2023-2024 Crossroads Elementary Phase One: Continuous Improvement Diagnostic for Schools_09112023_07:41

2023-2024 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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2023-2024 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 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• 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.
    Julie Wright, September 11, 2023

2023-2024 Crossroads Elementary Phase One: Executive Summary for Schools_09112023_07:36

2023-2024 Phase One: Executive Summary for Schools

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Julianne Wright
156 Erin Circle
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2023-2024 Phase One: 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 512 students ranging from Head Start to Fifth Grade, and 68 faculty and staff. We are a Title I school with an active Family Resource Center. Currently, we have 53.03% 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 18.6% of our population who are identified as special education students and 8.4% participate in gifted education. 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. 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 7 of implementation. Our students have developed a growth mindset and work to embed the 7 Habits into their daily lives.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Crossroads Elementary has an active PTA that engages with both the school and community to engage and support both our students, families and parents. In addition, our Family Resource Coordinator engages with various groups, including a grandparent support group and parent support group for parents of special needs students. We also have an active SBDM who engages in helping guide and direct the school with input. All of these groups are surveyed in order to gain insight into the needs of both the families and students. Those surveys are analyzed and used to prioritize our goals for our school and community.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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' ILEAD 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 instill 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 by 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 aligned 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

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, Thrillshare Rooms 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)

2023-2024 Crossroads Elementary Phase One: School Safety Report_09252023_09:21

2023-2024 Phase One: School Safety Report

Crossroads Elementary
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156 Erin Circle
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2023-2024 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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) and is a copy maintained on file in the school office?

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) and is a copy maintained in the school office?

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, April 2023

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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, Opening Day, August 7, 2023

9. During the first 30 instructional days of the <u>current</u> 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) and are the drills maintained in the appropriate drill log for the given school year?

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

10. During the month of January during the <u>prior</u> 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) and is a copy maintained on file in the school office?

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)

Jan - Dec 2024 Crossroads Elementary Phase Two: The Needs Assessment for Schools_10112023_07:42

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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, Martin Rosenberger, Kim Thomas, Kim Baker, Jennifer Taylor, Tiffany Shirley) 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 monthly during staff meetings 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, Gabby Lawson and Ashlee McDonough) 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.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

All goals, objectives, strategies, and activities revolved around increasing consistency as we went back to in-person instruction connected to refocusing math and writing instruction at Crossroads. We have also implemented training and instructional process work on the essential standards process, particularly focusing on consistency in vocabulary and mathematical practices across K - 5. We continued to review five components of literacy and worked to engage vertical conversations about consistent and aligned phonics and phonemic awareness instruction to increase both fluency and decoding, but also, ultimately increase comprehension and vocabulary. Bullitt Days and staff meetings include embedding training and action team (committee) work that focus on increasing student proficiency. We will work to increase our knowledge of student safety through analyzing the quality of safety and climate for students and determining next steps to increase how students feel safe at our school. Key strategies and focus allowed us to continue to implement best practices of the instructional process and workshop model of instruction. We will continue to focus on improved and consistent implementation of essential standards and vertical alignment as support of the instructional process.

Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
   See attached

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
    See attahc

Priorities/Concerns
    5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.
    See Attached

Strengths/Leverages
    6. 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

Evaluate the Teaching and Learning Environment
    7 . 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 <u>Results</u>
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
<u>ATTACHMENTS</u>

Attachment Name

   🔗   <u>2024 Key Core Work Processes/Evidence</u>

   🔗   <u>2024 Needs Assessment, Crossroads Elementary</u>

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

    Upon reflection, the KCWP 4 and 5 will be areas of focus. In order to focus on increased literacy instruction and intervention, as detailed by Senate Bill 9, we will focus on the implementation of the individualized reading plan, individualized instruction and strengthened Tier 1 instruction to increase reading ability in all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2024 Key Core Work Processes/ Evidence	KCWP for Crossroads Elementary, Bullitt County Public Schools	• 7
🔗 2024 Needs Assessment, Crossroads Elementary	2024 Needs Assessment, Crossroads Elementary - Bullitt County Public Schools	• 7

Academic Data

Academic Data	KSA 2022-2023	IREADY	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Elementary Reading (all students)	58%	26%	52%	39.30%	53.90%
Elementary Math (all students)	37%	13%	41%	42%	39.80%
Elementary Writing (all students)	71%		30%		33.30%
Elementary Science (all students)	36%		35%		37.50%
Elementary Social Studies (all students)	50%		34%		

	KSA 2022-2023	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Students w/Disabilities Reading (elementary)	NA	24%		23%
Students w/Disabilities Math (elementary)	NA	9%		11.10%
Students w/Disabilities Writing (elementary)	NA	0%		
Students w/Disabilities Science (elementary)	NA	15%		35.70%
Students w/Disabilities Social Studies (elementary)	NA	21%		

	KSA 2022-2023	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
EL Elementary Reading	NA	NA		
EL Elementary Math	NA	NA		

	KSA 2022-2023	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Economically Disadvantaged Reading (elementary)	52%	44%		36.40%
Economically Disadvantaged Math (elementary)	33%	30%		13%
Economically Disadvantaged Writing (elementary)	64%	21%		
Economically Disadvantaged Science (elementary)	31%	43.60%		59.50%
Economically Disadvantaged Social Studies (elementary)	43%	26%		

	KSA 2022-2023	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Homeless Students Reading (elementary)	NA	1.90%		
Homeless Students Math (elementary)	NA	1.90%		
Homeless Students Writing (elementary)				
Homeless Students Science (elementary)				
Homeless Students Social Studies (elem. & middle)				

	KSA 2022-2023	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Gifted and Talented Reading (elementary)				
Gifted and Talented Math (elementary)				

Non-Academic Data

Non-Academic Data	2021-2022	2020-2021
Behavior		
Student Attendance	CES 21-22: 94.6%	

Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.

Academic Data	KSA 2022-2023	IREADY	KSA 2021-2022	CASE Data, Spring 2022	K-PREP 2020-2021
Teacher Attendance					The average daily attendance for certified teachers was 94.7. (This Includes virtual instruction due to Quarantines and NTI.) However, substitutes had to be secured for virtual instruction when students were in person and the regular teachers were ordered to quarantine.
Quality of Climate Student Survey (elementary)			77.3 (Green)		

Trend data from 2015 shows a decline in the percentage of P/D students in reading, decreasing from 55.2% P/D to 53.9% P/D (for all elementary students). The percentage of elementary students at the school level there was an decrease in P/D from 26.5% to 23.0%. Trend data from 2015 for our students with disabilities is slightly higher, increasing from 25.2% to 26.7%. This is not a significant gain. However, the percent of students with disabilities increased from 23.4% P/D in 2015 to 28.7% in 2019.

Trend data from 2015 shows a decline in the percentage of P/D students in math, decreasing from 49.3% P/D to 44.1% P/D for all elementary students. The percentage of elementary students that are P/D and economically disadvantaged also decreased from 37.6% in 2015 to 33.7% in 2019. The percentage of students with disabilities decreased from 23.6% in 2015 to 20% in 2019.

Trend data from 2015 shows a slight decrease in the percentage of students scoring P/D in the area to writing for all students, decreasing from 46.9% in 2015 to 40.5% in 2019. Trend data for the economically disadvantaged decrease as well, decreasing from 32.7% in 2015 to 31.9% in 2019. Trend data for students with disabilities increased from 12.1% in 2015 to 14.9% in 2019.

Trend data from 2018 to 2019 shows an increase in the percentage of students scoring P/D from 26.7 to 29.4 and a decrease in the percentage of students scoring novice from 15.7 to 15.1.

Trend data from 2018 to 2019 shows a decrease in the percentage of students scoring P/D from 44.9 to 43.9 and an increase in the percentage of students scoring novice from 15.8 to 17.3.

Trend data from 2018 to 2019 indicates a decrease in the number of students scoring P/D and an increase in the number scoring novice. 10.6% of students with disabilities scored P/D in 2019 compared to 13.3 in 2019 while 41.4 scored novice in 2019 compared to 40.5 in 2018.

Trend data from 2018 to 2019 shows a decrease in P/D from 19.5% to 19.1% at the middle school level and increase in P/D from 12.2% to 14.2% at the elementary level. Trend data shows an increase in novice for both middle and elementary.

Trend data from 2018-2019 shows students at the high school level there was a slight increase in P/D from 36.7% to 37.1% and an increase in novice from 26.9% to 31.2%. Trend data shows students at the middle school level there was an increase in P/D from 25.6% to 26.6%. Trend data shows at the elementary level there was an increase in P/D from 23.2% to 31.9% and an increase in novice from 27.7% to 35.5%.

Trend data from 2018-2019 shows students at the middle school level there was an increase in P/D from 41.2% to 45.6% and an increase in novice from 11.1% to 15.1%. Trend data shows at the elementary level there was an increase in P/D from 32.6% to 33.1% and an increase in novice from 23.0% to 25.4%.

Academic Data	22-23	21-22	20-21
Elementary Reading (all students)		BCPS - 51% proficient/distinguished while CES was 52% proficient/distinguished	BCPS - 43.2% proficient/distinguished while CES was 46.9% proficient/distinguished
Elementary Math (all students)		BCPS - 42% proficient/distinguished while CES was 41% proficient/distinguished	BCPS - 30.5% proficient/distinguished while CES was 28.3% proficient/distinguished
Elementary Writing (all students)		BCPS - 49.0% proficient/distinguished while CES was 69.2% proficient/distinguished	BCPS - 49.0% proficient/distinguished while CES was 69.2% proficient/distinguished
Elementary Science (all students)		BCPS - 31% proficient/distinguished while CES was 35% proficient/distinguished	N/A
Elementary Social Studies (all students)		BCPS - 35% proficient/distinguished wile CES was 34% proficient/distinguished	N/A
		KSA Percentages for all students	
Students w/Disabilities Reading (all levels)		BCPS- 22% proficient/distinguished while CES was 24% proficient/distinguished	BCPS- 5.0% distinguished while CES was CES was 5.7% distinguished
Students w/Disabilities Math (all levels)		BCPS - 16% proficient/distinguished while CES was 9% proficient/distinguished	BCPS- 9.8% proficient while CES was 11.1% proficient
EL Students		NA	
Economically Disadvantaged Reading (all levels)		BCPS- 40% proficient/distinguished while CES was 44% proficient/distinguished	BCPS- 34.9% proficient/distinguished while CES was 36.4% proficient/distinguished
Economically Disadvantaged Math (all levels)		BCPS - 30% proficient/distinguished while CES was 30% proficient/distinguished	
Gifted and Talented (all levels)		Not Available	Not Available
Non-Academic Data		**Bullet Points**	**Bullet Points**
Behavior			NA
Student Attendance			NA
		01 - My school is a caring place.	
		10 - If I have a problem, there is an adult from school that I can talk to.	
		15 - Adults from my school work hard to make sure students are safe.	
		22 - Adults from this school respect students' differences (gender, culture, race, religion, ability).	
		26 - If students are mean or hurtful to other students during school, there is a safe way to report it to an adult.	
		27 - If a student reports being treated in a mean or hurtful way, the adults will do something to help.	

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.**

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION

AUTHENTIC LEARNING EXPERIENCES

Academic Standards + Graduate Profile Competencies = Authentic Learning Experiences

Experiences are a balance of traditional, transitional, AND transformational

STUDENT VOICE AND AGENCY

Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

COMMUNITY PARTNERSHIPS

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

DEMONSTRATIONS OF LEARNING

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

AUTHENTIC ASSESSMENTS

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	66.7	Green	3.1	Green
State Assessment Results in science, social studies and writing	88.0	Blue	16.6	Blue
English Learner Progress	NA	Blue	NA	Blue
Quality of School Climate and Safety	72.7	Orange	-2.3	Orange
Priorities/Concerns from Needs Assessment for Schools List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. *(this would be identified from novice/apprentice, etc.)*	**Processes, Practices, or Conditions to be Addressed from Key Elements Template** *(this comes from Phase I School Key Elements Table)* List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.			
1. Math K - 5 all around 2. School Climate and Safety	KCWP 2 - Design and Deliver Instruction KCWP 4 - Review, Analyze and Apply Data KCWP 6 - Establishing Learning Culture and Environment			

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 (drop down menu...maximum of 3 KCWPs)	Plan/Do (for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices Table below)	Study & Act (Select a data source; write noticings and next steps; Document date of review) Please progress monitor a minimum of 2 times per academic year	Funding (Select fund and then enter amount)
School Report Card → Academic Performance → Assessment Results → Progress Towards State Goals							
Reading	58.0	59.2	63.5	2 Design and Deliver Instr...	• **OFI Meetings - targeted literacy instruction.** o **Senate Bill 9 Recovery small group instruction** • **Deconstruction of essential standards for backwards planning purposes and targeted formative assessment and instruction.** • **Alignment of mathematical fluency practices K - 5** • **Targeted PA/Phonemic Awareness K - 5 to increase decoding, reading fluency, comprehension, vocabulary, encoding, morphology and embedding writing/communication skills.** • **Continued, intentional alignment of MTSS groupings with specific exit criteria/assessments for established recovery/essential standards.**	FastBridge ▾ Noticings: Action: Date: IReady ▾ Noticings: Action: Date:	ESS Funds (State) ▾ $9,118.24 Staffing Title 1 (Federal) ▾ $83,179.44 Staffing Title 1 (Federal) ▾ $5,713.01 Professional Learning (AVMR, LETRS, KCM, PBL, Deeper Learning) Grant Funds (List ... ▾ $75,000 BLIP Grant
Math	37.0	48.0	53.5	4 Review, Analyze, Apply ...			
Achievement Gap [Math ▾] [Econo.... ▾]	33.0	37.6	44.1	6 Establish Learning Envir...			

Science	36.0	46.0	51.7		
Social Studies	50.0	48.6	54.0	• Continued On-Demand Writing across Grade Levels with aligned rubrics and scoring sessions (focusing on effective communicator/grad profile) • Targeted small group instruction based upon on-demand writing needs/analysis (ie. organization, clarity/coherence, conventions) • Targeted focus on inquiry and analysis of technical and analysis writing for science and social studies, focused on innovative problem-solving and productive collaborator (graduate profile)	**ODW Data (Live Scoring, etc.)** ▾ Noticings: Action: Date: **Student Work Samples** ▾ Noticings: Action: Date:
Writing	68.0	42.4	48.5		
English Learner Progress	Suppressed Data	Suppressed Data	Suppressed Data	• Immersion in general education classroom setting • Phonemic awareness/phonics instruction • Senate Bill 9 Recovery small group instruction	NA **ACCESS Data (EL)** ▾ Noticings: Action: Date: **IReady** ▾ Noticings: Action: Date:

| Quality of School Climate and Safety | 72.7 | 75.0 | 80.0 | | • Continued immersion in SEL instruction during morning meetings.
 • Targeted small groups, based upon need
 • Check and connect with specific targeted students
 • Student Lighthouse Team voice and choice implemented throughout school environment/activities. | **TELL Assessment (EL) –**
 Noticings:
 Action:
 Date:

 Student Voice (Surveys, etc) ▼
 Noticings:
 Action:
 Date: |

Title 1 Schoolwide Evidence (documentation of Title 1 events, surveys, etc. with dates, etc.)
- Family Math Night (March 2024)
- Title 1 Survey (May 2024)
- Family Reading Night (Fall 2024)

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160:346(4)(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160:346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIP. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart.

Components of Turnaround Leadership Development and Support:	Identification of Critical Resources Inequities:	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	Targeted Subgroups and Evidence-Based Interventions:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**	**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**	**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**	**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the

Evidence-based Activity (Evidence-based Practices website)		Evidence Citation	evidence-based practice to ensure it is implemented with fidelity? **Response:**	Uploaded in CIP
Train staff to implement inductive teaching strategies.		Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.		☒
				☐
				☐

Resources:
- What Works Clearinghouse (WWC) User Guide
- Elevating Evidence Resources: Clearinghouses and Databases
- Open Access Journals in Education

Jan - Dec 2024 Crossroads Elementary Phase Two: School Assurances_10112023_07:41

2023-2024 Phase Two: School Assurances

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

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2023-24 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**

o No

o 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**

o No

o N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, 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

5. 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

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes 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). 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

7. 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

8. 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**

    o No

    o N/A

COMMENTS

9. 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**

    o No

    o N/A

COMMENTS

10. 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**
- o No
- o N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, 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**
- o No
- o N/A

COMMENTS

12. 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**
- o No
- o N/A

COMMENTS

13. 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**

o No

o N/A

COMMENTS

14. 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**

o No

o N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) 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

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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**

o No

o N/A

COMMENTS

22. 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**

o No

o N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

24. In a school 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

25. In a school 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

26. In a school 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

27. In a school 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

28. In a school 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

29. In a school 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

30. In a school 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

31. 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

32. 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)

2024 January - December Crossroads Phase Three: Comprehensive School Improvement Plan_12012023_14:10

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

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2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan
The required goals for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

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 template in the attachment area directly below.**
ATTACHMENTS

Attachment Name

2024 January - December Crossroads Elementary Goal Builder - CSIP

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.

Our intentional planning and development of instruction will continue to increase with the implementation of our essential standards. These standards will, in our next steps, be deconstructed in order to facilitate the continued development of formative assessments and instruction in the general education classroom. In addition, this will incorporate better developed recovery assessments for essential standards for our MTSS processes. We will continue to monitor both special education students and students from low income families in order to best provide instruction for those students. Finally, we will slowly implement more graduate profile competencies within our instructional practice, thus providing a more rounded educational opportunity for our students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2024 January - December Crossroads Elementary Goal Builder - CSIP	2024 January - December Crossroads Elementary Goal Builder - CSIP	•

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

CES Staffulty Google Site: Google Site

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 23-24 • 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 23-24
	• 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 23-24 • 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 23-24 • Utilization of Mastery Connect in PLC discussion for assessment and reassessment • Data Analysis Tool: CLICK HERE

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

KCWP 5: Design, Align and Deliver Support 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?	• Recovery Plans/Assessments. PDSAs • 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