, Assistant Superintendent or
Becky Sexton, Assistant Superintendent

Procedural Statement for Principals

Each school's Emergency Procedure Plan will be updated yearly to better reflect the necessary actions required to minimize the loss of life and injury to persons and property. The Building Principal will be the planning coordinator and will involve the necessary staff to accomplish the objectives. Faculty responsibility for implementation of the plan will be assigned by position. Assignment of duties to specific individuals does not relieve other school employees from acting in their areas of responsibility in emergencies. **The principal or building leadership shall discuss the emergency plan with all school staff prior to the first instructional day of each school year and shall document the time and date of any discussion.** A chain of command will be created and will include names and phone numbers of the persons to succeed the principal in the event of his/her absence or incapacitation.

Alternative School Location

MT. Washington Middle School, First Baptist Church, Bullitt East High School

In the event an alternate site is needed, a phone call MUST be made to alert the administration in the alternate site and the Superintendent.

School-Centered Emergency Management and Recovery

Emergency Quick Reference Guide *for*

Bullitt County Public Schools

Emergency Procedures

Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The principal, or designee, will activate appropriate emergency procedures, based on the situation. Emergency procedures are outlined below.

EVACUATION

(For use when conditions outside are safer than inside)

When announcement is made or alarm sounded:

- Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)
- Take class roster for student accounting
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Go to designated Assembly Area
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- BE QUIET! Wait for further instructions

REVERSE EVACUATION

(For use when conditions inside are safer than outside)

When the announcement is made:

- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to classroom
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- BE QUIET!! Wait for further instructions

SHELTER IN PLACE

(For use in chemical release scenarios)

When the announcement is made:

- Turn off HVAC System
- Students are to be cleared from the hills IMMEDIATELY and to report to the nearest available classroom or other designated location.
- Assist those needing special assistance
- Close and tape all windows and doors and seal the gap between the bottom of the door and floor (chemical release)
- Take attendance; report according to Student Accounting and Release procedures
- Do not allow anyone to leave the classroom
- Stay away from all doors and windows
- BE QUIET! - Wait for further instructions

LOCKDOWN

(For use to protect building occupants from potential dangers in the building) ***Note:*** *school-specific lockdown procedures should be developed by school officials and local law enforcement officials. Please see "Considerations When Developing a School Lockdown Policy" for additional information.*

See www.kycss.org/lockdown.php

When the announcement is made:

- Students are to be cleared from the halls immediately and to report to nearest available classroom
- Assist those needing special assistance
- Close and lock all windows and doors and do not leave for any reason
- Stay away from all doors and windows and move students to interior walls and drop
- BE QUIET! Wait for an official to open the door

DROP, COVER AND HOLD

(For use in an earthquake or other imminent danger to building or immediate surroundings)

When the command "Drop" is made:

- DROP – to the floor, take cover under a nearby desk or table and face away from the windows
- COVER - your eyes by leaning your face against your arms
- HOLD - on to the table or desk legs, and maintain present location/position
- Assist those needing special assistance
- BE QUIET! - Wait for further instructions

SEVERE WEATHER SAFE AREA

(For use in severe weather emergencies)

When an announcement is made or alarm sounded:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
- Occupants of portable classrooms shall move to the main building to designated safe areas
- Take class roster for student accounting
- Take attendance; report according to Student Accounting and Release procedures
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in a safe area until the "all clear" is given
- BE QUIET! Wait for further instructions

CROSSROADS ELEMENTARY -School-Centered Emergency Management and Recovery

Emergency Quick Reference Guide (Admin Version)

Bullitt County Public Schools

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Team Leader: Julie Wright

Team Members and Assignments:

Incident Command: Julie Wright

Safety Official:
Lauren Manion

Public Information:
Kellie Weihe

Liaison to outside agencies:
Leigh Ann Lowery

Planning/Intelligence:
Julie Wright, Lauren Manion

Student Accounting and Release:
Stacey Wilson, Della Swan

Facility and Environmental:
Camron Bullock

Emergency Operations:
Jenny Renneisen

Crisis Intervention and Response:
Lauren Manion

Operations:
Camron Bullock

Communications:
Kellie Weihe, Julie Wright

Logistics:
Ralph Fields

Admin:
Stacey Wilson

First Aid Qualified Staff Members

Kate Janocik, Anna Burton

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Fire Department	(depends on location)
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Adrienne Usher, Asst. Superintendent	270-925-3528
Sheri Hamilton, Dir. of Elementary Education	741-2572
Rachelle Bramlage, Dir. Of Secondary Ed.	802-6565
Principal: Julie Wright	270-766-7278
Custodian: Camron Bullock	502-902-1080
Counselor: Lauren Manion	724-7966
George Brock, Maintenance Supervisor	931-6183
Ed Oyler, Director of Bldg. & Grounds	639-3454
Tony Roth, Director of Transportation	639-8478
Sarah Smith, School Safety Director	338-7161

Communication Procedure

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School-Centered Emergency Management and Recovery

Emergency Quick Reference Guide *for*

Bullitt County Public Schools

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- Stay away from all doors and windows
- BE QUIET! - Wait for further instructions

LOCKDOWN

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- Take class roster for student accounting
- Take attendance; report according to Student Accounting and Release procedures
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in safe area until the "all clear" is given
- BE QUIET! Wait for further instructions

Emergency Operations Checklist

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- ❑ Take a deep breath, don't panic, verify information
- ❑ Activate school's Emergency Response Team, Incident Command System (ICS); activate and assign duties as needed:
  - ❖ Safety Official (overall safety conditions of campus)
  - ❖ Public Information Official (media relations, contact)
  - ❖ Liaison Official (coordinate with outside agencies)
  - ❖ Planning/Intelligence (incident time log, evaluate information)
  - ❖ Operations (student accounting and release, facilities, medical, crisis intervention and response, food and water)
  - ❖ Logistics (communications and supplies)
  - ❖ Administration/Finance (documentation, record keeping)
- ❑ Determine whether to call 911, whether to implement Universal Emergency Procedures or school specific Emergency Response Protocols
- ❑ Notify and request assistance from the District Support Team to:
  - ❖ Assist with planning for a response and implementing protocols
  - ❖ Provide recovery support to students
- ❑ Establish a Command Post for communication and incident management
- ❑ Bring "emergency toolbox" to Command Post (inside or outside)
- ❑ Hold emergency all-staff meeting (before and/or after school day) to:
  - ❖ Advise staff of the known facts and provide written statement
  - ❖ Support their concerns and emotions
  - ❖ Provide classroom assistance if needed
  - ❖ Outline schedule for the day; modify day's schedule if needed
  - ❖ Identify resources available to teachers and students
- ❑ Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements
- ❑ Prepare formal statement or announcement to students, parents, and media; provide statement to secretaries, staff, etc.
- ❑ Expand span of Incident Command System as needed, deactivate ICS when activities are completed
- ❑ Review and implement "Recovery" activities
- ❑ Document actions taken, secure records as legal documents

Emergency Response Team Assignments

In general, Incident Command System (ICS) or Emergency Response Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school Emergency Response Team assignments.

Title	Name Location & Numbers	Alternate Name Location & Numbers
Incident Command: **Principal**	Julie Wright 270.766.7278 502.869.7400	Lauren Manion 502.724.7966 502.869.7400
Safety Official: **Security, Law Enforcement**	Julie Wright 270.766.7278 502.869.7400	Lauren Manion 502.724.7966 502.869.7400
Public Information Official: **Media Contact**	Kellie Weihe 502.869.7400	Julie Wright 270.766.7278 502.869.7400
Liaison Official: **Liaison to Outside Agencies**	Stacey Wilson 502.869.7400 502.428.9063	Jenny Renneisen 502.869.7400 502.905.0150
Planning/Intelligence: **Situation Analysis**	Della Swan & Stacey Wilson 502.869.7400 502.641.0221 502.428.9063	Julie Wright 270.766.7278 502.869.7400
Operations: **Student Accounting & Release**	ALL TEACHERS	Manion and Teresa Cox
Operations: **Facility & Environmental**	Camron Bullock 502.869.7400 502.389.7132	Troy Hester 502.869.7400 502.744.0056
Operations: **First Aid, CPR, Medical**	Nickie Spencer 502.869.7400 502.298.4859	Olivia Hood 502.869.7400 502.299.9756
Operations: **Crisis Intervention & Response**	Lauren Manion 502.724.7966 502.869.7400	Stacey Wilson 502.869.7400 502.428.9063
Operations: **Food, water, sanitation**	Debbie Hinton 502.869.7400	Lunchroom Staff
Logistics: **Communications**	Kellie Weihe 502.869.7400	Jaymee Clemens 502.869.7400 502.295.6622
Logistics: **Supplies**	Julie Wright 270.766.7278 502.869.7400	Jenny Renneisen 502.869.7400 502.905.0150
Administration & Finance: **Documentation**	Jenny Renneisen 502.869.7400 502.905.0150	Julie Wright 270.766.7278 502.869.7400

BCPS District Crisis Support Team

Lead Contact: Sarah Smith, Director of Safe and Drug-Free Schools
Cell: (502)741-2957
Sarah Smith will gather appropriate information regarding the situation/incident and assist with an appropriate response for the school, staff, and students.

Secondary Contact: Stephanie Porter, Director of the Project AWARE Grant
Cell (502) 419-9425

District Crisis Support Team (communicate via email):
Primary District Team: Marjie Miller, Tara Haddaway, Kelsey Headden, Berniece Nyarko, Jennifer Ballard, Erin McGohon, Tiffany Reynolds

Secondary Support Team for Additional Support: Christy Hardin, Megan Hatter, Tiffany Jenkins, Erin Ermington-White, Pam Herm, Jennifer Lowe, Laura Underwood, Mia Thomas, Leslie Dewitt, Allison Graven, Michael Pierce, Tyler Burton
*** All crisis response members have been PREPARE trained***

District Guest Teachers Crisis Management Team Numbers

There are sub teachers that have agreed to work with students in schools in the event of a crisis situation emergency and the teacher cannot be in the classroom. Please contact Tammi Collins for more information.

Local/Regional Emergency Response Numbers

Agency – Address	Name – Title	Numbers
24 Hr Warning Points: BC 911 PO Box 768 911 Walnut Street Shepherdsville, KY 40165	Debbie Vogel debbie.vogel@bcky.gov	502-543-7074 502-955-7480 cell: 502-609-2102 fax: 502-955-5562
County Judge Executive PO Box 768 300 S. Buckman Street Shepherdsville, KY 40165	Jerry Summers jsummers@bullittky.com	502-543-2262 502-955-8578 fax: 502-543-1577
Emer. Mgmt. Agency Coordinator 239 Saltwell Road PO Box 6538 Shepherdsville, KY 40165	Kenny Hardin director@bcemaky.com	502-543-2000 502-543-3189 502-955-7580 fax: 502-543-7244
Deputy Director 3238 Saltwell Road PO Box 6538 Shepherdsville, KY 40165	Larry Coy larry.coy@bcemaky.com	502-543-2000
State Police Department E-Town Post	Eric Hines & Todd Simon Bullitt CO KSP Officers	800-222-5555-toll free 270-766-5078
Mayor of Shepherdsville Shepherdsville Government Ctr. PO Box 400 634 Conestoga Parkway Shepherdsville, KY 40165	Curtis Hockenbury mayorhock@shepcity.com	502-543-2923 502-955-7803 cell: 502-773-1663 fax: 502-543-6201
Mayor of Mt. Washington Mt. Washington City Hall PO. Box 285 275 Snapp Street Mt. Washington, KY 40047	Barry Armstrong barmstrong@cityofmtwashington.org	502-538-4216 502-955-6784 fax: 502-538-4064
Mayor of Lebanon Junction Lebanon Jct. City Hall PO Box 69	Larry Dangerfield larryd.ljmayor@yahoo.com	502-833-4311 cell: 502-817-4257 fax: 502-833-4688

Main Street Lebanon Junction, KY 40150		
Mayor of Hillview Hillview City Hall 298 Praire Drive Louisville, KY 40229	James H. Eadens mayor@hillviewkycityhall.com	502-957-5280 cell: 502-376-6668 fax: 502-955-5673
Mayor of Pioneer Village Pioneer Village City Hall 4700 Summitt Drive Louisville, KY 40229	Gary Hatcher little3110@aol.com	502-957-3800 cell: 502-773-3379 fax: 502-957-4580
Senior Citizens Coordinators Community Action Agency 214 Frank E. Simon Ave. Shepherdsville, KY 40165	Mary Wilson, Director	502-543-3455 fax: 502-543-2279
Road Department PO Box 768 1769 South Preston Hwy. Shepherdsville, KY 40165	Robert Watkins, Foreman	502-543-2510 cell: 502-643-6766 fax: 502-543-6889
Bullitt County Health Department PO Box 278 181 Lees Valley Road Shepherdsville, KY 40165	Andrea Renfrow, Director andrea.renfrow@ky.gov	502-955-7837 502-543-2415 502-955-6680 cell: 502-648-1065 fax: 502-543-2998
Shepherdsville FD Shepherdsville Gov. Bldg. 634 Conestoga Parkway PO Box 400 Shepherdsville, KY 40165	Layne Troutman, Chief ltroutman@shepfire.com	502-215-1502 cell: 502-643-9203 fax: 502-543-6201
Nichols FD 4706 Hwy 44 West Shepherdsville, KY 40165	W.D. Coy, Chief wcoy25@yahoo.com	502-922-4631 (sta. #1) 502-543-3974 (sta. #2) fax: 502-921-2320 502-543-7348
Zoneton FD 5328 N. Preston Hwy. Shepherdsville, KY 40165	Rob Orkies, Chief rokies@zonetonfire.com	502-957-7472 (sta #1) 502-955-3303 (sta #2) hm: 502-957-7579 cell: 502-817-8101 fax: 502-955-73674

Mt. Washington FD 772 N. Bardstown Road PO Box 545 Mt. Washington, KY 40047	Michael Dooley, Chief dooley3101@hotmail.com	502-538-6257 X113 (sta. #1) 502-239-4934 (sta. #2) 502-543-2999 (sta. #3) cell: 502-643-3101
Southeast Bullitt FD Hwy 245 PO Box 69 Shepherdsville, KY 40165	Eric Butler, Chief seb6101@insideconnect.net	502-543-2999 502-543-6593 502-543-9531 (sta. #1) 502-543-3794 (sta. #2) 502-543-5617 (sta. #3) cell: 502-376-5300
Lebanon Junction FD PO Box 69 Main Street Lebanon Junction, KY 40150	Josh Coleman, Chief	502-833-2022 cell: 502-425-1627 fax: 502-833-4688
Bullitt Co. Sheriff's Department 300 S. Buckman Street Shepherdsville, KY 40165	Walt Sholar walt.sholar@bcky.org SRO George Thurman - BAC SRO Brian Hedges - NBHS SRO Todd Harper - LJES, NES, BMS	502-543-2514
Hillview Police Department 283 Crestwood Road Louisville, KY 40229	William Mahoney, III, Chief wmahoney@hillviewpolice.org SRO Larry Priddy - ZMS, OES, BES	502-955-6808
Lebanon Junction Police Depart. 271 Main Street Lebanon Junction, KY 40150	Terry Phillips, Chief Covers -LJES	502-833-2244
Louisville Metro 633 West Jefferson Street Louisville, KY 40202		502-574-2111
Mt. Washington Police Depart. 180 Landis Lane Mt. Washington, KY 40047	Troy Pitcock, Chief tpitcock@mwpd.org Dan Kelty, Asst. Chief dkelty@mwpd.org	502-538-8143

	SRO Becky Franklin and Charles Ballard - EMS, MWMS, PGES, OMES, MWES, PGES	
Pioneer Village Police Depart. 4700 Summitt Drive Pioneer Village, KY 40165	DJ Reynolds, Chief Covers MES, HMS, FES	502-957-6548
Shepherdsville Police Depart. 634 Conestoga Parkway Shepherdsville, KY 40165	Rick McCubbin, Chief rmccubbin@sheppolice.com SRO Joey Alton- BCHS SRO David Smith- BLMS, SES, CGES, RES	502-921-1000

OUTPATIENT COUNSELING REFERRALS

(UPDATED OCT 2019)

Amanda Midkiff, LCSW
341 S. Buckman St.
Shepherdsville, KY 40165
(502) 767-9087

Enrica Thomas, LCSW, LMFT
185 John Harper Hwy
Shepherdsville, KY 40165
(502) 200-4992

Paula Morgan, PhD
Psychologist
185 John Harper Hwy
Shepherdsville, KY 40165
(502) 955-1022

Brittany Rigney, LPCC
341 S. Buckman St, Ste 4
Shepherdsville, KY 40165
(502) 563-4007

Andrea Piazza, LCSW
185 John Harper Hwy
Shepherdsville, KY 40165
(502) 418-2616

Angie Arbaugh, LMFT, ABA
345 S. Buckman St.
Shepherdsville, KY 40165
(502) 468-4640

Rose M. Geiser, LMFT
155 Lees Valley Rd
Shepherdsville, KY 40165
(502) 345-9587

Stacie Sylvester
REACH Program
841 Old Preston HWY S
Shepherdsville, KY 40165
(502) 350-7386

Courtney Rodewig, LCSW
327 Eastbrooke Pointe Dr. #200
Mt Washington, KY 40047
(812) 207-3190

Angela Nolen, LCSW
1707 Cedar Grove Rd, Ste 20
Shepherdsville, KY 40165
(502) 592-2225

Centerstone KY
Multiple locations
(502) 589-1100

Amanda Campbell, LMFT
321 W. Stephen Foster Ave
Bardstown, KY 40004
(502) 827-0724

Safari Kidz Kounseling
10300 Brookridge Village Blvd, Ste 202
Louisville, KY 40291
(502) 314-2237

Erin Pierce, LMFT
155 Lees Valley Rd
Shepherdsville, KY 40165
(502) 785-7195

InnerView
4229 Bardstown Road #311
Louisville, KY 40218
(502) 499-8010

Jim Walker
155 Lees Valley Rd
Shepherdsville, KY 40165
(502) 494-6631

Ky Counseling Center
4835 Poplar Level Rd #110
(855) 591-0092
Nelson and Bullitt Co
416 S. Buckman St.

Shepherdsville, KY 40165
(502) 767-4328

Bill Green
Buckman St
Shepherdsville, KY 40165
(502)

Our Lady of Peace
(502) 451-3330

The Brook
(502) 456-6380

BEHAVIOR ANALYST

Angie Arbaugh, LMFT, ABA
(502) 468-4640

IN-HOME THERAPY

Angie Arbaugh, LMFT
(502) 468-4640

Abundant Hope Counseling
(502) 822-1663

NECCO
(502) 618-5950

Transformations
(502) 899-5411

Alternative Behavior Interventions
(502) 425-7325

Home of the Innocents
(502) 596-1246

Therapeutic Transformations
970 Bloomfield Rd
Bardstown, KY 40004
(270) 207-9310

GROUP MEETINGS
Alanon-Teen meetings
502-458-1234

CRISIS/INFORMATION
(502) 589-4313

PSYCHOLOGICAL TESTING

Paula Morgan, PhD
(502) 955-1022

Pediatric Psychological Associates
(502) 429-5431

Bingham
200 E Chestnut St #200
(502) 508-0800

PARENTING CLASSES, SUPERVISED VISITATION, AND SAFE CHILD EXCHANGE

The TreeHouse
Courtney Williams, BS
(502) 777-2334

GRIEF/LOSS
Hosparus
(502) 456-5451

Emergency Checklist for Administrators

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- ❑ Take a deep breath, don't panic, verify the information before proceeding
- ❑ Activate the school's Emergency Response Team, Incident Command System
- ❑ (ICS); activate and assign duties as needed:
  - Safety Official (overall safety conditions of campus)
  - Public Information Official (media relations, contact)
  - Liaison Official (coordinate with outside agencies)
  - Planning/Intelligence (incident time log, evaluate information)
  - Operations (student accounting and release, facilities, medical, crisis intervention and response, food and water)
  - Logistics (communications and supplies)
  - Administration/Finance (documentation, record keeping)
- ❑ Determine whether to call 911, whether to implement Universal Emergency
- ❑ Procedures or school-specific Emergency Response Protocols
- ❑ Notify and request assistance from the District Support Team to:
  - ❑ Assist with planning for a response and implementing protocols
  - ❑ Provide recovery support to students
- ❑ Establish a Command Post for communication and incident management
- ❑ Bring "emergency toolbox" to Command Post (inside or outside)
- ❑ Hold emergency all-staff meeting (before and/or after school day) to:
  - ❑ Advise staff of the known facts and provide a written statement
  - ❑ Support their concerns and emotions
  - ❑ Provide classroom assistance if needed
  - ❑ Outline schedule for the day; modify day's schedule if needed
  - ❑ Identify resources available to teachers and students
- ❑ Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements
- ❑ Prepare formal statements or announcements to students, parents, and media; provide a statement to secretaries, staff, etc.
- ❑ Expand span of Incident Command System as needed, deactivate ICS when activities are completed
- ❑ Review and implement "Recovery" activities
- ❑ Document actions taken, secure records as legal documents

Emergency Team "Toolbox"

Each school's Emergency Response Team should consider developing a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the Emergency Response Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

- ❑ Copies of the all forms completed in the development of the school or facility Emergency Response Plan (Chain of Command, Students Needing Assistance, etc.)
- ❑ Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas
- ❑ Blueprints of school building(s), including utilities
- ❑ Videotape/DVD of inside and outside of the building and grounds
- ❑ Map of local streets with evacuation route (Alternate Building Location requiring Transport)
- ❑ Flash lights (recommend the type that does not require batteries).
- ❑ First aid kit and latex gloves (and other types for latex-sensitive persons)
- ❑ Faculty/staff roster (including emergency contacts)
- ❑ Student roster (including emergency contacts for parents)
- ❑ Material Safety Data Sheet (MSDS)
- ❑ Two-way radios and/or cellular phones available
- ❑ Battery powered AM/FM radio and spare batteries (wind-up radios)
- ❑ Several legal pads and ball point pens
- ❑ Grease boards and markers (or dry erase boards)
- ❑ White peel-off stickers and markers (for name tags permanent markers)
- ❑ Local telephone directory
- ❑ Lists of the district personnel's phone, fax, and beeper numbers
- ❑ Lists of other emergency phone numbers
- ❑ Other
- ❑ Other
- ❑ Other

Location: CES Sickroom in the office

Who is responsible: Stacey Wilson

2021-22 Student and Staff Needing Special Assistance (Responses)

Timestamp	Email Address	Name of Student or Staff Member	Teacher name of student	Grade	Teacher	Type of Assistance Needed, choose all that apply	Other
8/19/2021 8:45:19	heather.jordan@bullitt.kyschools.us	Alexis Davidson	Jordan	5	Jordan	Uses Communication Device	
8/26/2021 8:29:50	dawn.oconnor@bullitt.kyschools.us	Ariana Rosario	O'Connor	3	O'Connor	Epilepsy–sensitive to blinking/flashing lights, cannot travel alone	
8/19/2021 8:45:39	sheila.henson@bullitt.kyschools.us	Aubree Helm	Janocik	K	Janocik	Hand to Hand, Struggles with Transitions, Needs assistance following directions, Sensory Regulation Strategies, Needs constant supervision, Impulsive, Verbal prompts	
8/19/2021 8:48:37	kim.thomas@bullitt.kyschools.us	Chase McClain		K	Edwards/Thomas	Hand to Hand, Struggles with Transitions, Needs assistance following directions, Sensory Regulation Strategies, Needs constant supervision	
8/26/2021 16:20:00	lauren.connor@bullitt.kyschools.us	Cohen Whitmire	Lauren Connor	K	Lauren Connor	Hand to Hand, Struggles with Transitions, Needs assistance following directions	
8/19/2021 8:47:44	sheila.henson@bullitt.kyschools.us	Enzo Edds	Janocik	K	Janocik	Needs assistance following directions, Sensory Regulation Strategies, Verbal prompts	
8/19/2021 8:44:53	sheila.henson@bullitt.kyschools.us	Gabriel Patton	Janocik	2	Janocik	Struggles with Transitions, Needs assistance following directions, Sensitive to loud noises, Sensory Regulation Strategies, Wears sound cancelling headphones, Impulsive, Verbal prompts	
8/19/2021 12:02:01	martin.rosenberger@bullitt.kyschools.us	Lucas Sander	Mr. R	K	Martin Rosenberger	Needs assistance following directions, Needs constant supervision	
8/19/2021 20:24:04	jennifer.theil@bullitt.kyschools.us	Madeline Brunner	Theil	1	Theil	Hand to Hand, Needs assistance following directions, Sensitive to loud noises	

2021-22 Student and Staff Needing Special Assistance (Responses)

Timestamp	Email Address	Name of Student or Staff Member	Teacher name of student	Grade	Teacher	Type of Assistance Needed. Choose all that apply	Other
8/19/2021 8:43:58	sheila.henson@bullitt.kyschools.us	Noah Meiser	Janocik	2	Janocik	Hand to Hand, Struggles with Transitions, Needs assistance following directions, Sensory Regulation Strategies, Needs constant supervision, Impulsive, Verbal prompts	
8/19/2021 8:58:54	anna.burton@bullitt.kyschools.us	none	Burton	3	Burton	none	
8/19/2021 8:46:18	sheila.henson@bullitt.kyschools.us	Raven Turner	Janocik	K	Janocik	Hand to Hand, Struggles with Transitions, Needs assistance following directions, Needs constant supervision, Impulsive	
8/19/2021 8:48:36	jessica.buck@bullitt.kyschools.us	Sean Sanders	Buck	PREK	Buck	Hand to Hand, Struggles with Transitions, Needs assistance following directions, Sensitive to loud noises, Sensory Regulation Strategies, Needs constant supervision, Impulsive	
8/19/2021 8:43:03	sheila.henson@bullitt.kyschools.us	William Whalin	Janocik	2	Janocik	Hand to Hand, Needs assistance following directions, Sensory Regulation Strategies, Verbal prompts	
8/19/2021 8:46:57	sheila.henson@bullitt.kyschools.us	Wolfgang Edds	Janocik	K	Janocik	Needs assistance following directions, Sensory Regulation Strategies, Verbal prompts	
8/26/2021 16:20:35	lauren.connor@bullitt.kyschools.us	Wyatt Lucas	Connor	K	Connor	Needs assistance following directions, Impulsive	
8/19/2021 20:24:32	jennifer.theil@bullitt.kyschools.us	Zaiden Durr	Theil	1	Theil	Struggles with Transitions, Needs assistance following directions	

2021-2022 Staff Skills Inventory (Responses)

Timestamp	Name	Classroom phone number (502) 869-xxxx	Does your mobile number receive SMS (SMS means text messages)? If your phone uses text, the alert system of the app will be used to send messages immediately to your phone. If you DO NOT have Text features on your phone, SEE your building administrator for more information on how to access the alerts through your phone.	Grade	Emergency Response: Check any of the following areas in which you have training or expertise:	Explain or clarify items checked, if needed:	Special Considerations: Please check and list special skills or resources you feel would be an asset in an emergency situation.	List any other knowledge or skills	Cell phone number (xxx) xxx-xxxx	Email Address
8/10/2021 11:50:24	Anna Burton	(502) 869-7434	Yes	3	First Aid, CPR		Other		6067482077	anna.burton@bullitt.kyschools.us
8/4/2021 14:15:17	Bonnie Murphy	(502) 869 7441	Yes	1	None of the Above		Knowledge of Community Resources			
8/10/2021 15:07:08	Brittany Jessie	(502) 869-7455	Yes	Special Forces	Incident Debriefing	SCM certified	Experience with Disabilities		5022625149	brittany.jessie@bullitt.kyschools.us
8/10/2021 14:27:11	Cara Klodzen	502-869-7457	Yes	SLP	None of the Above		Experience with Disabilities		502-938-5723	cara.klodzen@bullitt.kyschools.us
7/20/2021 15:44:19	Dawn O'Connor	869-7436	Yes	3	None of the Above		Other			
7/30/2021 10:44:47	Debbie Hinton	869-7411	Yes	cafeteria	None of the Above		Other	N/A		
8/11/2021 9:28:37	Debbie Whitsell	502-869-7423	Yes	Office	None of the Above		Experience with Disabilities		502-551-9934	debbie.whitsell@bullitt.kyschools.us
7/7/2021 20:29:55	Delia Swan	869-7407	Yes	Office	First Aid		Other			
8/10/2021 13:01:11	Donita McPherson	(000) 000-7442	Yes	MTSS	None of the Above		Other		502-609-7969	donita.mcpherson@bullitt.kyschools.us
8/10/2021 16:19:32	Heather Jordan	(502) 869-7427	Yes	5	None of the Above		Other		5029388803	heather.jordan@bullitt.kyschools.us
8/10/2021 11:52:29	Jaymee Clemens	(000) 000-7400	Yes	Special Area	None of the Above		Other	Epi Pen Trained	502-295-6622	jaymee.clemens@bullitt.kyschools.us
8/10/2021 12:23:47	Jennifer Carrier	(000) 000-7454	Yes	Special Forces	None of the Above		Other	SCM	5026419640	jennifer.carrier@bullitt.kyschools.us
8/4/2021 19:35:24	Jennifer Theil	(000) 000-7444	Yes	1	None of the Above		Multilingual, Experience with Disabilities			
7/7/2021 11:45:10	Jenny Renneisen	869-7400	Yes	Office	None of the Above		Other			
8/11/2021 8:04:27	Julie Wright	(502) 569-7401	Yes	Office	First Aid, Search and Rescue, Hazardous Materials, Media Relations, Incident Debriefing		Knowledge of Community Resources		(270) 766-7278	julie.wright@bullitt.kyschools.us
7/8/2021 10:14:06	Kate Janocik	869-7451	Yes	Special Forces	First Aid, CPR	Medication trainings SCM	Experience with Disabilities			
8/4/2021 11:13:48	Katelyn Vinson	(000) 000-7448	Yes	MTSS	None of the Above		Other	None		
8/10/2021 12:56:06	Kellie Weihe	(000) 000-7409	Yes	Special Area	None of the Above		Experience with Disabilities, Other	means to contact people on phones/computers if needed -aware of communnity	502-905-0998	kellie.weihe@bullitt.kyschools.us
8/10/2021 11:47:58	Kelly Siegel	(502) 869-7433	Yes	3	None of the Above	NA	Other	NA	8595336779	kelly.siegel@bullitt.kyschools.us
7/13/2021 13:19:24	Kim Thomas	(000) 000-7454	Yes	Special Forces	Incident Debriefing	Debriefing after an altercation or SCM Safe Crisis Management	Experience with Disabilities, Knowledge of Community Resources	Safe Crisis Management		
8/10/2021 20:15:57	Kimberly Baker	(000) 000-7443	Yes	1	None of the Above		Other		5025410037	kimberly.baker@bullitt.kyschools.us
8/10/2021 11:30:13	Kristee Shepherd	(000) 000-7442	Yes	MTSS	None of the Above		Other	None	(502) 262-1123	kristee.shepherd@bullitt.kyschools.us
8/12/2021 16:12:01	Kristin Brunner	502-869-7445	Yes	K	None of the Above		Experience with Disabilities		502-550-6282	kristin.brunner@bullitt.kyschools.us
8/10/2021 13:11:26	Laureen Laumeyer	(270) 304-8163	Yes	PTP/GT	CPR		Multilingual, Experience with Disabilities		2703048163	laureen.laumeyer@bullitt.kyschools.us
8/10/2021 12:19:12	Lauren A Manion	(000) 000-7414	Yes	Office	Counseling/Mental Health		Knowledge of Community Resources		5027247966	lauren.manion@bullitt.kyschools.us

2021-2022 Staff Skills Inventory (Responses)

Timestamp	Name	Classroom phone number (502) 869-xxxx	Does your mobile number receive SMS (SMS means text messages)? If your phone uses text, the alert system of the app will be used to send messages immediately to your phone. If you DO NOT have Text features on your phone, SEE your building administrator for more information on how to access the alerts through your phone.	Grade	Emergency Response: Check any of the following areas in which you have training or expertise:	Explain or clarify items checked, if needed:	Special Considerations: Please check and list special skills or resources you feel would be an asset in an emergency situation.	List any other knowledge or skills	Cell phone number (xxx) xxx-xxxx	Email Address
8/10/2021 16:36:23	Lauren Connor	(502) 869-7400	Yes	K	None of the Above		Experience with Disabilities		5025268528	lauren.connor@bullitt.kyschools.us
7/8/2021 7:45:03	Lauren Manion	(000) 000-8414	Yes	Office	Counseling/Mental Health	Not a licensed mental health professional but do have a great deal of experience and education in mental health/counseling.	Knowledge of Community Resources			
7/7/2021 11:47:35	Leigh Ann Lowery	(000) 000-7412	Yes	FRC	Counseling/Mental Health		Knowledge of Community Resources	ability to remain calm		
8/10/2021 11:56:25	Leigh Ann Lowery	(502) 869-7412	Yes	FRC	None of the Above	I have some experience with counseling, but am not an expert. I can deal with people/parents and keep a calm demeanor during a crisis.	Knowledge of Community Resources		5028693541	leigh.lowery@bullitt.kyschools.us
7/12/2021 10:05:50	Lindsay Miller	?	Yes	Special Ed. Instructional Coach	None of the Above		Multilingual, Experience with Disabilities			
7/7/2021 14:36:06	Lynette Mason	(000) 000-7438	Yes	2	Counseling/Mental Health	Mental Health Support Coach	Other	None		
8/10/2021 16:48:33	Melissa Coomes	(502)869-7447	Yes	K	None of the Above		Other		(502)593-9877	melissa.coomes@bullitt.kyschools.us
8/10/2021 13:27:28	Michelle Beaton	(502) 869-7458	Yes	5	None of the Above		Other		(502) 410-8719	michelle.beaton@bullitt.kyschools.us
8/10/2021 12:35:01	Nickie Spencer	502-869-7425	Yes	Special Forces	Emergency Medical, Counseling/Mental Health, Incident Debriefing	Counseling Degree Medical Training Debriefing after accidents SCM Trained I am first aid and cpr (not current though)	Experience with Disabilities, Knowledge of Community Resources	Special Education teacher and special education degree	502-298-4859	nickie.spencer@bullitt.kyschools.us
8/10/2021 14:46:57	Rebecca Johnson	(502) 869-7400	Yes	3	Counseling/Mental Health	I have a masters in Counseling	Other	none	5027445650	rebecca.johnson@bullitt.kyschools.us
8/12/2021 8:07:45	Stacey Wilson	7400	Yes	Office	First Aid		Knowledge of Community Resources	work for city of Mt. Washington part time	5024289063	stacey.wilson@bullitt.kyschools.us
8/10/2021 16:04:50	Sydney Underwood	502-869-7430	Yes	4	None of the Above		Other	N/A	5023961733	sydney.underwood@bullitt.kyschools.us
8/10/2021 22:20:07	Toni unser	(000) 000-7426	Yes	5	None of the Above		Experience with Disabilities		502-504-2004	toni.unser@bullitt.kyschools.us
8/10/2021 12:33:15	Yvonne Fay	(502) 869-7425	Yes	Special Forces	Emergency Medical	Medicine training SCM	Experience with Disabilities, Ham radio or CB radio experience		2707664078	yvonne.fay@bullitt.kyschools.us

Classroom and Building "Hazard Hunt"

ALL STAFF Instructions: The Emergency Response Team is interested in identifying any special circumstances which exist in our school or near our campus which present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plant, rivers/streams), etc. Please describe any such potential hazards below, and actions requested to mitigate:

Potential Hazard	Action Requested to Mitigate the Hazard
Boiler Room/Mechanical-right side cafeteria	Equipment in boiler room may explode and/or Catch on fire
Custodian rooms – 405, Orange Hall and _ Custodian Receiving – to the right of cafeteria	Aerosol cans and other chemicals
Serving 701 – Cafeteria/washer/dryer	Aerosol cans and bleach products
Cafeteria Ovens	Gas ovens
Cafeteria Room – 701 – dry storage	Aerosol Cans
Kiln Room 401	Clemens would need to be free to shut off power.

SIGNATURE: **ROOM**

BCPS Visitor Protocol for All Schools

The person or persons responsible for controlling the access into the school building needs to view their job as the first level of security for the school and thus ***take this responsibility very seriously.***

Communication and Visibility - make certain that the school's visitor check-in policy is widely publicized that anyone (and everyone) who wishes to enter your school will be asked a series of questions before they are admitted into the school building. Visitors will be asked to show a picture ID to verify identity. For an added measure of security, schools may ask to check-in their car keys with office staff for the duration of their visit if visitors are visiting the school beyond the office. This ensures all visitors exit the office and execute proper sign-out procedures through the Visitor Management System. (Consider posting a sign by the buzz-in station listing questions that will be asked, photo ID requirement and car key check-in.)**

When a visitor activates the buzzer to be admitted into the school building, the secretary (usually) or anyone that is responsible for greeting visitors should greet the visitor *consistently* with a pleasant voice and say:

"Welcome to (name of school), how may I help you today?" **Front office staff listens to the response and gather information for the purpose of the visit. Front office staff must listen for impairment or anger or any clues that might be helpful. If the front office staff knows the person, address them by their name and say: *"Hi, Pat! How can I help you today?" Front office staff still undergoes the same protocol as if they did not know the visitor to ensure that procedures are consistent.***

If the visitor wishes to meet with a staff member, pleasantly inquire: *"Do you have an appointment?"*

If the answer is no, ask the visitor if they would like for the secretary *"to set up an appointment?"*

If the visitor insists on coming into the building without giving a valid reason, tell them *"someone will be with you in just a moment."* Then notify the principal (or SRO if available) immediately and ask him/her to address this situation. (This needs to be carefully planned ahead of time so there is a smooth response. Be aware of agitated visitors and do not admit them to the building. This should be a district wide policy/procedure. Consistency among all schools is necessary.)

When visitors have an appointment or another valid reason to enter the building, instruct them to come directly to the office. Once they are in the office:

- **Ask them to show picture identification.**
- **Ask them to sign in using the visitor management system.**

- **Collect their car keys if they are visiting the school outside of the front office (see the next paragraph).**
- **Issue a visitor badge rather than allow visitors to get their own badges. The badge should be worn on the outside of the garment for easy visibility.**
- **Visitor's car keys: (OPTIONAL) Schools may request that visitors check-in their car keys with the office staff before they are admitted into the building. This is done in an effort to maintain an accurate accounting of all visitors who are inside the building at any given time. (Thank them for their cooperation when they relinquish their car keys. Inform them that the keys will be returned when they return to the office, check out, and return the sticker/badge.**

When visitors check out of the building, have them return the visitor badge lanyard, sign out, and then return their car keys to them. Thank them for their cooperation.

If the visitor is to pick up a student, ask them to report to the office and remind them you will be asking for proper picture identification. Be sure to have the parent/guardian to sign out their child and have the proper school staff member (not student aids or volunteer adults) initial this release by proper policy and procedures and it recorded in IC.

SBDM Agenda
Meeting
May 17, 2021
5:00 pm

1. Opening Business:
    a. Agenda
    b. April 13, 2021 Minutes

2. Financial Reports
    a. April
3. Old Business
4. New Business
    a. Staffing: 2021-22
        i. 21st Century Coordinator: Joshua Williams
        ii. Custodian: Jessie Harley
        iii. Summer Clerical: Samuel Kuhn
        iv. 2021-22 Special Ed Teacher: Nickie Spencer
    b. Budget FY 22
    c. Supply Lists 2021-22
    d. Review Safety Plan from current year.

4. Adjourn.

2021-22 Crossroads Phase Three: Professional Development Plan for Schools_11172021_11:45

2021-22 Phase Three: Professional Development Plan for Schools

Crossroads Elementary
Julianne Wright
156 Erin Circle
Mt Washington, Kentucky, 40047
United States of America

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2021-22 Phase Three: Professional Development Plan for Schools 3

Attachment Summary 10

2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

See attached

ATTACHMENTS

Attachment Name

Mission/Vision/Core Values

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

See attached. Based upon the data collected, our areas for growth include math. In addition, we need to increase our Gifted and Talented student performance, increase our proficiency rates with students with disabilities and close the gap between economically disadvantaged students and the general population.

ATTACHMENTS

Attachment Name

Crossroads 2022 Needs Assessment

3. How do the identified **top two priorities** of professional development relate to school goals?

1. Math - our school continues to be engaged with OVEC and the math consultant who is working with teachers to embed small group instruction and include more intensive hands-on best practice to increase numeracy and fluency. 2. Co-teaching - provide opportunities to general education teachers to ensure that support staff, special education staff, MTSS and gifted and talented instructors are utilized and relationships are developed to increase instructional practice throughout the building.

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

See attached.

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

4d. Who is the targeted audience for the professional development?

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

See attached. Ongoing coaching, observation and feedback provided by the instructional coach and principal. Teachers will also have professional learning community time to engage the content based upon assessment data.

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Ongoing coaching, observation and feedback provided by the instructional coach and principal. Teachers will also have professional learning community time to engage the content based upon assessment. Teachers will analyze data and determine if the PL and best practices are effective based upon both instruction and student performance on the assessments.

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

5d. Who is the targeted audience for the professional development?

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

See attached

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

See attached.

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

See attached. Ongoing coaching, observation and feedback provided by the instructional coach and principal. Teachers will also have professional learning community time to engage the content based upon assessment data.

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

See attached. Ongoing coaching, observation and feedback provided by the instructional coach and principal. Teachers will also have professional learning community time to engage the content based upon assessment. Teachers will analyze data and determine if the PL and best practices are effective based upon both instruction and student performance on the assessments.

ATTACHMENTS

Attachment Name

Crossroads 2021-22 PD plan

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
Crossroads 2021-22 PD plan		• 3 • 4a • 4b • 4c • 4d • 4e • 4f • 4g • 4h • 5a • 5b • 5c • 5d • 5e • 5f • 5g • 5h
Crossroads 2022 Needs Assessment	Attached is the data collected during the needs assessment.	• 2
Mission/Vision/Core Values	CES Mission	• 1

Bullitt County Public Schools

Professional Development Plan
2021-2022

School Name: Crossroads Elementary

Date: March 9, 2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature _____

Council Member Signature Kimberly Baker

Council Member Signature Christy Dolme

Council Member Signature Lynette Moe

Council Member Signature Kim Thomas

Council Member Signature Jennifer Taylor

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	**Crossroads Elementary**

Planning Process Participants	**SBDM - Thomas, Baker, Mason** **ILT - Manion, Whitsell, Lowery, Wright** **All teachers -** Teachers were surveyed in February 2021 in order to identify needs, strengths and weaknesses.

Description of Overall Needs Assessment	The survey was analyzed to determine the needs of teachers for professional development. Additional data utilized were CASE scores to plan embedded PD through Bullitt Days and our 24 hours of professional learning. Areas of need included increased rigor in questioning strategies, technology implementation in an in person and or virtual environment, matching priority standards in the pacing and other flexible training for all teachers including but not limited to special areas, technology and special needs accommodations.

Description of Planning Process	The professional development plan was created through collaboration between principal, instructional coach and SBDM members related to schoolwide data analysis of all content areas. In addition, planning of professional development was gained throughout the year in professional learning communities to identify areas of growth and next steps for instruction

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan
2021-2022

Identified Student Learning/School Improvement Need(s): *(connect to student data, CSIP, etc.)*	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/ Progress/Success Evidence *(to be reviewed by SBDM Council throughout the year)*
-BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	**New Teacher Induction**	-Teachers with 0 years experience	-The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management, instruction, and professionalism improved? (2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention? (3) How have teachers demonstrated the characteristics of a	12 hours	$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

			T.H.R.I.V.E. teacher?			
In order to lessen the achievement gap and raise proficiency, teachers will utilize targeted professional learning through focusing on individual targeted needs.	Ongoing Professional Learning as needed to address Professional Growth Goals, District Wide Initiatives and individual classroom needs	Various - based on teacher need (SBDM, SCM, specific to special areas/special education, technology, instructional practice, etc)	All ongoing professional learning will be to increase teacher efficacy and student achievement.	6 Hours flexible	$1000/As Needed	On-going implementation heat checks monitored through PLC and individual classroom visits/observations.
Data analysis and PLC discussions demonstrate the need to review priority standards and develop common formative and summative assessments to measure student progress toward mastery of standard	PLC Work	Teachers will collaborate with PLCs to review priority standards and develop common summative and formative assessments that will be used throughout instruction. These assessments will be vetted for congruency.	Teachers will create congruent common assessments to be used in instruction throughout the school year and analyzed for mastery of standard through the PLC process.	July 1, 2021 - May 31, 2022 3 hours	N/A	On-going implementation heat checks monitored through PLC.
In order to help lessen the achievement gap with both free and reduced students and special needs students, we must PBIS and LIM to ensure that our students feel safe and are able to gain the	PBIS / LIM team coaching	We will revisit PBIS expectations and make plans for the upcoming school year. Leader in Me initiatives will also be discussed at this time.	Teachers will continue to grow in their understanding of PBIS and LIM to build positive classroom environments.	TBD 3 hours LIM 3 hours PBIS	$0	Lessened office referrals, improved student behavior.

academic achievement needed to close the gap.						
Data analysis and survey results indicate that teachers need to become more comfortable with technology as an instructional tool for both in person and remote usage.	Digital learning coach	Technology PL	DLC will develop a plan in training teachers in creating assessments, cross curriculum technology and other various tools in order to ensure effective implementation in both remote and in person climates.	6 hours September - November 2021	$0	Eleot Walkthroughs, assortment of assessments
Vertical planning helps ensure that learning expectations are clear, public, and consistent throughout the school. Because of vertical planning sessions, teachers better understand what they need to help students master in order to succeed in subsequent grades	Susan Robertson? ABRI	Vertical planning and MTSS work in Math instruction	Teachers will work with different grade levels to look at the math standards across the grade levels. Plan and develop MTSS plans.	3 hours		On-going implementation and check in during PLCs.

Academic Data	Bullet Points
Elementary Reading (all students)	53.1% of students scored novice and apprentice. 46.9% scored proficient and distinguished
Elementary Math (all students)	71.7% scored novice and apprentice, 28.3% proficient and distinguished
Students w/Disabilities Reading (all levels)	77.1% SWD scored Novice and Apprentice, 22.8% SWD scored Proficient and Distinguished
Students w/Disabilities Math (all levels)	88.9% SWD scored Novice and Aprrentice, 11.1% SWD scored Proficient and Distinguished
Economically Disadvantaged Reading (all levels)	63.5% of all F/R students scored Novice and Apprentice. 36.4% scoring Proficient and Distinguished
Economically Disadvantaged Math (all levels)	87% of all F/R students scored Novice and Apprentice, 13% of all F/R students scored Proficient and Distinguished
	% Novice and Apprentice in Reading, % Proficient and Distinguished in Reading. % scored Apprentice in Math, % scored Proficient and Distinguished in Math
Non-Academic Data	

Behavior Analysis

Event Type - 15 student(s)

No Safe Schools ..	28

Resolution Type - 6 student(s)

INSR	IN SCHOOL S..	1
	TIME OUT	7
SSP3	OUT SCHOOL ..	4

Event Month - 15 student(s)

Oct	2
Mar	4
Apr	4
May	18

Event Weekday - 15 student(s)

Monday	9
Tuesday	5
Wednesday	1
Thursday	8
Friday	5

Event Location - 15 student(s)

Classroo..	25
Cafeteria	2
Hallway/..	1

Event Time - 15 student(s)

8:00 AM	1
9:00 AM	1
10:00 AM	4
11:00 AM	4
12:00 PM	3
1:00 PM	4
2:00 PM	5
3:00 PM	4
4:00 PM	2

School Year: 2020-21
- (All)
- 2018-19
- 2019-20
- ☑ 2020-21
- 2021-22

Gender: (All)

Race/Ethnicity: (All)

EL Status: N

School Name: CROSSROADS EL...

Econ Dis: (All)

Grade: (All)

Homeless: N

Active: Y

Migrant: N

Service Type: P - Primary

Foster: N

Special Ed: (All)

Resol Level: Minor

Special Ed Disability: (All)

State/Local Res Codes: Safe Schools

Student-ID: (All)

Date of Resolution: 8/17/2018 – 12/10/2021

Events and Resolutions by Student Group

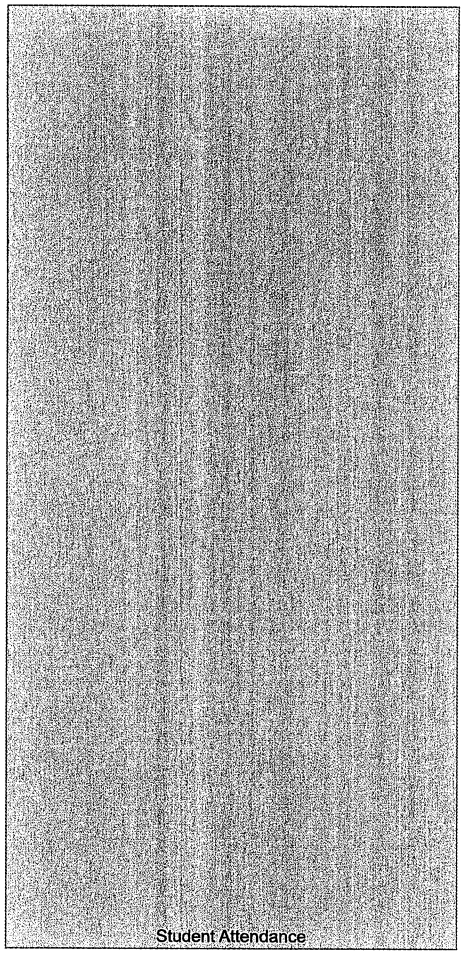
Events Counts by Student Group: Gender

Event N..	Event Name	F	M
(2020-21) No ..	No Safe Schools Category (N)	7	21
Grand Total		7	21

School Year: 2020-21	Gender: (All)
DistrictName: Bullitt County ...	Race/Ethnicity: (All)
School Level: Elem.	EL Status: N
School Name: CROSSROAD...	Econ Dis: (All)
Grade: (All)	Homeless: N
Active: Y	Migrant: N
Service Type: P - Primary	Foster: N
Special Ed: (All)	StudentGroup: Gender
Special Ed Disabi... (All)	Date of Resolution: 8/17/2018 12/10/202

Event Count: 7 – 21

Behavior


Student Attendance

Crossroads Elementary

VISION:

Every Child, Every Chance, Every Day!

MISSION:

CES Is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

CORE VALUES:

Leadership - Be Proactive

1. Perseverance: Put First Things First
2. Communication: Seek First to Understand, then be Understood
3. Ambition: Begin with the End in Mind
4. Problem Solving: Synergize
5. Kindness: Think Win-Win
6. Honesty: Sharpen the Saw

2021-2022 Crossroads Phase Three: Comprehensive School Improvement Plan_11172021_11:45

2021-2022 Phase Three: Comprehensive School Improvement Plan

Crossroads Elementary
Julianne Wright
156 Erin Circle
Mt Washington, Kentucky, 40047
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2021-22 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 6

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached needs assessment. Based upon the data collected, our areas for growth include math. In addition, we need to increase our Gifted and Talented student performance, increase our proficiency rates with students with disabilities and close the gap between economically disadvantaged students and the general population.

ATTACHMENTS

Attachment Name

2022 CSIP Crossroads Elementary

Needs assessment

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the

improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
2022 CSIP Crossroads Elementary		•
Needs assessment		•

Updated May 2021

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required school goals include the following:
  - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Updated May 2021

1: Proficiency

Goal 1 (State your proficiency goal.):

- **Proficiency:** *CES will increase math percentage of proficient/distinguished students from 28.3% to 31.1%, as measured by KPREP by 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
CES had 28.3% proficient/distinguished on KPREP in Math in 2021.	KCWP4 KCWP 5	-Professional Learning Communities (PLC) The PLC will allow teachers time to analyze grade level performance on writing tasks and develop strategies to meet the needs of the students. -Eleot walkthroughs and evaluative observations. -Common Formative Assessments -CASE Assessment -MTSS Push In Model of Intervention -Vertical Alignment of instructional strategies.	CES will increase to 31.1% proficient/ distinguished students in math on KPREP by 2022.	-Various Assessment Analysis (Assessment protocols for delivery and analysis of data.) -Eleot data collection and analysis -Specific, targeted recover/extension time planned based on data analysis	-$29,463.42, 2 full time IAs, -$10, 145.73 ESS Daytime Waiver Assistant

Updated May 2021

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

- **Separate Academic Indicator:** *CES will increase the separate academic indicator of writing proficient/distinguished from 69.2% to 70%, as measured by KPREP, by 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
CES had 69.2% proficient/distinguished on KPREP in Writing in 2021.	KCWP4 KCWP 5	-Professional Learning Communities (PLC) The PLC will allow teachers time to analyze grade level performance on writing tasks and develop strategies to meet the needs of the students. -Professional Learning based on Writing Strategies (thru OVEC) and Louisville Writing Project -Eleot walkthroughs and evaluative observations. -Common Formative Assessments -CASE Assessment -MTSS Push In Model of Intervention -Targeted vertical alignment of strategies with Writing Committee	CES will increase to 70% proficient/ distinguished on KPREP in Writing in 2022.	-Various Assessment Analysis (Assessment protocols for delivery and analysis of data.) -Eleot data collection and analysis -Specific, targeted recovery/extension time planned based on data analysis	$29,463.42, 2 full time IAs, -$10, 145.73 ESS Daytime Waiver Assistant

Updated May 2021

3: Achievement Gap

- **Gap:** *CES will increase the average math combined proficient/distinguished rates for the SWD gap group from 13% to 20%, as measured by KPREP, in 2023.*

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 CES SWD had 11.1% proficient/distinguished on KPREP in Math in 2019.	KCWP4 KCWP 5	-Professional Learning Communities (PLC) The PLC will allow teachers time to analyze grade level performance on writing tasks and develop strategies to meet the needs of the students. -Eleot walkthroughs and evaluative observations.	CES will increase to 23.1% proficient/distinguished SWD in math on KPREP on 2022.	-Various Assessment Analysis (Assessment protocols for delivery and analysis of data.) -Eleot data collection and analysis -Specific, targeted recovery/extension time planned based on data analysis	-$29,463.42, 2 full time IAs, -$10, 145.73 ESS Daytime Waiver Assistant

Updated May 2021

4: Growth

Goal 4 (State your growth goal.):

- **Growth Goals:** *CES will decrease the average of students scoring novice and apprentice math from 71.7% to 49.3% as measured by KPREP, by 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 CES had 71.7% novice/apprentice on KPREP in Math in 2021.	KCWP4 KCWP 5	-Professional Learning Communities (PLC) The PLC will allow teachers time to analyze grade level performance on writing tasks and develop strategies to meet the needs of the students. -Eleot walkthroughs and evaluative observations. -Common Formative Assessments -CASE Assessment -MTSS Push In Model of Intervention -Vertical Alignment of instructional strategies.	CES will decrease to 49.3% novice/apprentice in math on KPREP in Math in 2022.	-Various Assessment Analysis (Assessment protocols for delivery and analysis of data.) -Eleot data collection and analysis -Specific, targeted recovery/extension time planned based on data analysis	-$29,463.42, 2 full time IAs, -$10, 145.73 ESS Daytime Waiver Assistant

2021-22 Crossroads Phase Three: Executive Summary for Schools_11172021_11:43

2021-22 Phase Three: Executive Summary for Schools

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2021-22 Phase Three: Executive Summary for Schools 3

Attachment Summary 6

2021-22 Phase Three: 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 461 students ranging from Head Start to Fifth Grade, and 70 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 57.7% of students qualify for the free and reduced lunch program. However, we are a CEP school, allowing all students to eat both breakfast and lunch for free. Our school has approximately 19.3% of our population who 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 a Multi Tiered System of Supports, 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 6 of implementation. Our students have developed a growth mindset and work to embed the 7 Habits into their daily lives.

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: CES Is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success. CORE VALUES: Leadership — Be Proactive 1. Perseverance: Put First Things First 2.Communication: Seek First to Understand, then be Understood 3. Ambition: Begin with the End in Mind 4. Problem Solving:

Synergize 5. Kindness: Think Win-Win 6. 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, as well as a school-wide morning meeting each Friday. 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.

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.

Our school received a grant from the Leader.org to implement the Leader in Me throughout our whole school. All our staffulty 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 96.00% 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 have align processes and assessment for writing K - 5 in on-demand, informational and narrative pieces, in addition to short answers and extended response questions. We have developed specific graphic organizers aligned K - 5, as well. We are continuing to work toward the goal of increasing each student one level based on the Kentucky Short Answer, Kentucky Extended Response and On-Demand Rubrics.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

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, Class DOJO and other creative ways to build partnerships. We work consistently with members of our community to build those partnerships through DARE, PTA, 21st Century, Jr. Achievement and the FRC. Our commitment to providing future members of society makes our community partnerships a life-long communal responsibility.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Crossroads Elementary Facebook	Parent communication and connection	•
Crossroads Elementary Weekly Parent Blog		•
Crossroads Mission Vision and Core Values		•

Crossroads Parent Connection

Friday, December 17, 2021

ILEAD: WINTER BREAK

Vision:

Every Child,
Every Chance,
Every Day

Mission:

CES is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

POP (Positive Office Praise) Ticket Winners: Zeke Vaughn, Easton Miller, Kyleigh Lakes, Mason Hawkins, Nick Garvin, Paisley Daniels, Zoey Dowell, Jules Fante, Kenna Parker, Reagan Bielefeld, Andrew Ney, Sadie Madero, Ella Doyle, Skylar Helm, Levi Smith, Kaydence Dobson, Connor McGrew, Landon Mitchell

Staff POP Ticket Winners: Nickie Spencer, Amy Edwards, Rebecca Turner, Stacey Wilson, Kim Baker

Hello families -

As we end this semester, I pray that you all have a peaceful and happy holiday season. I had so many wonderful treats and gifts this year - I am so thankful to each and everyone of you. We resume school on Tuesday, January 4, 2022 with doors opening at 8:30 am and school starting at 9:00 am.

Contributors

Crossroads Elementary Staffulty

LaurenManion

Unknown

Blog Archive

▼ 2021 (41)
▼ December (3)
ILEAD: WINTER BREAK
ILEAD: 12/13 - 17/2021
ILEAD: 12/6 - 10/2021
► November (4)
► October (5)
► September (4)
► August (3)
► June (1)
► May (4)
► April (4)
► March (4)
► February (4)
► January (5)
► 2020 (29)
► 2019 (44)
► 2018 (45)
► 2017 (25)

Have a great break and don't forget to Sharpen Your Saw!

Ms. Wright

IMPORTANT DATES: 2021-2022 School Calendar

December:

- Winter Break: 12/20 - 1/3/2022
- School Resumes: 1/4/2022
- Picture Retakes: 1/6/2022
- Report Cards: 1/11/2022
- Martin Luther King, Jr. Day: 1/17/2022
- FRC Friends Club: 1/18/2022
- GAP Group : 1/20/2022
- Tropical Beach Day: 1/28/2022

Check out our FB page for updates https://www.facebook.com/CESTrailblazers

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Other Important Information:

CLICK HERE for STUDENT COVID PROTOCOLS

If you have questions, please ask via calling CES at 502-869-7400 or contacting your student's teacher.

Don't forget if your child is going to be out of school for any reason to call and let us know.

Lunch Menus from @bcpsschoolnutrition CLICK HERE

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- Bus 2143 (Megan): Text @ces2143 to 81010
- Bus 2180 (Gary): Text @ces2180 to 81010

Posted by Crossroads Elementary Staffulty Lounge at 8:24 AM

Friday, December 10, 2021

ILEAD: 12/13 - 17/2021

Vision:

Every Child,
Every Chance,
Every Day

Mission:

CES is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

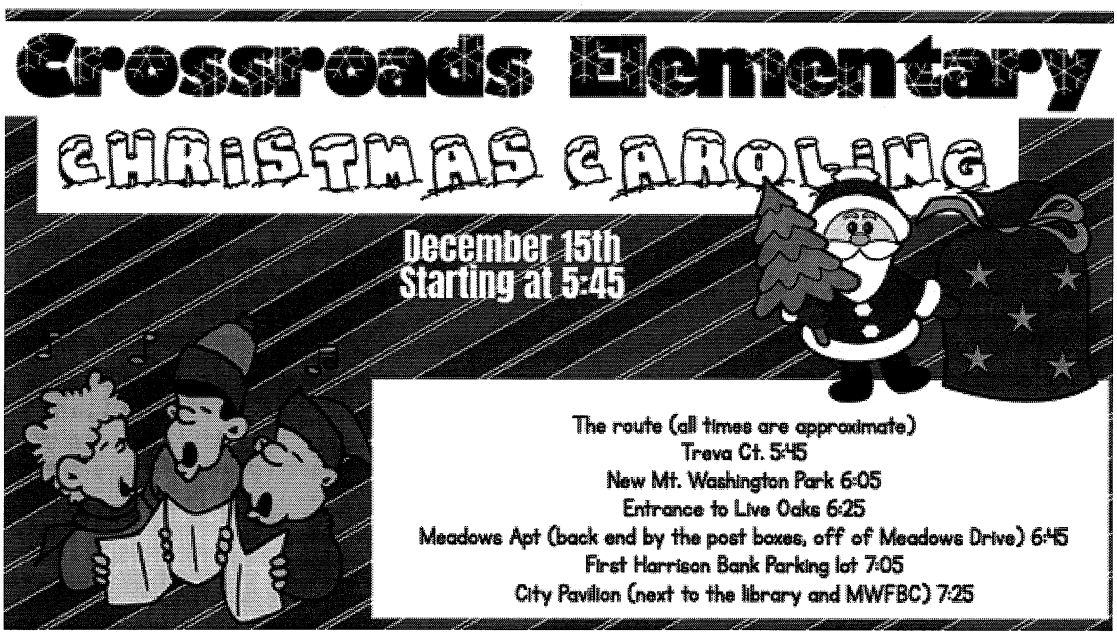
POP (Positive Office Praise) Ticket Winners: Olivia Taylor, Zane Watson, Kyla Owen, Brayden Thibodeaux, Noah Goldsmith, Claire Shepherd, Grayson Whitmire, Parker Francis, Londyn Noe, Chance Knight, Savannah Durrett, Dallas Underwood, Jayden Nelson, Wyatt Pratt

Staff POP Ticket Winners: Heather Jordan, Michelle Beaton, Yvonne Fay, Lauren Manion

Hello families -

THANK YOU FOR AN AMAZING WINTERFEST! We are so thankful to all our families that came to celebrate with us last week! We will be able to provide much needed supplies and activities to our students from your generosity.

We are so excited to share a new tradition with you all. The faculty and staff of CES will be CHRISTMAS CAROLING around various areas in our school's district. See below for more information about where we will be heading on Wednesday, December 15.



We do have many activities and lots of learning over the next week. Please make sure your child is here, on time and ready to learn every day.

Have a great weekend and don't forget to Sharpen Your Saw!

Ms. Wright

IMPORTANT DATES: 2021-2022 School Calendar

December:

- CASE Testing: 12/1 - 17
- Christmas Caroling Around Neighborhoods: 12/15
- PAJAMA DAY: 12/17
- Winter Break: 12/20 - 1/3/2022
- School Resumes: 12/4/2022
- Picture Retakes: 1/6/2022
- Report Cards: 1/11/2022
- Martin Luther King, Jr. Day: 1/17/2022
- FRC Friends Club: 1/18/2022
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- Bus 2180 (Gary): Text @ces2180 to 81010

Posted by Crossroads Elementary Staffulty Lounge at 8:05 AM

Friday, December 3, 2021

ILEAD: 12/6 - 10/2021

Vision:

Every Child,
Every Chance,
Every Day

Mission:

CES is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

POP (Positive Office Praise) Ticket Winners: Lexy Alvey, Jaxson Snyder, Dezi Logsdon, Tinley Roberts, Abigail Owen

Staff POP Ticket Winners: Special Forces, Jaymee Clemens, Jennifer Theil, Pam Daugherty

Hello families -

Can you believe we are ending the first semester of this school year? We have had a whirl-wind fall and hope to finish strong over the next two weeks. We have many activities coming up with our students, so please continue to check the communication from your child's teacher.

We are continuing to accept donations for our Winter Food Drive. Please know that this food will go to the most needy this holiday season. We are always amazed at your generosity.

Our LOST AND FOUND is full. Please have your child check the lost and found for any items that they may have misplaced. We will be making a donation to Goodwill over break with remaining items.

Have a great weekend and don't forget to Sharpen Your Saw!

Ms. Wright

Holiday Food Drive:

Holiday Food Drive

Our annual food drive is coming soon! We will be collecting items for holiday food boxes Nov. 29 through Dec.10. Our goal is to make 50 holiday baskets to be given away with our Pick a Tree Star donations. Any extra donations will be given to the Mount Washington Community Ministries.

In order to round out the baskets, we are suggesting that each grade level bring the following items:
Preschool - dry vanilla pudding mix and fruit cocktail
Kindergarten- instant mashed potatoes and gravy mixes
First grade - stuffing and cornbread mixes
Second grade - cranberry sauce and macaroni & cheese boxes
Third grade - canned green beans and peas
Fourth grade - canned corn and carrots
Fifth grade - boxed dessert mixes (cake & icing, brownies, cookie mix)

Other items requested by Community Ministries are: corn, peas, canned pasta like ravioli & spaghettios, canned meat, oatmeal, soap, shampoo and toothpaste.

Please, no glass containers.

We appreciate your generosity and willingness to share with others in our community. It's the Crossroads way!

IMPORTANT DATES: 2021-2022 School Calendar

December:

- CASE Testing: 12/1 - 17
- Santa Shop: 12/6 - 10
- PAJAMA DAY: 12/17
- Winter Break: 12/20 - 1/3/2022
- School Resumes: 12/4/2022
- Picture Retakes: 1/6/2022
- Report Cards: 1/11/2022
- Martin Luther King, Jr. Day: 1/17/2022

- FRC Friends Club: 1/18/2022
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- Bus 2180 (Gary): Text @ces2180 to 81010

Posted by Crossroads Elementary Staffulty Lounge at 10:09 AM

Sunday, November 28, 2021

ILEAD: 11/29 - 12/3/2021

Vision:

Every Child,
Every Chance,

Every Day

Mission:

CES is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

POP (Positive Office Praise) Ticket Winners:

Staff POP Ticket Winners:

Hello families -

We hope everyone is refreshed and had a wonderful Thanksgiving Break. We have three solid weeks of learning until we break for the winter. Please help us keep our students focused. We also have CASE testing, as well. Don't forget, school reopens at 8:30 tomorrow morning and school starts promptly at 9:00am.

Our Holiday Food Drive is coming!

Holiday Food Drive

Our annual food drive is coming soon! We will be collecting items for holiday food boxes Nov. 29 through Dec.10. Our goal is to make 50 holiday baskets to be given away with our Pick a Tree Star donations. Any extra donations will be given to the Mount Washington Community Ministries.

In order to round out the baskets, we are suggesting that each grade level bring the following items:
Preschool - dry vanilla pudding mix and fruit cocktail
Kindergarten- instant mashed potatoes and gravy mixes
First grade - stuffing and cornbread mixes
Second grade - cranberry sauce and macaroni & cheese boxes
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Fourth grade - canned corn and carrots
Fifth grade - boxed dessert mixes (cake & icing, brownies, cookie mix)

Other items requested by Community Ministries are: corn, peas, canned pasta like ravioli & spaghettios, canned meat, oatmeal, soap, shampoo and toothpaste.

Please, no glass containers.

We appreciate your generosity and willingness to share with others in our community. It's the Crossroads way!

Ms. Wright

IMPORTANT DATES: 2021-2022 School Calendar

November:

- 11/24 -26: Thanksgiving Break
- 12/3: Winterfest

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Lunch Menus from @bcpsschoolnutrition CLICK HERE

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Posted by Crossroads Elementary Staffulty Lounge at 4:19 PM

Friday, November 19, 2021

ILEAD: 11/22 - 23/2021

Vision:

Every Child,
Every Chance,
Every Day

Mission:

CES is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

POP (Positive Office Praise) Ticket Winners: Kaden Ryan, Madison King, Baylee Struble, Braylee Thompson, Nicholas Rosario, Skylar Cecil, Ryleigh Mudd, Seth Stansberry, Evie Kardols, Easton Miller, Londyn Porter, Alayna Jeffries, Kinsey Davis, Cecilia Daves, Chance Knight, Eli Strange, Elizabeth Turner, Mackenzie Stout, James Resendiz, Myah Burrell, Savannah Goldsmith, Colton Ploff, Darrin Payne, Henry Miller, Cohen Whitmire, Jackson Parker, Silas Gocke, Addyson Bradley, Maleah Beecher, Jace White, Grant Clemens, Cole Stephens

Staff POP Ticket Winners: Kellie Weihe, Katelyn Vinson, Donita McPherson, Alsion Maples, 21st Century Staff, Mignon Dupuis, Rebecca Turner, Martin Rosenberger, Josh Williams, Brittany Jessie, Kim Thomas, Toni Unser

Hello families -

This week has been a WHIRLWIND! Thank you for all your support of our school's book fair. This helps us provide many new books to our library. We look forward to having more involvement activities in the very near future. Speaking of - WINTERFEST is COMING! On Friday, December 3, join us for singing, food, booths and a LIVE auction. We are excited to be able to have this traditional night with our school family.

As we move into Thanksgiving Week, we would like to take some time to tell you how grateful we are that you share your children with us. We are blessed to have great, supportive families that partner with us to educate your children. Thank you so much for sharing your children with us.

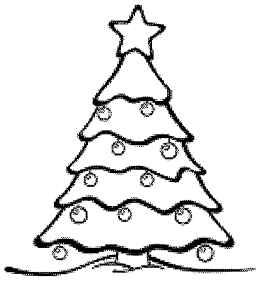
Our Holiday Food Drive is coming!

Holiday Food Drive

Our annual food drive will look different this year. On Dec. 14, you may drop your non-perishable donations off at Crossroads Elementary between 3:00 and 6:00. Boxes and/or carts will be available at the bus doors. You just need to place your items in the box. All donations will be given to the Mount Washington Community Ministries.

Items requested by Community Ministries are: peanut butter, canned vegetables, all kinds of beans, instant potatoes, cake mix, brownie mix, spaghetti & pasta sauce, dried beans, rice, stuffing mix, gravy mix, and cranberry sauce. Please, no glass containers.

We appreciate your generosity and willingness to share with others in our community. It's the Crossroads way!



Have a wonderful weekend and don't forget to Sharpen your Saw!

Ms. Wright

IMPORTANT DATES: 2021-2022 School Calendar

November:

- 11/24 -26: Thanksgiving Break
- 12/3: Winterfest

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Posted by Crossroads Elementary Staffulty Lounge at 8:37 AM

Saturday, November 13, 2021

ILEAD: 11/15 - 19/2021

Vision:

Every Child,
Every Chance,
Every Day

Mission:

CES is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

POP (Positive Office Praise) Ticket Winners:

Staff POP Ticket Winners:

Hello families -

We had a wonderful week celebrating our US Veterans and showing gratitude to one another. This upcoming week continues our Book Fair! Thanks to those who visited with us on Tuesday evening, it was a great success and will add many books to our school library.

As we look ahead, we do have a SCHOOL SPIRIT day on Friday, November 19, 2021. Don't forget to wear your favorite school shirt or school colors!

Have a wonderful weekend and don't forget to Sharpen your Saw!

Ms. Wright

IMPORTANT DATES: 2021-2022 School Calendar

November:

- 11/8 - 19: Book Fair

BOOK FAIR

Your class is scheduled to come to the book fair on...

(Your teacher has signed up for a specific time during Nov. 8th-19th)

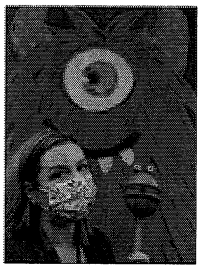
You will be doing any purchasing on this day with your class. Please be aware of the Scholastic Guidelines to follow while at the store.

FAMILY NIGHT is on Tuesday, November 9th from 4:00-7:00 p.m. in the C.E.S. Library. Come anytime during these hours.

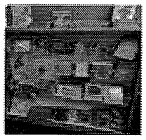
Family members must **wear a mask** when in the store due to Scholastic store and school guidelines. Thank you!

If you or a family member visits your name will go into a drawing for free prizes(book)!

Come take selfie pictures with our Dino-Mite T-Rex Reader and loveable Gratitude Monster Reader. Share with us something you are Thankful for at our Art area.



*****SPECIAL ITEMS SOLD ONLY ON THIS NIGHT!**
On this night only there will be a case of merchandise sold that may be great Christmas, Holiday, or Birthday fun ideas as well. There will be diaries, pens, and creative project gadgets to purchase that will not be available during the school day for students to purchase.



- 11/16: FRC Friend's Club
- 11/18: FRC GAP group
- 11/19: School Spirit Day
- 11/24 -26: Thanksgiving Break
- 12/3: Winterfest

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Join REMIND by:

- Bus 1461 (John): Text @ces1461 to 81010
- Bus 2182 (Jessica): Text @cesbus2182 to 81010
- Bus 1960 (Tara): Text @ces1960 to 81010
- Bus 1970 (Chris): Text @ces1970 to 81010
- Bus 2003 (Lloyd): Text @ces2003 to 81010
- Bus 2143 (Megan): Text @ces2143 to 81010
- Bus 2180 (Gary): Text @ces2180 to 81010

Posted by Crossroads Elementary Staffulty Lounge at 12:31 PM

Friday, November 5, 2021

ILEAD: 11/8 - 12/2021

Vision:

Every Child,
Every Chance,
Every Day

Mission:

CES is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

POP (Positive Office Praise) Ticket Winners: Wyatt Pratt, Amelia Richardson, Baylee Struble, Skylar Fields, Sydney Geekins, Evie Kardols, Aubrey Lambdin, Karcyn Clark, Madeline Brunner, Caroline Siegel, Brantley Warren, Ariana Rosario, Jayden Porter, Gavin Wells. Easton Miller, Brinly Burton, Izabella Baize, Kaden Ryan, Madison King

Staff POP Ticket Winners: Jennifer Reece, Jaymee Clemens, Cara Klozden, Heidi Weihe

Crossroads has had another great week! Our students are focused and growing in every classroom! We were also very happy to host conferences this week - we're proud to showcase our students and their growth this year!

Next week brings us several things - including BOOK FAIR, PICTURE DAY and VETERAN'S DAY! We are excited to open our Book Fair up on Tuesday evening until 7:00p. In addition, we will be having a virtual celebration of our Veterans on Thursday. Both of these events are special and we are glad to be able to share them with our students, again.

As we look in anticipation of Thanksgiving, our staff is participating in a Thankfulness challenge. Each day, staff members are sending pictures that I am posting on Facebook of things in which they are thankful. We have varied and wide experiences, but we share gratitude in our hearts.

Thank you for sharing your children with us here at CES. We look forward to the upcoming week!

Have a wonderful weekend and don't forget to Sharpen your Saw!

Ms. Wright

IMPORTANT DATES: 2021-2022 School Calendar

November:

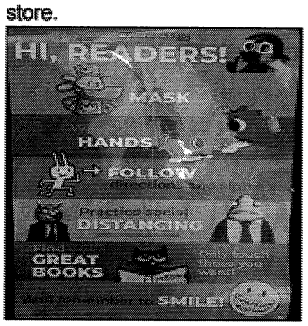
- 11/8 - 19: Book Fair

BOOK FAIR

Your class is scheduled to come to the book fair on...

(Your teacher has signed up for a specific time during Nov. 8th-19th)

You will be doing any purchasing on this day with your class. Please be aware of the Scholastic Guidelines to follow while at the store.

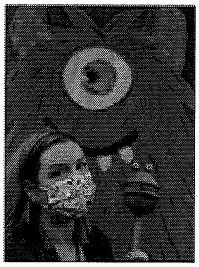


FAMILY NIGHT is on Tuesday, November 9th from 4:00-7:00 p.m. in the C.E.S. Library. Come anytime during these hours.

Family members must **wear a mask** when in the store due to Scholastic store and school guidelines. Thank you!

If you or a family member visits your name will go into a drawing for free prizes(book)!

Come take selfie pictures with our Dino-Mite T-Rex Reader and loveable Gratitude Monster Reader. Share with us something you are Thankful for at our Art area.



*****SPECIAL ITEMS SOLD ONLY ON THIS NIGHT!**
On this night only there will be a case of merchandise sold that may be great Christmas, Holiday, or Birthday fun ideas as well. There will be diaries, pens, and creative project gadgets to purchase that will not be available during the school day for students to purchase.

- 11/9: FRC Council and Picture Day
- 11/11: Veteran's Day (Dress in Red/White/Blue)
- 11/16: FRC Friend's Club
- 11/18: FRC GAP group
- 11/19: School Spirit Day
- 11/24 -26: Thanksgiving Break
- 12/3: Winterfest

Check out our FB page for updates https://www.facebook.com/CESTrailblazers

DISMISSAL AND TRANSPORTATION: Per the information provided at our Open Houses and sent home on the first day of school, please remember, ALL dismissal changes need to be made in the SCHOOL DISMISSAL MANAGER APP.

- CLICK HERE for the QUICK REFERENCE GUIDE.
- CLICK HERE for the instructions on how to check in using the APP in the car rider line.

- You should have received an email with how to set up your account. If you do not have a PIN number for your child, please call the office. (This PIN came in a separate email from SDM).

Other Important Information:

CLICK HERE for STUDENT COVID PROTOCOLS

If you have questions, please ask via calling CES at 502-869-7400 or contacting your student's teacher.

Don't forget if your child is going to be out of school for any reason to call and let us know.

Lunch Menus from @bcpsschoolnutrition CLICK HERE

Want to stay updated on when buses are running late?
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Posted by Crossroads Elementary Staffulty Lounge at 10:33 AM

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Crossroads Elementary

VISION:

Every Child, Every Chance, Every Day!

MISSION:

CES Is dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

CORE VALUES:

Leadership - Be Proactive

1. Perseverance: Put First Things First
2. Communication: Seek First to Understand, then be Understood
3. Ambition: Begin with the End in Mind
4. Problem Solving: Synergize
5. Kindness: Think Win-Win
6. Honesty: Sharpen the Saw