



CRS 2021-22 Phase One: Continuous Improvement Diagnostic for  
Schools\_07302021\_12:12

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

**Cub Run Elementary School**  
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United States of America

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## Table of Contents

<u>2021-22 Phase One: Continuous Improvement Diagnostic for Schools</u>	3
---	---

## **2021-22 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

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

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Professional Development Plan for Schools

### **Phase Four: January 1 - December 31**

- Progress Monitoring

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

Please enter your name and date below to certify.  
Lori Chapman, School Principal July 30, 2021



CRS 2021-22 Phase Two: The Needs Assessment for  
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2021-22 Phase Two: The Needs Assessment for Schools

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## Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	7

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

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

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

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

### **Protocol**

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

The staff at CRS reviews universal screeners, KPREP, RTI, ESS, PD, and instructional practices to determine needs of the school. Staff continuously collects data for math, reading, and writing. All staff is instrumental in monitoring academic needs. The school and district provide additional resources and services. Staff focuses on areas of need for each student. SBDM reviews available funding sources to meet the needs. Funding sources include the following: Title I, Section 6, and ESS. The school/district has also been awarded the Striving Readers Grant for the 21-22 school year. This grant will provide resources for literacy enrichment. The school

has also been awarded the 21st Century Grant for the 21-22 school year. This grant will provide both extended school help and enrichment for students.

## Trends

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

### Example of Trends

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

After reviewing the fall 2021 STAR Reading and Math (100% of students), Elementary reading data indicates students scored at 30% on reading comprehension. CRS's goal is to increase that score to 40% in grades 3, 4, and 5 to perform at 80% mastery as measured in STAR Reading. Middle grades reading indicated students were at 50% at benchmark. Our goal for May is 60% reading benchmark. For elementary math, students scored at 30% at benchmark. Our goals are to increase to 40%. Middle grades math was at 25% and our goal is to increase to 40% with 80%. The school is working to increase attendance.

## Current State

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

### Example of Current Academic State:

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

### Example of Non-Academic Current State:

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

\*Teachers are focused on new resources for reading, math, social studies and science. \*Teachers are focused on providing students with ways to use technology.



## Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

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

Staff will be focusing on improving universal screeners conducted in the fall. The school has reviewed the fall screeners and have provided two per reading and math for both elementary and middle. We have a change in universal assessments from 2020-21 to 2021-22. The school has adopted STAR Reading and Math for 21-22 school year. \*88% of third graders scored n/a on spring 2021 KPREP.

## Strengths/Leverages

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

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

The school's goal for the 2021-22 school year is to increase reading scores by 5% in elementary and middle. Reading achievement has increased in middle grades. 50% of students grade 6, 7, 8 are at benchmark in all areas-STAR Reading. Staff has completed professional development for new textbooks in all content areas. (including digital resources.)

## Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

**KCWP 4: Review, Analyze and Apply Data**

**KCWP 5: Design, Align and Deliver Support**

**KCWP 6: Establishing Learning Culture and Environment**

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.



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

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

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

\*Providing opportunities in literacy both in and out of school. \*The school and 21st Century Program/ESS will explore ways to increase reading, math, and science. \*The school will celebrate students who increase their reading and math.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 202122CRSBoardPresentationScoresGoals	Board presentation for 21-22 including scores and goals for reading and math.	.
 2122SchoolKeyElementsCRS	Diagnostic Questionnaire for Key School Elements. 21-22 Evidence/Assurance for Cub Run School's Student Learning Climate	.



CRS 2021-22 Phase Three: Executive Summary for  
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2021-22 Phase Three: Executive Summary for Schools

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## Table of Contents

2021-22 Phase Three: Executive Summary for Schools	3
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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

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

Cub Run School is located in a rural community in the south central part of the state. The student body consists of 225 students, which spans from preschool through eight grade and is served by approximately thirty staff members. Our mission statement is to strive to produce future members of society who will be productive and an asset to their community. Around sixty-four percent of our student body qualifies for free/reduced lunch. The school/district participates in 100% of students qualifying for free lunches. We are a small school which focuses on creating a caring and safe environment for learning for all students. Our students work throughout the year mastering local, state, and national standards. CRS and its community are devoted to providing quality learning experiences. There are also high expectations for the school and students. We require all students demonstrate success in the following areas before advancing to the high school: communication and language skills, critical thinking skills to analyze challenges and make positive decisions, development of self sufficient behaviors, study skills to foster interdependence, and critical thinking skills. CRS is working to provide quality after school programming for all students through the 21st Century Learning Grant. This program is providing extended school services and enrichment.

### 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.

CRS Mission Statement: Together, developing leaders for today tomorrow, and always/. Students, Staff, and Parents are dedicated to the following (Vision Statement): \*Being a leader in education to improve student achievement. \*Providing the opportunity for faculty, staff, parents, and community to develop through communication a sense of ownership, spirit, and pride in the school. \*Making the most important outcome student learning. \* Educating every child by helping he/she reach higher levels of thinking. \* Providing extra-curricular opportunities so all students can experience success. \*Educating every child to be responsible and productive citizens who will succeed in the future. At Cub Run School, teachers hold high expectations that all students can and will learn. They set objectives, work towards mastery of those objectives, and spend more time on

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instruction, and actively monitor students progress. The school principal, along with assistance from teacher leaders, focuses on improving classroom instruction during impact meetings, early release Fridays, and professional development opportunities. The school strives to provide a safe learning environment for all. The school continues to focus on its strategic plan.

#### 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.

The staff at CRS holds high expectations for all students. We continue to focus on improving in all areas, with special emphasis on reading and math. CRS staff has also presented at state conferences in the past. In addition, teachers and instructional assistants meet regularly to discuss how to improve instruction and how to meet the needs of all students. Students are recognized for various achievements throughout the school year. At the end of the school year, students and parents gather to recognize student achievements at the annual Awards Day Program. The school and community members partner on different events, such as Veteran's Day, sporting events, Constitutional Day, Cub Run Days/Fall Festival, literacy events, and informational events to improve the school environment for students. CRS is proud of its rich, winning tradition within the community and country. That pride can be felt by its students because of the many positive relationships and various sponsorship from community members. Cub Run Chorus collaborate with Sky PAC in Bowling Green, KY for the performance of Beauty and the Beast in 18-19. The school is seeking ways to enlist students for various opportunities. On March 31, 2022, the school is hosting a Student Leadership Showcase as part of students becoming Raider Ready. This event will give students the opportunity to showcase their learning growth and knowledge.

#### Additional Information

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

NA

#### Additional Information

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

NA





# Attachment Summary

Attachment Name	Description	Associated Item(s)
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CRS 2021-2022 Phase Three: Comprehensive School Improvement  
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2021-2022 Phase Three: Comprehensive School Improvement Plan

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## Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

## 2021-22 Phase Three: Comprehensive School Improvement Plan Rationale

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

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

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

### Using the Comprehensive School Improvement Plan Template

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

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

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

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

During the 21-22 school year, CRS is devoted to providing students with highly effective instructions. This is an area the school continues to monitor. The school will continue monitoring progress through growth and areas of concern. Evaluating student achievement through school plan will ensure achievement growth and gap reduction. The school will use Star Reading and Math for its universal screeners. This screener will be given 3 times this school year. The staff has met to evaluate universal screeners for scheduling and ESS purposes. This comprehensive plan will also ensure the evaluation of safety, special programs, quality resources, and equitable programming for all students. The school has addressed the SBDM and

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local board of education for scores, goals, and plans for the school. The school and district staff will continue evaluating the implementation of research-based instructional practices and resources in place to monitor students.

## Operational Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

### Requirements for Building an Improvement Plan

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2122CRSBoardPresentationScoresGoals	This document includes goals, areas of focus, and plans for improvement-presented to local board of education December 21.	.
 CRS2122CSIPDocument	Specific Goals for Reading, Math, and Gaps	.