



KDE Comprehensive School Improvement Plan

Crossroads Elementary School
Bath County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Crossroads Elementary School (CES), located in Bath County Kentucky, was opened in 2009 to serve the rural communities of Bethel, Sharpsburg, Salt Lick, Olympia and parts of Owingsville. Our student population is 491 Pre-School through 5th grade students with a free and reduced lunch rate being 72%. 100% of the teachers at CES are of highly qualified status. The population of Bath County is steadily increasing and is currently 11,742.

Unique features and challenges that are associated with CES and the communities the school serves is that the school is not centrally located within the communities and the travel distance for some parents hinders involvement and participation in school activities. Also, as indicated in our free and reduced lunch population, the high poverty rate due to lack of employment as a result of loss of business and industry presents a challenge.

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.

Our mission at Crossroads Elementary School is to create and maintain a safe, positive and nurturing learning environment. We work to challenge students and provide them with the knowledge and support necessary for individual success, which leads to the development of responsible and productive community leaders. At Crossroads Elementary we BELIEVE and we ACHIEVE! Our belief at Crossroads Elementary School is that all students can learn and are expected to perform at their full potential. Education is a shared responsibility between all stakeholders -faculty, staff, students, parents and the community. Crossroads Elementary has supportive parents and community members share the school's mission and belief and assist in a variety of ways to ensure that our students are successful. Crossroads vision is to promote collaboration between staff, parents, students and community to achieve academic excellence. We strive to create a safe environment, which fosters the development of responsible, caring students who are lifelong learners and are prepared to meet the challenges of their future.

At Crossroads Elementary School strategies to ensure educational equity and eliminate barriers to learning exist as part of the school culture. Teachers participation in professional learning communities that focus on the analysis of student work, preparing common assessments, and developing strategies for use in our response to intervention model (RTI). The professional learning communities also promote effective teaching through clearly defined learning objectives, intentional modeling, opportunities for group and individual practice and frequent checks for understanding with formative assessments. All students receive daily instruction in math, reading, science, social studies, writing arts & humanities, physical education and technology while K-2 focuses on reading and math with the integration of other content areas. This provides the fundamentals for the development of higher level questioning through real life connections and problem solving.

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.

Notable achievements and areas of improvement at Crossroads Elementary over the past three years include a focus on attendance which has led to obtaining the districts highest attendance award for the last three years. An Academic Team has also been established and has participated in all levels of competition at the district and regional level with individual members placing in various competitions.

Crossroads Elementary is striving to improve our Math and Writing proficiency levels. Faculty and Staff are working to improve in all areas of the Program Reviews and reducing gaps among our free and reduced and disability population.

Additional Information

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

Crossroads Elementary offers the following student activities: Academic Team, musical performances, fitness classes, seasonal after school craft activities, archery club, special academic and sporting events for students and parents. Students are encouraged to participate in community activities such as cheerleading, football, soccer, basketball, baseball, boy scouts, girl scouts, and 4-H.

Student awards and recognitions include: proficient and distinguished celebrations, attendance celebrations, academic celebrations, good behavior celebrations, conservation art poster contests, Farm Bureau poster contests, and writing contests.

WatchDog Dads is a program that encourages fathers to volunteer and be role models for students.

2014-15 Crossroads Plan for CSI

Overview

Plan Name

2014-15 Crossroads Plan for CSI

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 47% in 2013-14 to 71.2% in 2017.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	\$192100
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.9 % in 2013-14 to 66.8% in 2017.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$90675
3	All students at CES will be taught by an effective teacher	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 47% in 2013-14 to 71.2% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math scores at CES from 47.0% to 59.6% by 05/15/2015 as measured by K-Prep.

Strategy 1:

Assessments - All grade level teachers will work within thier PLC's to create and adminster assessments congruent to K-Prep format, work to increase the variety and use of formative assessments and analyze data including MAP and progress monitoring.

Category: Continuous Improvement

Research Cited: Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis &Chapius, Carnegie Foundation

Activity - K-Prep Format	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-Monthly common grade level assessments interconnected to K-Prep format and core content for areas that require re-teaching, assign application type problems related to real world assessments. K-Prep Practice or pre-testing assessments. BAC weekly testing tips will be sent to teachers.	Academic Support Program	08/08/2013	05/20/2016	\$0	No Funding Required	Principals, Teachers
Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of daily formative assessments to monitor progress on standard mastery. Daily learning targets are to be used to guide instruction.	Academic Support Program	08/08/2013	05/15/2015	\$0	No Funding Required	Principals, Teachers
Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP assessment will be given three times a year. Teachers will meet with interventionists within their PLC's to analyze and address specific learning needs.	Academic Support Program	09/02/2013	05/15/2015	\$3000	District Funding	Principals, Teachers, Interventionists
Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PLCS chair, Writing chair, K-3 Chair, Arts and Humanities Chair along with administration will monitor Program Review Progress. Writing was chosen by SBDM for the in-depth audit for 14-15 -teachers will participate in PD and incorporate new knowledge into the writing plan, all teacher will submit information for all reviews with the exception of the K-3 review, new career exploration and drop-out plan, the new Program Review Plan adopted by SBDM will be used for evidence collection, chairs will indicate areas of improvement after 1st internal audit. Need a World Language Teacher in order to begin implementation of the World Language Program review in August of 2015.	Academic Support Program	08/08/2013	12/31/2015	\$40000	District Funding	Administrators, Teachers, Committee Chairs
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Strategy 2:

RTI - Continue the Bath County Schools Intervention Plan to ensure that a solid plan for RTI is in place.

Category: Continuous Improvement

Research Cited: District adopted the RTI model provided by KDE.

Activity - Student Data Folders/Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data folders will be kept on all Tier II and III students. Teachers will meet with focus teams and PLC's to analyze data.	Academic Support Program	08/08/2013	05/15/2015	\$0	No Funding Required	Principals, Teachers

Activity - Student Focus Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCSI graph data will be examined and discussed during Student Focus Team Meetings. Administrators, interventionist, teachers and parents will participate in the meetings discussing student progress and next steps.	Academic Support Program	08/08/2013	05/15/2015	\$0	No Funding Required	Principals, Interventionists, Teachers, Parents

Activity - Math/Reading Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to fund Math and Reading Interventionists. Currently have 1 reading and 1 math. Our current need is 2 Math (1 primary and 1 intermediate) and 2 Reading (1 primary and 1 intermediate)	Academic Support Program	08/08/2013	05/15/2015	\$80000	District Funding	District, Principals

Activity - Tier II and III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise Tier II and III instruction (Small group specific to content standards)	Academic Support Program	08/08/2013	05/15/2015	\$0	No Funding Required	Principals, Interventionists, Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued funding for Math and Reading Progress Monitoring including Moby Max, Lexia, and MAP.	Academic Support Program	08/08/2013	05/15/2015	\$7100	Title I Schoolwide	Principals, Interventionists

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Strategy 3:

Professional Development - Professional development to examine reading standards as well as the writing program.

Category: Continuous Improvement

Research Cited: Best Practices KDE

Activity - Professiona Development with Release time for staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rigorous Instruction, development of K-Prep like congruent assessments, CIITS, Quality Questioning, College and Career Readiness, Next Generation Science Standards, New Social Studies Standards, Reading Standards Alignment and new reading program and Writing with Abell and Hilterbrand.	Professional Learning	08/08/2013	05/15/2015	\$2000	District Funding	Principals, Teachers, Interventionists

Strategy 4:

Instructional Materials - Updated supplemental instructional materials will be used to increase student achievement.

Category:

Research Cited: Educational Resources

Activity - Common Core Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase a new reading program aligned with the common core standards and continue funding for the "My Math" materials including student workbooks.	Academic Support Program	11/13/2013	05/15/2015	\$60000	District Funding	Principals, Interventionists, Teachers

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to complete PGP in CIITS. Teachers will also submit student growth goals, monitor progress and record data in CIITS. Teachers will become proficient in completing the new evaluation system in CIITS.	Academic Support Program	08/08/2013	05/20/2016	\$0	No Funding Required	Principals, Teachers

Strategy 5:

Health and Wellness Plan - Ensure that students are physically and mentally ready to learn.

Category: Continuous Improvement

Research Cited: KDE Best Practices

Activity - Health and Wellnes Policy/Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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SBDM will continue to review the Health and Wellness Plan annually. A Coordinated School Health Committee will also review the Health and Wellness Plan and work to align the health curriculum and ensure instruction is a coordinated effort throughout the school.	Academic Support Program	08/08/2013	05/20/2016	\$0	No Funding Required	Administrators, PE Teacher, Teachers, School Nurse
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.9 % in 2013-14 to 66.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.7% to 53.5 by 05/15/2015 as measured by K-Prep.

Strategy 1:

Collaboration - Eliminate special education, free and reduced, ELL student barriers through comprehensive planning.

Category: Continuous Improvement

Research Cited: Best Practices KDE

Activity - FRYSC/Guidance Counselor Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize FRYSC and Guidance Counselor to conduct home visits, provide materials and engage other outside agencies in meeting student needs.	Academic Support Program	08/08/2013	05/20/2016	\$2000	FRYSC	Guidance Counselor, FRYSC staff
Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase teacher awareness in utilizing effective differentiation to increase student achievement.	Professional Learning	08/08/2013	05/15/2014	\$500	District Funding	Principals, Teachers, Guidance Counselor, FRYSC staff
Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various incentives throughout the course of the year used to increase student attendance through collaboration with PTO.	Academic Support Program	08/08/2013	05/20/2016	\$3000	Other	Principals, Attendance Committee, PTO, Teachers

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Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a retired-teacher to provide day time ESS services 2 a week.	Tutoring	08/08/2013	05/15/2015	\$3175	District Funding	Principals, Interventionists, Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be screened using the Brigance Assessment. Kindergarten Readiness night is held during open house - students rotate through several educational sessions in which students have one on one with kindergarten teachers and instructional assistants. Activities include fun standards based content games-clapping syllables, rhyming, addition/subtraction, etc. Multiple forms of communication will used to notify parents of multiple kindergarten readiness nights trough out the year including one-call to current students, newspaper and radio adds.	Academic Support Program	08/08/2012	05/20/2016	\$1000	District Funding	Administrators, Kindergarten Teachers, Counselor

Activity - Title II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Title II funds for the salary of a teacher to decrease number of students per classroom.	Class Size Reduction	12/03/2014	05/20/2016	\$40000	Title II Part A	Administrators

Activity - Title I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Commintte will be formed to improve parent/community invovement. Parents will be notified via newsletters and one-call of commitee meetings. Parents are informed of Title I activities through the Student Handbook: Title I Compact and the Title I school brochure.	Parent Involvement	12/03/2014	05/20/2016	\$1000	Title I Schoolwide	Administrators, Counselor, FRYSC

Activity - Wellness Physicals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Nurse conducted 5th grade wellness and fitness physicals.	Academic Support Program	08/18/2014	12/31/2015	\$40000	General Fund	School Nurse

Goal 3: All students at CES will be taught by an effective teacher

Measurable Objective 1:

collaborate to Increase the percentage of effective teachers from _____ % in 2015 to _____% in 2020 by 12/31/2015 as measured by PGES data in CIITS.

Strategy 1:

PGES - Administrators, teachers and peer observers will work together to monitor and provide effective feedback for improvement through the PGES system (PGP, growth goals, professional development). PGP's will reflect SGG's and CSIP.

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Category: Continuous Improvement

Research Cited: Charlotte Danielson's Framework for the Effective Teacher

Activity - Develop SGG's and PGP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will work through PLC's to develop SGG's based on student needs. PGP's will be linked to SGG's and CSIP.	Academic Support Program	08/18/2014	05/20/2016	\$0	No Funding Required	Adminsitrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title II	Use Title II funds for the salary of a teacher to decrease number of students per classroom.	Class Size Reduction	12/03/2014	05/20/2016	\$40000	Administrators
Total					\$40000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	All kindergarten students will be screened using the Brigance Assessment. Kindergarten Readiness night is held during open house - students rotate through several educational sessions in which students have one on one with kindergarten teachers and instructional assistants. Activities include fun standards based content games- clapping syllables, rhyming, addition/subtraction, etc. Multiple forms of communication will be used to notify parents of multiple kindergarten readiness nights throughout the year including one-call to current students, newspaper and radio ads.	Academic Support Program	08/08/2012	05/20/2016	\$1000	Administrators, Kindergarten Teachers, Counselor
Differentiation	Increase teacher awareness in utilizing effective differentiation to increase student achievement.	Professional Learning	08/08/2013	05/15/2014	\$500	Principals, Teachers, Guidance Counselor, FRYSC staff
MAP Testing	MAP assessment will be given three times a year. Teachers will meet with interventionists within their PLC's to analyze and address specific learning needs.	Academic Support Program	09/02/2013	05/15/2015	\$3000	Principals, Teachers, Interventionists
Tutoring	Hire a retired-teacher to provide day time ESS services 2 a week.	Tutoring	08/08/2013	05/15/2015	\$3175	Principals, Interventionists, Teachers
Common Core Support	Purchase a new reading program aligned with the common core standards and continue funding for the "My Math" materials including student workbooks.	Academic Support Program	11/13/2013	05/15/2015	\$60000	Principals, Interventionists, Teachers

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Math/Reading Interventionists	Continue to fund Math and Reading Interventionists. Currently have 1 reading and 1 math. Our current need is 2 Math (1 primary and 1 intermediate) and 2 Reading (1 primary and 1 intermediate)	Academic Support Program	08/08/2013	05/15/2015	\$80000	District, Principals
Program Reviews	PLCS chair, Writing chair, K-3 Chair, Arts and Humanities Chair along with administration will monitor Program Review Progress. Writing was chosen by SBDM for the in-depth audit for 14-15 -teachers will participate in PD and incorporate new knowledge into the writing plan, all teacher will submit information for all reviews with the exception of the K-3 review, new career exploration and drop-out plan, the new Program Review Plan adopted by SBDM will be used for evidence collection, chairs will indicate areas of improvement after 1st internal audit. Need a World Language Teacher in order to begin implementation of the World Language Program review in August of 2015.	Academic Support Program	08/08/2013	12/31/2015	\$40000	Administrators, Teachers, Committee Chairs
Professional Development with Release time for staff	Rigorous Instruction, development of K-Prep like congruent assessments, CIITS, Quality Questioning, College and Career Readiness, Next Generation Science Standards, New Social Studies Standards, Reading Standards Alignment and new reading program and Writing with Abell and Hilterbrand.	Professional Learning	08/08/2013	05/15/2015	\$2000	Principals, Teachers, Interventionists
Total					\$189675	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Incentives	Various incentives throughout the course of the year used to increase student attendance through collaboration with PTO.	Academic Support Program	08/08/2013	05/20/2016	\$3000	Principals, Attendance Committee, PTO, Teachers
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS	Teachers will continue to complete PGP in CIITS. Teachers will also submit student growth goals, monitor progress and record data in CIITS. Teachers will become proficient in completing the new evaluation system in CIITS.	Academic Support Program	08/08/2013	05/20/2016	\$0	Principals, Teachers

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K-Prep Format	Bi-Monthly common grade level assessments interconnected to K-Prep format and core content for areas that require re-teaching, assign application type problems related to real world assessments. K-Prep Practice or pre-testing assessments. BAC weekly testing tips will be sent to teachers.	Academic Support Program	08/08/2013	05/20/2016	\$0	Principals, Teachers
Formative Assessments	Teachers will use a variety of daily formative assessments to monitor progress on standard mastery. Daily learning targets are to be used to guide instruction.	Academic Support Program	08/08/2013	05/15/2015	\$0	Principals, Teachers
Student Focus Team Meetings	BCSI graph data will be examined and discussed during Student Focus Team Meetings. Administrators, interventionist, teachers and parents will participate in the meetings discussing student progress and next steps.	Academic Support Program	08/08/2013	05/15/2015	\$0	Principals, Interventionists, Teachers, Parents
Health and Wellness Policy/Committee	SBDM will continue to review the Health and Wellness Plan annually. A Coordinated School Health Committee will also review the Health and Wellness Plan and work to align the health curriculum and ensure instruction is a coordinated effort throughout the school.	Academic Support Program	08/08/2013	05/20/2016	\$0	Administrators, PE Teacher, Teachers, School Nurse
Student Data Folders/Progress Monitoring	Student data folders will be kept on all Tier II and III students. Teachers will meet with focus teams and PLC's to analyze data.	Academic Support Program	08/08/2013	05/15/2015	\$0	Principals, Teachers
Tier II and III	Revise Tier II and III instruction (Small group specific to content standards)	Academic Support Program	08/08/2013	05/15/2015	\$0	Principals, Interventionists, Teachers
Develop SGG's and PGP's	Teams will work through PLC's to develop SGG's based on student needs. PGP's will be linked to SGG's and CSIP.	Academic Support Program	08/18/2014	05/20/2016	\$0	Administrators
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I	Committee will be formed to improve parent/community involvement. Parents will be notified via newsletters and one-call of committee meetings. Parents are informed of Title I activities through the Student Handbook: Title I Compact and the Title I school brochure.	Parent Involvement	12/03/2014	05/20/2016	\$1000	Administrators, Counselor, FRYSC
Progress Monitoring	Continued funding for Math and Reading Progress Monitoring including Moby Max, Lexia, and MAP.	Academic Support Program	08/08/2013	05/15/2015	\$7100	Principals, Interventionists
Total					\$8100	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Wellness Physicals	School Nurse conducted 5th grade wellness and fitness physicals.	Academic Support Program	08/18/2014	12/31/2015	\$40000	School Nurse
Total					\$40000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC/Guidance Counselor Involvement	Utilize FRYSC and Guidance Counselor to conduct home visits, provide materials and engage other outside agencies in meeting student needs.	Academic Support Program	08/08/2013	05/20/2016	\$2000	Guidance Counselor, FRYSC staff
Total					\$2000	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Crossroads Elementary School analyzes a vast amount of data to monitor student progress. We reviewed the following data to help with our needs assessment: Parent Survey, K-Prep and MAP data, attendance data, retention data, parent engagement data, safe school audit data, TELL survey and perception data. MAP testing, MAP skills checklists, MOBYMAX (math), Lexia(reading) and K-Prep data are used to determine areas of strength and weakness in academics. The data tells us where each individual students strengths and weakness are as well as the entire schools strengths and weaknesses. Other non-academic data is used to help guide in creating a culture that is conducive to learning.

14-15 Parent surveys indicate that parents feel that CES is focused on making improvements to better educate our students. Instructional time is protected by keeping disruptions to a minimal. Principal and assistant principal clearly communicate expectations and discipline is consistent and fair. They feel that the counselor and FRC cares about our students and are a valuable resource. Parents feel students are celebrated and being rewarded for various accomplishments and attendance. Parents see CES lacking in technology and appropriate reading materials that are to date.

K-Prep and MAP data indicate that CES is making progress in reading and math:

Writing is a concern for CES:

CES attendance data shows that we are in line with state attendance percentage. At 94.4 % CES is at the top in our district.

Our retention rate of .07% is below the district and state averages.

12-13 TELL data showed that CES scored lowest in the following areas: Teachers feeling they had adequate office supplies, materials-at CES this was due to copiers being down, lack of printer cartridges for personal printers and the laminator being down. Teachers felt as if there was too much paperwork/non-essential tasks. Also, teachers didn't feel celebrated for their accomplishments. Perceptual data provided from other agencies working with CES during the 14-15 school year indicate that the perception is our staff is highly motivated to improve student learning, genuinely care about our students and collaborate well together.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of Celebration: CES went from the 25th percentile in the state to the 53rd. We met our AMO; the goal was 58.3-CES has a 65.5. Our Program Review scores increased from a 85.5 in 2013 to a 90.4 in 2014. Science Scores were above the state and district average: CES-74.2/state-71.3 .

Learning Environment: Attendance 94.4 % for school year 2013-14(right at state average). Retention Rate 0.07 - below the state average

Opportunities for Improvement

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

Areas of Concern: Number of Proficient/Distinguished students in Writing was 26%, number of Proficient/Distinguished students in Lang.Mech. was 36 %. Administrators and teachers are meeting to analyze K-Prep data and create goals/strategies/activities for improvement. These goals/strategies and activities for improvement are included in this document. Also, we always work to improve Math and Reading Proficiency.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Next Steps are to meet with each grade level and work to align standards and develop rigorous common assessments that align with the standards and are presented in K-Prep format, continue full implementation of the district RTI plan-progress monitoring for students with intervention strategies and teacher examination for success, increase the professional development for teachers in the area of writing, purchase new reading materials that are aligned with the common core and provide training, and revise the school wide writing plan and devise a plan to track student progress in writing.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

SBDM members (Parents, teachers, and administrators), FRC (director and assistant), PTO (parents and officers), Watch Dog Dads, Central Office, District Comprehensive School Improvement Committee, KEDC (Math Specialist, Communication Specialist) contributed to the Missing Piece diagnostic. Stakeholder information was gathered through surveys, face to face meetings and conversations included, but not limited to, Title I survey, Parent Teacher Conferences, Parent Needs Assessment Survey, RTI Focus Team Meetings, Electronic/Technology communications, and the TELL survey.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.71

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

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

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

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

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

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

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

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

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

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

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

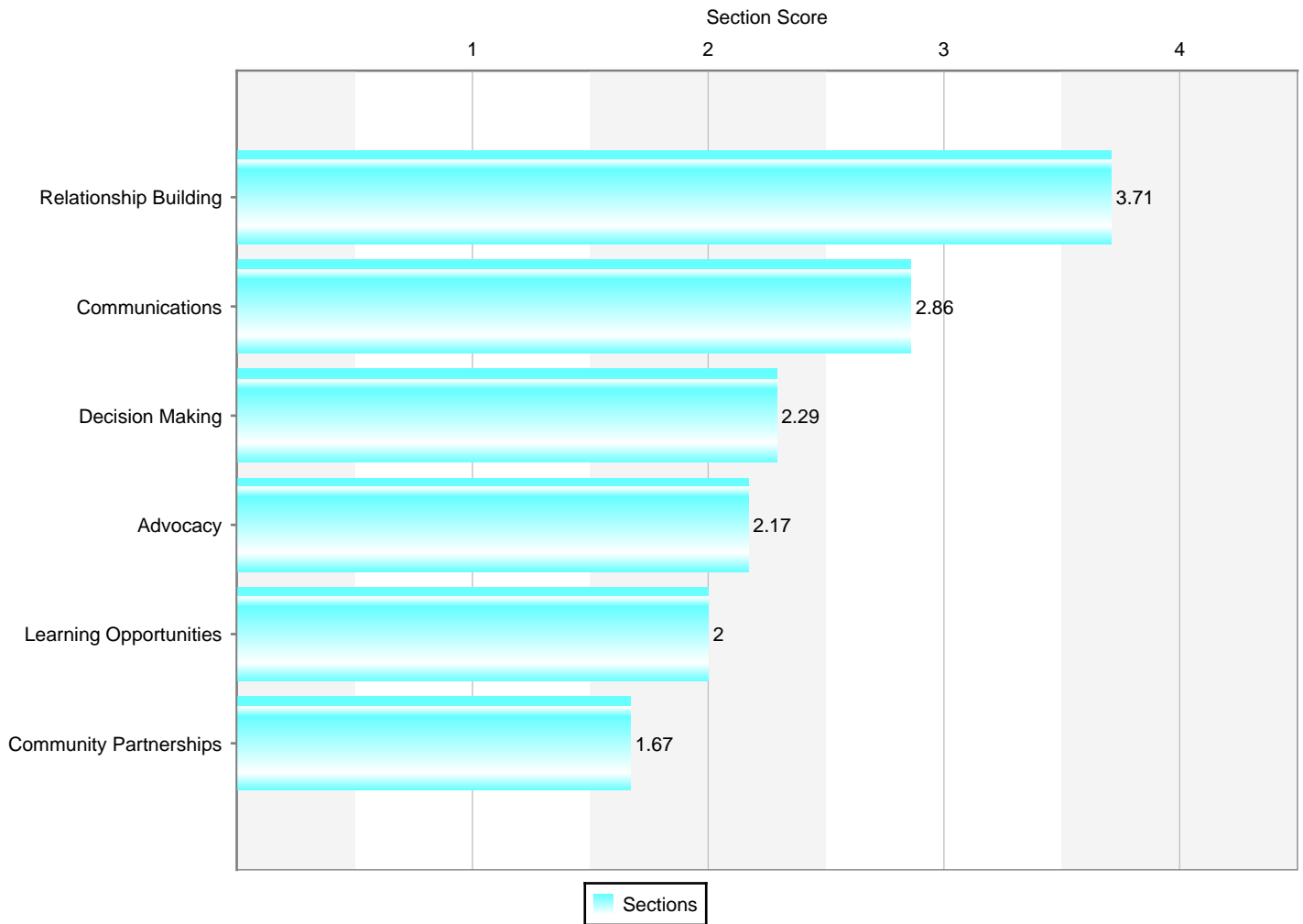
Reflect upon your responses to each of the Missing Piece objectives.

Areas of strengths noted at CES include: School staff builds productive, personal relationships with parents of all of our students and two way information flows in many forms regularly between school staff and parents about students' academic achievement and individual needs. CES will continue to build positive relationships and keep parents informed by continuing parent teacher conferences, RTI focus team meetings, teacher monthly newsletters, agenda books, teacher/parent phone calls-emails-classroom dojo, school webpages, daily announcements for parents, marquee, open houses, invitations to special events, WatchDog Dad Program, 24 hour call back "rule", etc.

Areas of Need: Ensuring that families have multiple learning opportunities to understand how to support their child's learning and engaging and partnering with the community to plan and implement substantive work to improve student achievement. Staff and SBDM will create a committee to review what is in place and create a plan for deficiencies.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

PTO, SBDM, Parents were asked to complete surveys and provide feedback on the schools needs for improvement. SBDM members attend trainings at the beginning of the school year. Stakeholder participation is not a strength at CES according to the "Missing Peice" and a plan is in place to address this issue.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

PTO, SBDM, Parents answered survey questions surrounding Title I and a Needs Assessment. A draft was placed on the schools web page asking for suggestions.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The improvement plan will be approved by the SBDM and Board of Education. An approved copy will be placed on the school's webpage.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	No	Not Completed.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	The district continues the KDE RTI model to provide additional support to students. Teachers continue to work on deconstructing standards, creating pacing guides and common assessments.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The preschool teacher worked with central office staff to implement transition strategies.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	District RTI plan adopted with focus on research -based strategies. The plan was implemented last year. Focus teams are continuing to improve the process.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	No	Not at the school level.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	All teachers are highly qualified and work in grade level teams to plan instruction.	

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	All funds were spent on allowable programs.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Parental involvement strategies are in place, however there is no Parent Compact or Parent Involvement Policy. This year the school plans to implement a committee to review current practices and develop new plans to increase parent and community involvement.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Not Complete.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Planned Professional Development: Rigorous Instruction, development of K-Prep like congruent assessments, CIITS, RTI, Writing, Program Review Rubrics, Quality Questioning, College and Career Readiness, Next Generation Science Standards, World Language Implementation, new Social Studies Standards.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Progress Checks are conducted twice a year and changes are made as needed.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not Complete.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Interventionists work with teachers to incorporate research-based instructional strategies into Tier II and III RTI.	

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not Completed	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	The school follows the district RTI policy.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	No	No activities coordinate with federal or state. Local activities include Farm Bureau Poster Contests, Upward Community Basketball league, and 4-H.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Lexington Children's Theatre productions, Reading Ruckus (all day reading activities), Math Circus, Student plays and performances at all grade levels, guest speakers, career days, and field trips.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	RTI data is monitored and evaluated. Each year the process is discussed and strategies are put in place to make improvements.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Highly Qualified paraprofessionals work with special education students and targeted assistance programs such as Lexia and Moby Max.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	We have a schoolwide Title I program and appropriate financial records were maintained.	

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Strategies to increase parent involvement are in our Title I Parent Compact as described in our school brochure explaining Title I. Plans are in place to develop a committee to increase parent/community involvement.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not Completed.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Appropriate professional development was developed for all staff members including, quality questioning, PLC's, CIITS, RTI, Program Reviews, Science Standards and Writing.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The comprehensive improvement plan is evaluated twice a year and changes are made as data suggests.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	The comprehensive school improvement plan with progress notes is available on our school website as well as our district webpage. www.bath.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	Parents are notified when a regular classroom teacher is not available for an extended amount of time.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	All professional development is based on need as collected from various sources of data.	

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	We are a schoolwide Title I school.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators work under the supervision of a highly qualified individual.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	We have a schoolwide Title I program. All para-educators are under the supervision of a highly qualified individual.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Every para-educator operates on a schedule. Non-instructional duties are extremely limited if not obsolete.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes	We are a schoolwide Title I program. All para-educators operate on a schedule with limited non-instructional duties.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Cap Size is met without using Title I funds. Title II funds are used to add an additional teacher to reduce class size.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	1 classroom teacher comes from Title II	

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 47% in 2013-14 to 71.2% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math scores at CES from 47.0% to 59.6% by 05/15/2015 as measured by K-Prep.

Strategy1:

Instructional Materials - Updated supplemental instructional materials will be used to increase student achievement.

Category:

Research Cited: Educational Resources

Activity - Common Core Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase a new reading program aligned with the common core standards and continue funding for the "My Math" materials including student workbooks.	Academic Support Program			11/13/2013	05/15/2015	\$60000 - District Funding	Principals, Interventionists, Teachers

Activity - Reading/Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Coaches support materials for teachers.	Academic Support Program			11/13/2013	05/15/2015	\$3300 - District Funding	Principals, Interventionists, Teachers

Strategy2:

RTI - Continue the Bath County Schools Intervention Plan to ensure that a solid plan for RTI is in place.

Category: Continuous Improvement

Research Cited: District adopted the RTI model provided by KDE.

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

Activity - Student Focus Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCSI graph data will be examined and discussed during Student Focus Team Meetings. Administrators, interventionist, teachers and parents will participate in the meetings discussing student progress and next steps.	Academic Support Program			08/08/2013	05/15/2015	\$0 - No Funding Required	Principals, Interventionists, Teachers, Parents

Strategy3:

Assessments - All grade level teachers will work within thier PLC's to create and adminster assessments congruent to K-Prep format, work to increase the variety and use of formative assessments and analyze data including MAP and progress monitoring.

Category: Continuous Improvement

Research Cited: Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis &Chapius, Carnegie Foundation

Activity - K-Prep Format	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-Monthly common grade level assessments interconnected to K-Prep format and core content for areas that require re-teaching, assign application type problems related to real world assessments. K-Prep Practice or pre-testing assessments. BAC weekly testing tips will be sent to teachers.	Academic Support Program			08/08/2013	05/20/2016	\$0 - No Funding Required	Principals, Teachers

Strategy4:

Professional Development - Professional development to examine reading standards as well as the writing program.

Category: Continuous Improvement

Research Cited: Best Practices KDE

Activity - Professiona Development with Release time for staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous Instruction, development of K-Prep like congruent assessments, CIITS, Quality Questioning, College and Career Readiness, Next Generation Science Standards, New Social Studies Standards, Reading Standards Alignment and new reading program and Writing with Abell and Hilterbrand.	Professional Learning			08/08/2013	05/15/2015	\$2000 - District Funding	Principals, Teachers, Interventionists

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.9 % in 2013-14 to 66.8% in 2017.

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.7% to 53.5 by 05/15/2015 as measured by K-Prep.

Strategy1:

Collaboration - Eliminate special education, free and reduced, ELL student barriers through comprehensive planning.

Category: Continuous Improvement

Research Cited: Best Practices KDE

Activity - Title II	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title II funds for the salary of a teacher to decrease number of students per classroom.	Class Size Reduction			12/03/2014	05/20/2016	\$40000 - Title II Part A	Administrators

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 47% in 2013-14 to 71.2% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math scores at CES from 47.0% to 59.6% by 05/15/2015 as measured by K-Prep.

Strategy1:

RTI - Continue the Bath County Schools Intervention Plan to ensure that a solid plan for RTI is in place.

Category: Continuous Improvement

Research Cited: District adopted the RTI model provided by KDE.

Activity - Student Focus Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCSI graph data will be examined and discussed during Student Focus Team Meetings. Administrators, interventionist, teachers and parents will participate in the meetings discussing student progress and next steps.	Academic Support Program			08/08/2013	05/15/2015	\$0 - No Funding Required	Principals, Interventionists, Teachers, Parents

KDE Comprehensive School Improvement Plan

Crossroads Elementary School

Activity - Math/Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to fund Math and Reading Interventionists. Currently have 1 reading and 1 math. Our current need is 2 Math (1 primary and 1 intermediate) and 2 Reading (1 primary and 1 intermediate)	Academic Support Program			08/08/2013	05/15/2015	\$80000 - District Funding	District, Principals

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued funding for Math and Reading Progress Monitoring including Moby Max, Lexia, and MAP.	Academic Support Program			08/08/2013	05/15/2015	\$7100 - Title I Schoolwide	Principals, Interventionists

Activity - Student Data Folders/Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data folders will be kept on all Tier II and III students. Teachers will meet with focus teams and PLC's to analyze data.	Academic Support Program			08/08/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers

Strategy2:

Professional Development - Professional development to examine reading standards as well as the writing program.

Category: Continuous Improvement

Research Cited: Best Practices KDE

Activity - Professional Development with Release time for staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous Instruction, development of K-Prep like congruent assessments, CIITS, Quality Questioning, College and Career Readiness, Next Generation Science Standards, New Social Studies Standards, Reading Standards Alignment and new reading program and Writing with Abell and Hilterbrand.	Professional Learning			08/08/2013	05/15/2015	\$2000 - District Funding	Principals, Teachers, Interventionists

Strategy3:

Instructional Materials - Updated supplemental instructional materials will be used to increase student achievement.

Category:

Research Cited: Educational Resources

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Crossroads Elementary School

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to complete PGP in CIITS. Teachers will also submit student growth goals, monitor progress and record data in CIITS. Teachers will become proficient in completing the new evaluation system in CIITS.	Academic Support Program			08/08/2013	05/20/2016	\$0 - No Funding Required	Principals, Teachers

Activity - Common Core Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase a new reading program aligned with the common core standards and continue funding for the "My Math" materials including student workbooks.	Academic Support Program			11/13/2013	05/15/2015	\$60000 - District Funding	Principals, Interventionists, Teachers

Strategy4:

Assessments - All grade level teachers will work within thier PLC's to create and adminster assessments congruent to K-Prep format, work to increase the variety and use of formative assessments and analyze data including MAP and progress monitoring.

Category: Continuous Improvement

Research Cited: Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis &Chapius, Carnegie Foundation

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of daily formative assessments to monitor progress on standard mastery. Daily learning targets are to be used to guide instruction.	Academic Support Program			08/08/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers

Activity - K-Prep Format	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-Monthly common grade level assessments interconnected to K-Prep format and core content for areas that require re-teaching, assign application type problems related to real world assessments. K-Prep Practice or pre-testing assessments. BAC weekly testing tips will be sent to teachers.	Academic Support Program			08/08/2013	05/20/2016	\$0 - No Funding Required	Principals, Teachers

Activity - MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be given three times a year. Teachers will meet with interventionists within their PLC's to analyze and address specific learning needs.	Academic Support Program			09/02/2013	05/15/2015	\$3000 - District Funding	Principals, Teachers, Interventionists

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Strategy5:

Health and Wellness Plan - Ensure that students are physically and mentally ready to learn.

Category: Continuous Improvement

Research Cited: KDE Best Practices

Activity - Health and Wellnes Policy/Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will continue to review the Health and Wellness Plan annually. A Coordinated School Health Committee will also review the Health and Wellness Plan and work to align the health curriculum and ensure instruction is a coordinated effort throughout the school.	Academic Support Program			08/08/2013	05/20/2016	\$0 - No Funding Required	Administrators, PE Teacher, Teachers, School Nurse

All children were screened for kindergarten readiness.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.9 % in 2013-14 to 66.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.7% to 53.5 by 05/15/2015 as measured by K-Prep.

Strategy1:

Collaboration - Eliminate special education, free and reduced, ELL student barriers through comprehensive planning.

Category: Continuous Improvement

Research Cited: Best Practices KDE

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Crossroads Elementary School

Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened using the Brigance Assessment. Kindergarten Readiness night is held during open house - students rotate through several educational sessions in which students have one on one with kindergarten teachers and instructional assistants. Activities include fun standards based content games-clapping syllables, rhyming, addition/subtraction, etc. Multiple forms of communication will used to notify parents of multiple kindergarten readiness nights trough out the year including one-call to current students, newspaper and radio adds.	Academic Support Program			08/08/2012	05/20/2016	\$1000 - District Funding	Administrators, Kindergarten Teachers, Counselor

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.9 % in 2013-14 to 66.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.7% to 53.5 by 05/15/2015 as measured by K-Prep.

Strategy1:

Collaboration - Eliminate special education, free and reduced, ELL student barriers through comprehensive planning.

Category: Continuous Improvement

Research Cited: Best Practices KDE

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Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened using the Brigance Assessment. Kindergarten Readiness night is held during open house - students rotate through several educational sessions in which students have one on one with kindergarten teachers and instructional assistants. Activities include fun standards based content games-clapping syllables, rhyming, addition/subtraction, etc. Multiple forms of communication will used to notify parents of multiple kindergarten readiness nights trough out the year including one-call to current students, newspaper and radio adds.	Academic Support Program			08/08/2012	05/20/2016	\$1000 - District Funding	Administrators, Kindergarten Teachers, Counselor

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Commintte will be formed to improve parent/community involvement. Parents will be notified via newsletters and one-call of commitee meetings. Parents are informed of Title I activities through the Student Handbook: Title I Compact and the Title I school brochure.	Parent Involvement			12/03/2014	05/20/2016	\$1000 - Title I Schoolwide	Administrators, Counselor, FRYSC

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 47% in 2013-14 to 71.2% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math scores at CES from 47.0% to 59.6% by 05/15/2015 as measured by K-Prep.

Strategy1:

Professional Development - Professional development to examine reading standards as well as the writing program.

Category: Continuous Improvement

Research Cited: Best Practices KDE

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Activity - Professional Development with Release time for staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous Instruction, development of K-Prep like congruent assessments, CIITS, Quality Questioning, College and Career Readiness, Next Generation Science Standards, New Social Studies Standards, Reading Standards Alignment and new reading program and Writing with Abell and Hilterbrand.	Professional Learning			08/08/2013	05/15/2015	\$2000 - District Funding	Principals, Teachers, Interventionists

Strategy2:

Health and Wellness Plan - Ensure that students are physically and mentally ready to learn.

Category: Continuous Improvement

Research Cited: KDE Best Practices

Activity - Health and Wellness Policy/Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will continue to review the Health and Wellness Plan annually. A Coordinated School Health Committee will also review the Health and Wellness Plan and work to align the health curriculum and ensure instruction is a coordinated effort throughout the school.	Academic Support Program			08/08/2013	05/20/2016	\$0 - No Funding Required	Administrators, PE Teacher, Teachers, School Nurse

Strategy3:

Instructional Materials - Updated supplemental instructional materials will be used to increase student achievement.

Category:

Research Cited: Educational Resources

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to complete PGP in CIITS. Teachers will also submit student growth goals, monitor progress and record data in CIITS. Teachers will become proficient in completing the new evaluation system in CIITS.	Academic Support Program			08/08/2013	05/20/2016	\$0 - No Funding Required	Principals, Teachers

Activity - Common Core Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase a new reading program aligned with the common core standards and continue funding for the "My Math" materials including student workbooks.	Academic Support Program			11/13/2013	05/15/2015	\$60000 - District Funding	Principals, Interventionists, Teachers

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Strategy4:

RTI - Continue the Bath County Schools Intervention Plan to ensure that a solid plan for RTI is in place.

Category: Continuous Improvement

Research Cited: District adopted the RTI model provided by KDE.

Activity - Student Data Folders/Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data folders will be kept on all Tier II and III students. Teachers will meet with focus teams and PLC's to analyze data.	Academic Support Program			08/08/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers

Activity - Math/Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to fund Math and Reading Interventionists. Currently have 1 reading and 1 math. Our current need is 2 Math (1 primary and 1 intermediate) and 2 Reading (1 primary and 1 intermediate)	Academic Support Program			08/08/2013	05/15/2015	\$80000 - District Funding	District, Principals

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued funding for Math and Reading Progress Monitoring including Moby Max, Lexia, and MAP.	Academic Support Program			08/08/2013	05/15/2015	\$7100 - Title I Schoolwide	Principals, Interventionists

Activity - Student Focus Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCSI graph data will be examined and discussed during Student Focus Team Meetings. Administrators, interventionist, teachers and parents will participate in the meetings discussing student progress and next steps.	Academic Support Program			08/08/2013	05/15/2015	\$0 - No Funding Required	Principals, Interventionists, Teachers, Parents

Strategy5:

Assessments - All grade level teachers will work within thier PLC's to create and adminster assessments congruent to K-Prep format, work to increase the variety and use of formative assessments and analyze data including MAP and progress monitoring.

Category: Continuous Improvement

Research Cited: Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis &Chapius, Carnegie Foundation

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Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of daily formative assessments to monitor progress on standard mastery. Daily learning targets are to be used to guide instruction.	Academic Support Program			08/08/2013	05/15/2015	\$0 - No Funding Required	Principals, Teachers

Activity - MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be given three times a year. Teachers will meet with interventionists within their PLC's to analyze and address specific learning needs.	Academic Support Program			09/02/2013	05/15/2015	\$3000 - District Funding	Principals, Teachers, Interventionists

Activity - K-Prep Format	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-Monthly common grade level assessments interconnected to K-Prep format and core content for areas that require re-teaching, assign application type problems related to real world assessments. K-Prep Practice or pre-testing assessments. BAC weekly testing tips will be sent to teachers.	Academic Support Program			08/08/2013	05/20/2016	\$0 - No Funding Required	Principals, Teachers

Activity - Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS chair, Writing chair, K-3 Chair, Arts and Humanities Chair along with administration will monitor Program Review Progress. Writing was chosen by SBDM for the in-depth audit for 14-15 -teachers will participate in PD and incorporate new knowledge into the writing plan, all teacher will submit information for all reviews with the exception of the K-3 review, new career exploration and drop-out plan, the new Program Review Plan adopted by SBDM will be used for evidence collection, chairs will indicate areas of improvement after 1st internal audit. Need a World Language Teacher in order to begin implementation of the World Language Program review in August of 2015.	Academic Support Program			08/08/2013	12/31/2015	\$40000 - District Funding	Administrators, Teachers, Committee Chairs

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.9 % in 2013-14 to 66.8% in 2017.

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.7% to 53.5 by 05/15/2015 as measured by K-Prep.

Strategy1:

Collaboration - Eliminate special education, free and reduced, ELL student barriers through comprehensive planning.

Category: Continuous Improvement

Research Cited: Best Practices KDE

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Commintte will be formed to improve parent/community involvement. Parents will be notified via newsletters and one-call of commitee meetings. Parents are informed of Title I activities through the Student Handbook: Title I Compact and the Title I school brochure.	Parent Involvement			12/03/2014	05/20/2016	\$1000 - Title I Schoolwide	Administrators, Counselor, FRYSC

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a retired-teacher to provide day time ESS services 2 a week.	Tutoring			08/08/2013	05/15/2015	\$3175 - District Funding	Principals, Interventionists, Teachers

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase teacher awareness in utilizing effective differentiation to increase student achievement.	Professional Learning			08/08/2013	05/15/2014	\$500 - District Funding	Principals, Teachers, Guidance Counselor, FRYSC staff

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Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened using the Brigance Assessment. Kindergarten Readiness night is held during open house - students rotate through several educational sessions in which students have one on one with kindergarten teachers and instructional assistants. Activities include fun standards based content games-clapping syllables, rhyming, addition/subtraction, etc. Multiple forms of communication will be used to notify parents of multiple kindergarten readiness nights throughout the year including one-call to current students, newspaper and radio ads.	Academic Support Program			08/08/2012	05/20/2016	\$1000 - District Funding	Administrators, Kindergarten Teachers, Counselor

Activity - Title II	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title II funds for the salary of a teacher to decrease number of students per classroom.	Class Size Reduction			12/03/2014	05/20/2016	\$40000 - Title II Part A	Administrators

Activity - Attendance Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various incentives throughout the course of the year used to increase student attendance through collaboration with PTO.	Academic Support Program			08/08/2013	05/20/2016	\$3000 - Other	Principals, Attendance Committee, PTO, Teachers

Activity - FRYSC/Guidance Counselor Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize FRYSC and Guidance Counselor to conduct home visits, provide materials and engage other outside agencies in meeting student needs.	Academic Support Program			08/08/2013	05/20/2016	\$2000 - FRYSC	Guidance Counselor, FRYSC staff

Goal 3:

All students at CES will be taught by an effective teacher

Measurable Objective 1:

collaborate to increase the percentage of effective teachers from _____ % in 2015 to _____ % in 2020 by 12/31/2015 as measured by PGES data in CIITS.

Strategy1:

PGES - Administrators, teachers and peer observers will work together to monitor and provide effective feedback for improvement through the PGES system (PGP, growth goals, professional development). PGP's will reflect SGG's and CSIP.

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Crossroads Elementary School

Category: Continuous Improvement

Research Cited: Charlotte Danielson's Framework for the Effective Teacher

Activity - Develop SGG's and PGP's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will work through PLC's to develop SGG's based on student needs. PGP's will be linked to SGG's and CSIP.	Academic Support Program			08/18/2014	05/20/2016	\$0 - No Funding Required	Adminsitrators

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.9 % in 2013-14 to 66.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.7% to 53.5 by 05/15/2015 as measured by K-Prep.

Strategy1:

Collaboration - Eliminate special education, free and reduced, ELL student barriers through comprehensive planning.

Category: Continuous Improvement

Research Cited: Best Practices KDE

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase teacher awareness in utilizing effective differentiation to increase student achievement.	Professional Learning			08/08/2013	05/15/2014	\$500 - District Funding	Principals, Teachers, Guidance Counselor, FRYSC staff

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Commintte will be formed to improve parent/community involvement. Parents will be notified via newsletters and one-call of commitee meetings. Parents are informed of Title I activities through the Student Handbook: Title I Compact and the Title I school brochure.	Parent Involvement			12/03/2014	05/20/2016	\$1000 - Title I Schoolwide	Administrators, Counselor, FRYSC

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Activity - FRYSC/Guidance Counselor Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize FRYSC and Guidance Counselor to conduct home visits, provide materials and engage other outside agencies in meeting student needs.	Academic Support Program			08/08/2013	05/20/2016	\$2000 - FRYSC	Guidance Counselor, FRYSC staff

Activity - Wellness Physicals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Nurse conducted 5th grade wellness and fitness physicals.	Academic Support Program			08/18/2014	12/31/2015	\$40000 - General Fund	School Nurse

Activity - Attendance Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various incentives throughout the course of the year used to increase student attendance through collaboration with PTO.	Academic Support Program			08/08/2013	05/20/2016	\$3000 - Other	Principals, Attendance Committee, PTO, Teachers

Activity - Title II	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Title II funds for the salary of a teacher to decrease number of students per classroom.	Class Size Reduction			12/03/2014	05/20/2016	\$40000 - Title II Part A	Administrators

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire a retired-teacher to provide day time ESS services 2 a week.	Tutoring			08/08/2013	05/15/2015	\$3175 - District Funding	Principals, Interventionists, Teachers

Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened using the Brigance Assessment. Kindergarten Readiness night is held during open house - students rotate through several educational sessions in which students have one on one with kindergarten teachers and instructional assistants. Activities include fun standards based content games-clapping syllables, rhyming, addition/subtraction, etc. Multiple forms of communication will be used to notify parents of multiple kindergarten readiness nights throughout the year including one-call to current students, newspaper and radio ads.	Academic Support Program			08/08/2012	05/20/2016	\$1000 - District Funding	Administrators, Kindergarten Teachers, Counselor

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Goal 2:

All students at CES will be taught by an effective teacher

Measurable Objective 1:

collaborate to Increase the percentage of effective teachers from _____ % in 2015 to _____% in 2020 by 12/31/2015 as measured by PGES data in CIITS.

Strategy1:

PGES - Administrators, teachers and peer observers will work together to monitor and provide effective feedback for improvement through the PGES system (PGP, growth goals, professional development). PGP's will reflect SGG's and CSIP.

Category: Continuous Improvement

Research Cited: Charlotte Danielson's Framework for the Effective Teacher

Activity - Develop SGG's and PGP's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will work through PLC's to develop SGG's based on student needs. PGP's will be linked to SGG's and CSIP.	Academic Support Program			08/18/2014	05/20/2016	\$0 - No Funding Required	Adminsitators

Narrative:

Our largest gap population was in the area of students with disabilities/math. This area is being addressed through strategies in the PPGES. (The PPGES template states that you are not to use strategies for your goals that are in the CSIP)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 47% in 2013-14 to 71.2% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math scores at CES from 47.0% to 59.6% by 05/15/2015 as measured by K-Prep.

Strategy1:

Assessments - All grade level teachers will work within thier PLC's to create and adminster assessments congruent to K-Prep format, work to increase the variety and use of formative assessments and analyze data including MAP and progress monitoring.

Category: Continuous Improvement

Research Cited: Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis &Chapius, Carnegie Foundation

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Activity - Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>PLCS chair, Writing chair, K-3 Chair, Arts and Humanities Chair along with administration will monitor Program Review Progress. Writing was chosen by SBDM for the in-depth audit for 14-15 -teachers will participate in PD and incorporate new knowledge into the writing plan, all teacher will submit information for all reviews with the exception of the K-3 review, new career exploration and drop-out plan, the new Program Review Plan adopted by SBDM will be used for evidence collection, chairs will indicate areas of improvement after 1st internal audit. Need a World Language Teacher in order to begin implementation of the World Language Program review in August of 2015.</p>	<p>Academic Support Program</p>			<p>08/08/2013</p>	<p>12/31/2015</p>	<p>\$40000 - District Funding</p>	<p>Administrators, Teachers, Committee Chairs</p>

School Safety Diagnostic

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	District has a policy.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	11/10/14	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	7/24/14	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	7/24/14	

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	10/20/14	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Completed a Safe Schools Audit on Dec. 4, 2014.	

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

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