

Goal 1: State Assessment Results in reading and mathematics

Increase proficiency in reading and math as measured by the Kentucky Summative Assessment according to the following table:

Reading			Math		
Spring 2019	Spring 2022	To Spring 2026	Spring 2019	Spring 2022	To Spring 2026
62.8%	56%	68%	59%	51%	62%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase proficiency in reading and math, as measured by the Kentucky Summative Assessment as follows:</p> <p>Reading - from 56% (2022) to 60% (2023)</p> <p>Math – from 51% (2022) to 55% (2023)</p>	<p>KCWP1: Design and Deploy Standards Focus: Ensure that the adopted K-5 school curriculum is rigorous, viable, and easily accessible to all students in the school.</p>	<p>PLC Work: Guaranteed and Viable Curriculum Implement professional development focused on curriculum implementation and standards mastery including:</p> <ul style="list-style-type: none"> • Creating and utilizing clear and precise standards-based learning targets and success criteria reflected in the curriculum frameworks • Aligning standards, learning targets, learning tasks, and assessment measures 	<p>Curriculum maps Aligned Curriculum Frameworks P/D increase on KSA</p>	<p>DRA data Successful Start data and Text Level data (K-2) SchoolRunner analysis PLC Agendas P/D increase on MAP Common formative assessments Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.</p>	No funds needed
	<p>KCWP2: Design and Deliver Instruction Focus: Ensure high quality classroom instruction is purposeful, engaging, and differentiated to meet the needs of all students.</p>	<p>PLC Work: Evidence Based Practices Build the capacity of teachers and the leadership team, in relation to EBP, through the creation of real-time professional development models in literacy and math that incorporate peer modeling, application, and immediate feedback.</p>	P/D increase on KSA	<p>Learning walks (monthly by admin and teacher leaders) Classroom observations (weekly by admin) Formative assessment (ongoing by PLC teams) SchoolRunner analysis (monthly by admin) PLC Agendas (weekly by admin) P/D increase on MAP (three times a year by whole staff)</p>	FY23 Title 2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP3: Design and Deliver Assessment Literacy Focus: Ensure the appropriate assessment design is used that will best evaluate the level of student learning.</p>	<p>PLC Work: Common Formative Assessments Implement a process to create and organize high-quality common formative assessments aligned to essential standards, learning targets, and success criteria for each instructional unit.</p>	<p>Common formative assessments P/D increase on KSA</p>	<p>Formative assessment analysis P/D increase on MAP SchoolRunner analysis of standard mastery</p> <p>Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.</p>	<p>No funds needed</p>
	<p>KCWP4: Review, Analyze, and Apply Data Focus: Use assessment data to benefit student learning</p>	<p>PLC Work: “Just in Time” Learning Implement a data-based responsive process that gives grade-level PLCs the tools and flexibility to adjust Tier 1 instruction in response to assessment data, prioritizing essential standards.</p>	<p>P/D increase on KSA</p>	<p>Learning walks Classroom observations Formative assessment SchoolRunner analysis PLC Agendas P/D increase on MAP</p> <p>Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.</p>	<p>No funds needed</p>
	<p>KCWP6: Establishing Learning Culture and Environment Focus: Enable faculty to develop teacher leadership capacities and/or serve in leadership roles</p>	<p>PLC Conference/Summer Training Professional development opportunity for teacher leaders and administrative team in PLC development.</p>	<p>P/D increase on KSA</p>	<p>PLC Agendas Team Leader Feedback Formative assessment SchoolRunner analysis PLC Agendas P/D increase on MAP</p>	<p>Section 7</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.	

2: State Assessment Results in science, social studies and writing

Goal 2: Increase proficiency in writing, social studies, and science, as measured by the Kentucky Summative Assessment according to the following table:

Writing		Science		Social Studies	
From Spring 2022	To Spring 2026	From Spring 2022	To Spring 2026	From Spring 2022	To Spring 2026
49%	65%	27%	50%	55%	70%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in writing as measured by the Kentucky Summative Assessment from 49% (2022) to 55% (2023)	KCWP1: Design and Deploy Standards Focus: Ensuring curriculum is rigorous, viable, and easily accessible to all students in the school.	PLC Curriculum Alignment - Teachers will work collaboratively with their PLC team and a member of the leadership team to align the Kentucky Academic Standards for Writing with our core writing resources; they will identify the essential and enduring standards for their grade and ensure that these are embedded throughout the year and across content areas.	Revised Writing Curriculum Map KSA Proficiency	Revised Writing Curriculum Map PLC Meeting Agendas Formative Assessments Lesson Plans Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.	No funding needed
		Writing Framework Development - Teachers will work in a vertical team with the school instructional coach to develop unit frameworks for writing that align standards, learning targets, tasks, and assessments.	Revised Writing Frameworks KSA Proficiency	Revised Writing Frameworks PLC Meeting Agendas Formative Assessments Lesson Plans Monitored monthly by school administration.	Discretionary Stipends for summer work

<p>KCWP3: Design and Deliver Assessment Literacy Focus: Ensure the appropriate assessment design is used alongside effective and efficient feedback strategies.</p>	<p>On Demand Writing Training - All new staff will be provided training on assessment practices that will support On-Demand Writing. A refresher mini-training will be provided at the PLC level for K-5 and ECE teachers.</p>	<p>Cold Writes KSA Proficiency</p>	<p>Cold Writes Formative Assessments</p> <p>Data analyzed at the beginning and end of each writing unit by PLC teams and school administrator or coach.</p>	<p>No funding needed</p>
	<p>Schoolwide Constructed Response- Administer a schoolwide constructed response two times throughout the year to evaluate a writer’s ability to communicate knowledge effectively across the curriculum using appropriate content related vocabulary.</p> <p>Develop a protocol to analyze results both horizontally and vertically to ensure an aligned approach to constructed responses. Each PLC will determine at least one actionable step based on this analysis protocol.</p>	<p>Revised Writing Plan Cold Writes KSA Proficiency</p>	<p>Cold Writes Formative Assessments PLC Agendas</p> <p>Data analyzed at the beginning and end of each writing unit by PLC teams and school administrator or coach.</p>	<p>No funding needed</p>
	<p>Live scoring - provide students immediate feedback on their writing. Next steps will be immediately actionable and tailored to the students’ needs to support self-assessment and goal-setting.</p>	<p>Cold Writes KSA Proficiency</p>	<p>Cold Writes Formative Assessments PLC Agendas</p> <p>Writing analysis completed before and after live scoring sessions by PLC team and a school administrator or coach.</p>	<p>Discretionary Subs</p>

<p>Objective 2: Increase proficiency in social studies as measured by the Kentucky Summative Assessment from 55% (2022) to 58% (2023)</p>	<p>KCWP2: Design, Align, and Deliver Instruction Focus: Ensure appropriate and effective high-yield instructional strategies</p>	<p>Social studies unit frameworks will be used to anchor the work of developing effective lessons. Teachers will collaborate with their PLCs to share lesson ideas and a school-based curriculum team will work together to identify aligned, high-quality instructional resources to support lessons. The lessons will be implemented in every classroom regularly according to the pacing guide.</p>	<p>KSA Proficiency</p>	<p>PLC Agendas Lesson Plans Formative Assessments Learning Walks</p> <p>Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.</p>	<p>Discretionary funds - stipends</p>
<p>Objective 3: Increase proficiency in science as measured by the Kentucky Summative Assessment from 27% (2022) to 40% (2023)</p>	<p>KCWP2: Design, Align, and Deliver Instruction Focus: Establish trusted curricular resources that are aligned to standards</p>	<p>Curriculum Resource Adoption Teachers will work collaboratively to analyze and adopt a high-quality instructional resource to ensure vertical and horizontal alignment and best instructional practices in science.</p>	<p>KSA Proficiency</p>	<p>Standards Mastery Analysis</p> <p>Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.</p>	<p>Discretionary</p>
		<p>Sensemaking and Phenomenon-Based Task Design Teachers will engage in professional development opportunities to build their understanding of phenomenon-based tasks and the process of sensemaking in science.</p>	<p>KSA Proficiency</p>	<p>Standards Mastery Analysis PD Feedback</p> <p>Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.</p> <p>PD feedback occurs after each session and is monitored by principal.</p>	<p>No funding needed</p>

3: Achievement Gap

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

Goal 3: Increase reading proficiency for special populations, as measured by the Kentucky Summative Assessment according to the following table:

Students with Disabilities Reading			Students with Disabilities Math			Students in Poverty Reading			Students in Poverty Math		
Spring 2019	Spring 2022	To Spring 2026	Spring 2019	Spring 2022	To Spring 2026	Spring 2019	Spring 2022	To Spring 2026	Spring 2019	Spring 2022	To Spring 2026
46.3%	24%	48%	42.6	21%	45%	47.3%	35%	50%	38.5%	34%	45%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in reading and math for students with disabilities as measured by the Kentucky Summative Assessment as follows: Reading - from 24% (2022) to 36% (2023)	KCWP2: Design, Align, and Deliver Instruction Focus: Ensure appropriate and effective high-yield instructional strategies	Co-Teaching Training Professional development opportunities for ECS staff in evidenced-based practices for co-teaching through the Council for Exceptional Children.	KSA Gap Analysis	LBD PLC Agendas Reviewed monthly by principal and ARC chair.	Discretionary
		LBD Cohort ECS teachers will work in LBD cohort regularly to build content knowledge and teaching capacity.	KSA Gap Analysis	LBD PLC Agendas Reviewed monthly by principal and ARC chair.	No funding needed
		Evidenced-Based Practices for SDI Professional development opportunities for ECS staff in evidenced-based practices for literacy, math, and social-vocational skills.	KSA Gap Analysis	IEP Progress Monitoring Data Reviewed monthly by LBD PLC team and facilitated by principal or ARC chair.	Sub cost Discretionary

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Math – from 21% (2022) to 32% (2023)</p>	<p>KCWP4: Review, Analyze, and Apply Data Focus: Effective use of formative assessment data</p>	<p>Progress Monitoring Analysis LBD teachers will work collaboratively to analyze student progress-monitoring data and determine responsive adjustments to Specially Designed Instruction to ensure accelerated progress toward IEP goals.</p>	<p>KSA Gap Analysis</p>	<p>LBD PLC Agendas IEP Progress Monitoring Data Reviewed monthly by LBD PLC team and facilitated by principal or ARC chair.</p>	<p>No funding needed</p>
		<p>Yes We Can training Professional development opportunity for general education and special education teachers to ensure that students with disabilities have access to grade level standards and are considered intentionally throughout the PLC process. Teachers will collaborate to analyze standards mastery at least monthly.</p>	<p>KSA Gap Analysis</p>	<p>LBD PLC Agendas Standards Mastery Analysis PLC Agendas Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.</p>	<p>Discretionary</p>
<p>Objective 2: Increase proficiency in reading and math for students living in poverty as measured by the Kentucky Summative Assessment as follows:</p> <p>Reading - from 35% (2022) to 42% (2023)</p> <p>Math – from 34% (2022) to 40% (2023)</p>	<p>KCWP2: Design, Align, and Deliver Instruction Focus: Ensure appropriate and effective high-yield instructional strategies</p>	<p>Successful Start Kindergarten and first grade teachers will engage in professional development in instructional reading and/or instructional writing and will implement a responsive teaching process using the Successful Start model.</p>	<p>EOY Text Level Analysis</p>	<p>Monthly text level analysis Known Words Assessment Formative Classroom Assessments Data analysis completed monthly by K-2 PLC teams and monitored by instructional coach.</p>	<p>Discretionary</p>
		<p>Evidence-Based Practices Professional development opportunities will be provided to teachers in the area of Evidence-Based Practices with intentional integration of trauma-informed instructional approaches.</p>	<p>KSA Gap Analysis</p>	<p>Lesson Plans Classroom walkthroughs Monthly walkthroughs completed by school leadership team, teacher leaders, and district staff.</p>	<p>No funds needed</p>
	<p>KCWP4: Review, Analyze, and Apply Data</p>	<p>K-2 Flexible Grouping Using benchmarks, K-2 PLCs will analyze data determining who is making the necessary progress and develop a plan for those below the benchmark.</p>	<p>EOY Text Level Analysis</p>	<p>Monthly text level analysis Data analysis completed monthly by K-2 PLC teams and monitored by instructional coach.</p>	<p>No funds needed</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Focus: Effective use of formative assessment data</p>	<p>K-5 Standards Mastery Analysis A process for ongoing analysis of priority standards mastery will be developed by the PLC leadership team.</p>	<p>KSA Gap Analysis</p>	<p>PLC Agendas Standards Mastery Analysis</p> <p>Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.</p>	<p>No funds needed</p>
	<p>KCWP5: Design, Align, and Deliver Support Focus: Ensuring academic interventions are implemented and monitored.</p>	<p>Multi-Tiered System of Supports Implementation The MTSS Coordinator will collaborate with the literacy coach and school administration to refine the school MTSS plan based on school-wide data analysis.</p>	<p>KSA Gap Analysis</p>	<p>MTSS PLC Agenda Leadership Team Agendas MTSS Handbook Adjustments</p> <p>MTSS Tier talks occur school-wide quarterly and are facilitated by MTSS coordinator who reports outcomes to the principal.</p>	<p>Staffing ESS</p>
		<p>Quarterly MTSS Data Reviews PLC Teams will collaborate with the MTSS Coordinator, interventionists, and other support personnel to analyze intervention progress monitoring data and grade-level standards mastery to determine the effectiveness of interventions and determine next steps.</p>	<p>KSA Gap Analysis MAP Achievement, Growth, and Proficiency</p>	<p>MTSS PLC Agenda MTSS Progress Monitoring Data Standards Mastery Analysis</p> <p>MTSS Tier talks occur school-wide quarterly and are facilitated by MTSS coordinator who reports outcomes to the principal.</p>	<p>Discretionary Sub coverage</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 80% of EL students will progress at least two levels on the ACCESS assessment during the 2022-23 school year.	KCWP2: Design, Align, and Deliver Instruction Focus: Ensure appropriate and effective high-yield instructional strategies	Successful Start Kindergarten and first grade teachers will engage in professional development in instructional reading and/or instructional writing and will implement a responsive teaching process using the Successful Start model.	EOY Text Level Analysis	Monthly text level analysis Known Words Assessment Formative Classroom Assessments Data analysis completed monthly by K-2 PLC teams and monitored by instructional coach.	Discretionary
		Evidence-Based Practices Professional development opportunities will be provided to teachers in the area of Evidence-Based Practices.	KSA Gap Analysis	Lesson Plans Classroom walkthroughs Monthly walkthroughs completed by school leadership team, teacher leaders, and district staff.	No funds needed
	KCWP4: Review, Analyze, and Apply Data Focus: Effective use of formative assessment data	K-2 Flexible Grouping Using benchmarks, K-2 PLCs will analyze data determining who is making the necessary progress and develop a plan for those below the benchmark.	EOY Text Level Analysis	Monthly text level analysis Data analysis completed monthly by K-2 PLC teams and monitored by instructional coach.	No funds needed
		K-5 Standards Mastery Analysis A process for ongoing analysis of priority standards mastery will be developed by the PLC leadership team.	KSA Gap Analysis	PLC Agendas Standards Mastery Analysis Monitored on an ongoing basis by PLC teams and reviewed by school administration at least monthly.	No funds needed

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety Index for Crestwood Elementary from 72.2 in Spring 2022 to 82.2 in Spring 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety Index for Crestwood Elementary from 72.2 (2022) to 77.2 (2023)	KCWP6: Establishing Learning Culture and Environment Focus: <ul style="list-style-type: none"> Supporting student awareness of school rules, their character, and the impact of their behavior. 	The Crestwood Foundations team will develop and implement a School-wide Behavior Plan that intentionally incorporates a trauma-informed approach.	Quality of School Climate and Safety Index Impact Survey Results	Faculty Meeting agendas and feedback Office referrals Restraints/seclusions Suspensions Kid Talk team monitors data bi-weekly, facilitated by assistant principal.	FY23 Title 2
		Professional development opportunities for teacher leaders in designing a positive, engaging, and supportive school culture.	Quality of School Climate and Safety Index Impact Survey Results	Faculty Meeting agendas and feedback Office referrals Restraints/seclusions Suspensions Student Culture committee monitors data bi-monthly, facilitated by principal	Discretionary
	KCWP6: Establishing Learning Culture and Environment Focus: <ul style="list-style-type: none"> Ensure the effective implementation of anti-bullying policies and procedures 	The counselor and school administrators will develop and implement anti-bullying policies and procedures aligned to evidence-based best practices	Quality of School Climate and Safety Index Impact Survey Results	Faculty Meeting agendas and feedback Office referrals Restraints/seclusions Suspensions Student Culture committee monitors data bi-monthly, facilitated by principal	No funds needed
		The counselor and school administrators will develop and implement anti-bullying educational modules for students, staff, and parents that are aligned to evidenced-based best practices.	Quality of School Climate and Safety Index Impact Survey Results	Faculty Meeting agendas and feedback Office referrals Restraints/seclusions	No funds needed

Goal 5: Increase the Quality of School Climate and Safety Index for Crestwood Elementary from 72.2 in Spring 2022 to 82.2 in Spring 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>Suspensions</p> <p>Student Culture committee monitors data bi-monthly, facilitated by principal</p>	
	<p>KCWP5: Design, Align, and Deliver Support</p> <p>Focus: Ensuring behavior interventions are implemented and monitored.</p>	<p>The SEL interventionist will work with the Kid Talk team, teacher, and MTSS team to develop, implement, and evaluate tiered behavior intervention plans including identifying appropriate interventions and data collection methods.</p>	<p>SRSS data</p>	<p>Office referrals</p> <p>Restraints/seclusions</p> <p>Suspensions</p> <p>Progress monitoring</p> <p>Kid Talk team monitors data bi-weekly, facilitated by assistant principal.</p> <p>Intervention team meets weekly and agendas are reviewed by school administrators.</p>	<p>Title 1</p>

6: Optional

Goal 6: Improve family engagement (TBD after Parent Experience Survey Results)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP6: Establishing Learning Culture and Environment Focus: Building relationships with families and the community</p>	<p>Increase family engagement with the support of the wraparound social worker, Family Resource Center coordinator, and PTA through a needs assessment and the implementation of a systematic family engagement plan. Family engagement activities will include support in the areas of academics, social-emotional/mental health needs, and wellness.</p>	<p>Caregiver attendance at open house, conferences, PTA meetings, and family engagement events</p> <p>T1 Evaluation</p>	<p>FRC needs assessment Parent/Caregiver Surveys</p> <p>FRC monitors parent surveys twice a year and reports results to the Family Engagement committee and principal.</p>	<p>FRC Grant FY23 Title 1 Parent Involvement funds</p>
		<p>The family engagement committee will develop a common approach to homework and school communication based on research and feedback from families, students, and staff.</p>	<p>T1 Evaluation</p>	<p>FRC needs assessment Parent/Caregiver Surveys Staff Surveys</p> <p>FRC monitors parent surveys twice a year and reports results to the Family Engagement committee and principal.</p>	<p>No funds needed</p>