



22-23 Phase One:
Continuous Improvement Diagnostic for Schools

Crawford Middle School
Mike Jones
1813 Charleston Dr
Lexington, Kentucky, 40505
United States of America

2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.
Michael B. Jones, September 19, 2022



22-23 Phase One: Executive Summary for Schools

Crawford Middle School
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2022-23 Phase One: Executive Summary for Schools

Description of the School

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

Crawford Middle School is a Title I school in Fayette County Public School District and is considered a "neighborhood" school. Crawford is located on the northeast side of Lexington, hidden among neighborhoods, a farm, and I-64/75. Crawford has a student enrollment that averages about 760 students each year. Prior to the 20-21 school year when our schools were negatively impacted by the pandemic, our school had made several gains in reading and math and had reduced out office referrals significantly. We are proud of our successes, but understand we have a long way to go. Many students who are promoted to Crawford lack some of the basic skills necessary to be successful both academically and socially. Our staff works very hard to help students overcome some of the obstacles they face. Often students promoted to high school will return to Crawford to seek help with their academic or family issues. The "Crawford Creed" is how we expect our students, families, staff, and community to live. The Crawford Creed is, "Commit to Learning, Make Responsible Choices, and Show Kindness". We feel that if everyone commits to these three simple ideals our school will continue to blossom. There is a real sense of community created at our school by the teachers and staff. The staff and community resources allow Crawford to support our students in order to achieve academic success as well as support Crawford families as they face societal issues. Currently, there are 750 students enrolled at Crawford. * 27.89% white, 37.24% African American, 23.42% Hispanic, 11.32% other; * 11% Qualify as English Language Learners (ELL). * 14.04% of the student body has been identified for Special Education services * 75% of our students qualify for free or reduced lunch * Diverse staff of nearly 100 members (this includes all certified and classified positions, both instructional and non-instructional) * 1 Social Worker, 1 Family Resource coordinator, 2 instructional behavior specialists, 3 school counselors, 1 mental health specialist & 1 community liaison. * Range of Experience in teachers: 1st year - +30 *Students with disabilities continue to be a Gap group for Crawford.

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.

Crawford Mission: Our mission is to create an environment that inspires lifelong learning, provides ongoing support, and prepares all students for the future in a global society. The current mission statement was developed by CMS teachers who worked collaboratively to address the direction in which to take the school. During the process, a deliberate focus was placed on academic practices and strategies to be utilized to raise student achievement while also teaching necessary skills to be a

productive citizen. Prior to the 22-23 school year, all staff members wrote a personal mission statement to help guide our focus as individual educators as it relates to the overall school mission. It was also determined that our staff must work together to assist students and families with factors that outside of the school day that are barriers to learning. We have seen an increase of needs since the pandemic started which is creating more pressure on the staff. Our staff understands the importance of student needs being met in order for them to be more successful at school. Using Title I funding, we have been able to increase our counseling, social work, and mental health staff. This funding mechanism allows for students to receive additional social-emotional support at school. We know that these barriers can directly impact student achievement if they are not met. A community liaison was also added to the staff using Title I funding. We identified that there was a need to engage our Hispanic families more and develop deeper partnerships with our community.

After nearly a year of on-line learning and a year back in the building trying to acclimate ourselves in school again, it was evident based on data that we needed to step back and reset. The administration decided to go back to the ABC's. The school has created goals and activities that focus on academics, behavior, and culture/climate/celebration. The culture and climate established at Crawford is one of "each day is a new day". We want students to feel safe physically, mentally, and emotionally when they are at school. We want them to understand that making mistakes is human, but we can recover from those mistakes if we take responsibility for them and work together. This is also a message the principal continues to tell the staff and models that same practice so that it can translate into the classroom for students. Crawford's MTSS team meets regularly to discuss referrals submitted by teachers on students who are struggling academically and/or behaviorally. At Crawford Middle School the expectation is that all of our students will demonstrate proficiency in all core content areas. Administrators are involved in unit planning with teachers through weekly planning sessions. Different data sources show that a majority of students continue to struggle with reading, writing, and math. This data is discussed in weekly PLC meetings and for the 22-23 school year Crawford is partnering with NWEA to learn how to better utilize MAP data.

All students at CMS take an Educational Enhancement class as part of their regular class schedule. The administration, counseling staff, and MTSS lead teacher use multiple data sources to place students in their specific class for remediation or enhancement. The Latin phrase on our school crest sums up our purpose. The phrase "Non Scholae sed Vitae Discimus" loosely translate to "we learn not for school but for life." Our goal is to not only teach our students for the short term, but to mold students into becoming life-long learners. We expect all people associate with Crawford to live the "Crawford Creed"; Commit to Learning, Make Responsible Choices, and Show Kindness. Title I funding has allowed us to purchase classroom technology which has allowed for increased ability to project online and written content as well as decrease interruptions. All classrooms have been purchased a Viewsonic IFP and document camera to assist in delivering content to students. A barcode scanner has been purchased to allow teachers to use eOS in kiosk mode allowing students to scan themselves out for a hallpass decreasing the level of interruption during instruction. CMS has purchased Dreambox to assist with providing reading interventions to struggling readers. A site license for "Boom

Cards” was also purchased with Title I funding to help teachers with instruction. Teachers collaborate across all areas to plan instruction that allows students to learn through student-centered projects that ultimately help students to become aware of the world around them and their role in it. Both teachers and students utilize technology in meaningful ways, across all areas, throughout the school year. Communication with families is also critical for student success. Title I funding has allowed us the opportunity to purchase SMORE, which is a two-way newsletter tool. Weekly team newsletters are sent to all families, while a monthly administrative newsletter is sent. The administration also sends their newsletter as needed if something arises that needs to be communicated with families.

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 greatest notable achievement is that prior to the pandemic year (20-21) we increased our academic achievement in reading, math, and writing and decreased our suspensions and safe time. We are proud of our overall achievements, but understand that kids change each year and we have to continue our relentless focus. To help with our academic success, all students at CMS are enrolled in an Educational Enhancement class that is programmed for their specific need in reading, math, or writing. Students who are not achieving at grade level are taught GAP skills, while student at or above grade level are giving enhancement opportunities. Using Title I and district funds, CMS has purchased reading and math software to help with identified Gap skills. These programs are mainly used in our enhancement classes, but are available for teachers to use in content classes. Crawford has continued to increase student technology in all classrooms. High interest titles in the media center for student reading continue to grow. Crawford has also purchased a program to allow for book titles that are in student's native languages. Crawford has added pre-academy type classes in digital media, robotics and engineering, and career clusters. Our students have won awards for our digital media in news and video production. Areas for improvement which will be a focus over the next couple of years include providing more College Career Readiness opportunities for all of our students.

It has been made evident that CMS needs an academic culture shift for all stakeholders. As part of a school-wide reset, the administration created activities that will help CMS staff, families, and students celebrate and acknowledge academic achievement and effort. CMS has worked very hard to recreate our MTSS plan and we have met our short and mid-range goals that were established by the team. We have made many positive changes, but we are continuing to work and have more of a focus on academics. Our MTSS lead and team are working collaboratively with district level MTSS staff to create a process to ensure accurate data is taken and appropriate interventions are provided to students. The School-Based Instructional Support model for the district has changed. Now our SBIS works collaboratively with the principal and teachers in weekly planning and PLC meetings to focus on unit planning, data analysis, or assessment. Our focus must continue to be on gap

groups and how we can use our data to increase student achievement for all students. An area of growth and current focus is on teacher clarity and high order questioning. Writing and implementing effective learning intentions and success criteria which are connected to standards and grade level tasks into daily teaching continues to be a focus across all content areas. Finally, we must continue to improve our use of learning intentions and success criteria in our instruction. We have seen pockets of very good, but inconsistencies remain.

Additional Information

CSI/TSI (including ATSI) Schools 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.

N/A

Additional Information

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

Every faculty meeting, we celebrate home runs for staff and students. We have incentives for behavior that we have for each grade level as well as an All-Star incentive for those students who exemplify the Creed. Students have the opportunity to use their eOS to earn the reward that occurs for a particular grade level every 3 weeks. As a faculty and staff, we have come together because of our love for children and the dedication to help our students succeed. The school works hard to build supportive partnerships with community resource groups such as Crossroads Christian Church, Vineyard Community Church, YMCA, KY 4H, LFUCG, the P.U.M.A. (Preparando Universitarios Mas Alla) for Latinx students, and Kentucky Refugee Ministry. Other partnerships with nonprofit organizations such as Urban Impact & M.A.D.E, and are helping to provide resources for our students. With an increase of community violence which has impacted many students and families, some of these groups are working with our staff to ensure that we provide trauma-informed care to these students as well as work to create ways to stop the violence. We are very proud of our community partnerships who provide different monthly meals for groups of students and staff. They also provide us with different meal cards, etc. to use as academic and behavioral incentives. We are very proud of our partnership with the PTSA and other community partners to make our dream of having an outdoor space for learning a reality. We completely grasp the idea that it takes a "village to raise a child" concept. We will continue to use outside resources to support and enrich the academic life of our students.



22-23 Phase Two: The Needs Assessment for Schools

Crawford Middle School
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2022-23 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 teachers and staff at CMS have made major strides in the area of reviewing, analyzing and applying data results to foster school improvement. After a very difficult year back in school after the school closure, the principal and administrative team determined it necessary to review both quantitative and qualitative data and conduct a complete "reset". Mike Jones (principal), Anne Piatt (Associate Principal), Ryan Taylor (Admin Dean), Evin Shockey (Academic Specialist), Leigh Ann Williams (School-based Instructional Support), and all department members review KSA, MAP, and school content data throughout the school year.

During the 22-23 school year, the teachers and administration have 3 work sessions with a consultant from NWEA in an effort to make MAP data more relevant for families and students. After working with Dr. Billy Snow, we have changed our PLC focus by conducting student task analysis where teachers and other staff provide feedback to the presenting teacher around standard, teacher clarity, and if the reviewed work is considered to be proficient. The task analysis is documented in a Google form where teachers provide feedback and reflect on their own

practice. Teachers have provided feedback that the process is purposeful and having an impact on instruction in a positive way. Administrators meet with grade level teams each week, discussing students of concern, behavior data, eOS data, failures, and walkthroughs. The data directly impacts instruction as well as the work around school culture and climate. The CSIP planning committee meets throughout the school year to review progress towards the school-wide goals. make the meetings more meaningful and connect directly with instructional planning meetings.

Review of Previous Plan

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

Although we did not show progress in our KSA data, we did have some successes as far as implementation of some of the strategies and activities during a very trying year. In full transparency, it was difficult at times to get into a flow with some of the activities and strategies due to high number of staff and student absences due to Covid isolation and _____. We worked with Solution Tree during the 21-22 school year and had a focus on essential standards, learning intentions and success criteria and how they can all be used to improve instruction. We had a few pockets who struggled, but overall we saw a significant improvement according to our walkthrough data. Our administrators minus a few exceptions averaged 10 instructional walkthroughs per week which led to teacher feedback and reflection and more focused and intentional instruction. All content teachers implemented a guaranteed and viable curriculum. All teachers were given ample time to teach the standards and all were given curriculum resources to help assist in planning and teaching. The following shows the resources that each content area used: Math- *Envisions*, Language Arts- *Collections*, Science- *Amplify*, & Social Studies- *Savaas*.

These curriculum resources along with district support gave our teachers a better chance to teach the students the required learning standards. We do have areas for continued improvement in the area of data analysis and how to use the data to inform our instruction. We will continue to tweak our PLC and data practices to allow teachers time to have purposeful work time and learning around improving instruction.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of behavior referrals for the first quarter of 20-21 was nearly non-existent due to students engaging in school online. The first quarter of the 22-23 school year shows an increase in overall office discipline referrals of 103 from the 21-22 quarter 1. We see an increase in the number of students who fall into the Tier III category (6 or more ODR's) in 22-23 than in the past.

The number of students who scored novice in reading in 2022 was 344 while in 2021 the number was 239.

The number of students who scored novice in math in 2022 was 397 while in 2021 the number was 237.

The number of students who scored novice in science in 2022 was 146 while in 2021 the number was 74.

The number of students who scored novice in social studies in 2022 was 141.

The number of students who scored novice in writing in 2022 was 99 while in 2021 the number was 40.

The following subgroups continue to see a high number of students scoring in the novice range in Reading; African American (154), Hispanic (88), Students with disabilities (76), English Learners (84), Economically Disadvantaged (293).

The following subgroups continue to see a high number of students scoring in the novice range in Math; African American (127), Hispanic (66), Students with disabilities (64), English Learners (66), Economically Disadvantaged (340).

According to the Quality School Climate Survey results, fifty-percent of students thought school rules were fair. Fifty-two percent of students thought that the school is an encouraging place. Twenty-two percent of students feel that bullying is not a problem. Eighty-eight percent of students know that they can ask a teacher for help on homework. Eighty three percent of student state that teachers make them feel welcome in class.

According to the TELL survey results the following 3 areas were reasons for concern were around managing student behavior, school climate, and emotional well-being and belonging.

All of the areas mentioned above are areas for concern and improvement. Our administrative team has our staff focusing on the ABC's which includes Academic, Behavior, and Climate/Culture improvement.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

The following data is our current state as it relates to Kentucky Summative Assessment.

The number of students who scored novice in reading in 2022 was 344. The number of students who scored proficient in reading in 2022 was 165.

The number of students who scored novice in math in 2022 was 397. The number of students who scored proficient in math in 2022 was 137.

The number of students who scored novice in science in 2022 was 146. The number of students who scored proficient in science in 2022 was 26.

The number of students who scored novice in social studies in 2022 was 141. The number of students who scored proficient in social studies in 2022 was 43.

The number of students who scored novice in writing in 2022 was 99. The number of students who scored proficient in writing in 2022 was 39.

Current Non-Academic State:

The overall number of behavior referrals for the first quarter is _____. The number of students who fall into the Tier III range for behavior referrals for the first quarter is _____.

The perception data from the the TELL survey indicated that managing student behavior, school climate, and emotional well-being and belonging. Teachers indicate that they do not feel comfortable handling disruptive classrooms. Twenty-one percent of teachers responded favorably that administrators support their classroom management efforts. Twenty-three percent of teachers indicated that the overall work environment is positive. Teachers and staff indicated that their emotional well-being was not good due to their work.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School

Improvement Plan (CSIP) diagnostic and template.

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

Crawford is considered TSI in 5 areas including African American, Hispanic, EL, Students with Disabilities, and Economically disadvantaged. With these classifications and the corresponding data we are taking a wholistic approach to school improvement.

The following subgroups continue to see a high number of students scoring in the novice range in Reading; African American (154), Hispanic (88), Students with disabilities (76), English Learners (84), Economically Disadvantaged (293).

The following subgroups continue to see a high number of students scoring in the novice range in Math; African American (127), Hispanic (66), Students with disabilities (64), English Learners (66), Economically Disadvantaged (340).

Overall, the number of students who scored novice in writing in 2022 was 99 which is an increase of 59 from 2021.

Reading, math, and writing are all areas of concern and will be a heavy focus for school improvement. Science and social studies novice scores are also a cause for concern and will also be addressed in our PLC work and throughout instruction.

Strengths/Leverages

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

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

The high level of novice scores indicated in our data in all groups and subgroups suggest that we need to address Tier I. Although this is an area of concern, it is also a leverage point.

We have indicated some leverage points when comparing our fall MAP data to the 2022 KSA scores. In reading we see an 8% reduction in novice scores among all students. In math we see a nearly 8% reduction in math novice scores on Fall MAP. Fall math MAP scores show that African American students have a total novice reduction of nearly 9%. While not as significant, in Fall reading MAP, African American students show a 3% reduction in novice.

Our goals focus will be to cut novice scores overall as well as in all identified TSI groups.

In reading, we are implementing new strategies to be used in all classrooms that teach students how to interact with text. We are also working with support to develop a more efficient instructional model for the educational enhancement reading courses. Lastly, we have implemented a new PLC protocol that allows teachers to review and give feedback on student work measuring the task against the standard.

In math, our PLC protocol allows teachers to review and give feedback on student work measuring the task against the standard.

We are leveraging a tool that will be used in all classrooms teaching students how to respond to text in writing.

We are taking a team approach towards school improvement that includes school level leadership and support as well as district level leadership and support. An action plan will help us focus on the non-negotiables we have instructionally.

All of the strategies that we are implementing that address some of our sub-groups and contents will impact all student populations positively.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

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.
Please see attachment for evidence.

ATTACHMENTS

Attachment Name

 22-23 KCWP



22-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Crawford Middle School

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2022-23 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Crawford Middle's Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

State Assessment Results in Reading

- By 2025, *Crawford Middle School* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 32%.

State Assessment Results in Math

- By 2025, *Crawford Middle School* will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 22%.

State Assessment Results in Science

- By 2025, *Crawford Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 9%.

State Assessment Results in Social Studies

- By 2025, *Crawford Middle School* will increase Social Studies proficient and distinguished levels to 60% as measured by KSA. Current level is 22%.

State Assessment Results in Combined Writing

- By 2025, *Crawford Middle School* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 17%.

English Learner Progress

- By 2025, *Crawford Middle School* will grow our English Learner Progress Indicator to 44.9 in their composite score as measured by ACCESS. Current level is 23.1.

<p>Quality of School Climate and Safety</p> <ul style="list-style-type: none"> By 2025, <i>Crawford Middle School</i> will increase the quality of school climate and safety index to 75% as measured by KSA.
<ul style="list-style-type: none">

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Crawford Middle School</i> will increase P/D in Reading to 42%.</p> <p>By 2023, <i>Crawford Middle School</i> will increase P/D in Math to 33%.</p>	<p>By 2024, <i>Crawford Middle School</i> will increase P/D in Reading to 52%.</p> <p>By 2024, <i>Crawford Middle School</i> will increase P/D in Math to 44%.</p>	<p>By 2025, <i>Crawford Middle School</i> will increase P/D in Reading to 60%.</p> <p>By 2025, <i>Crawford Middle School</i> will increase P/D in Math to 55%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Crawford Middle School</i> will increase P/D in Science to 21%.</p> <p>By 2023, <i>Crawford Middle School</i> will increase P/D in Social Studies to 35%.</p> <p>By 2023, <i>Crawford Middle School</i> will increase P/D in Combined Writing to 28%.</p>	<p>By 2024, <i>Crawford Middle School</i> will increase P/D in Science to 32%.</p> <p>By 2024, <i>Crawford Middle School</i> will increase P/D in Social Studies to 48%.</p> <p>By 2024, <i>Crawford Middle School</i> will increase P/D in Combined Writing to 42%.</p>	<p>By 2025, <i>Crawford Middle School</i> will increase P/D in Science to 45%.</p> <p>By 2025, <i>Crawford Middle School</i> will increase P/D in Social Studies to 60%.</p> <p>By 2025, <i>Crawford Middle School</i> will increase P/D in Combined Writing to 60%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Crawford Middle School</i> will decrease Novice in Reading to 36%.	By 2024, <i>Crawford Middle School</i> will decrease Novice in Reading to 25%.	By 2025, <i>Crawford Middle School</i> will decrease Novice in Reading to 15%.
By 2023, <i>Crawford Middle School</i> will decrease Novice in Math to 42%.	By 2024, <i>Crawford Middle School</i> will decrease Novice in Math to 29%.	By 2025, <i>Crawford Middle School</i> will Novice decrease in Math to 15%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Crawford Middle School</i> will grow our English Learner Progress Indicator to 27 in their composite score as measured by ACCESS.	By 2024, <i>Crawford Middle School</i> will grow 100% of our English Learner Progress Indicator to 36 in their composite score as measured by ACCESS.	By 2025, <i>Crawford Middle School</i> will grow 100% of our English Learner Progress Indicator to 44 in their composite score as measured by ACCESS.

Additional Goal- Optional		
Year 1	Year 2	Year 3

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

PLC- Teachers will conduct assessment and task analysis to effectively improve instructional planning and student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KWCP 1-Design & Deploy Standards	When conducting student task analysis, teachers will review learning intention and success criteria to ensure tasks are aligned to standard and provide students understanding of success.	PLC observations Reflection form PLC evidence PLC discussion	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4: Review, Analyze and Apply Data	Teachers will conduct a MAP data analysis sheet after each MAP session to determine adjustments and interventions.	MAP data analysis tool	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4: Review, Analyze and Apply Data	Teachers will conduct district common assessment analysis to determine what areas need to be re-taught or reviewed.	PLC discussion PLC evidence ADAM Student Achievement reports	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instructio	All teachers will implement CERT and CMS1 for literacy and writing.	Lesson plan document Student work samples exemplars	None
<u>Progress Monitoring</u>				

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Engagement Strategies- All teachers will be trained and implement effective student engagement strategies.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	All teachers will be trained in KAGAN strategies by January 2, 2023.	Sign in sheets	Title I & ESSR
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	All departments will select a minimum of three (3) Kagan or Kagan like engagement strategies to implement in classrooms.	Lesson plan document Walkthrough data	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	All 6th grade teachers and special education teachers will be trained in and implement "Thinking Maps" in classrooms.	Lesson plan document Walkthrough data	Title I District support
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	Certified Kagan coach will provide mentoring and coaching per teacher or admin request monthly. Coach will be available to model strategies in classrooms.	Professional Learning log	Sec. 6 & Title I
<u>Progress Monitoring</u>				

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Create a positive student and staff climate and culture to improve working conditions and student achievement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Teachers will complete DECCA protocol to determine what students need counseling services.	DECCA completion rate Student count for counseling referrals	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	CMS will partner with Andrews Counseling as well as other service providers to assist in providing counseling services to students identified through DECCA protocol.	Referrals Parent permission forms Student participation & exit forms	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Develop partnership with Franklin Covey "Leader in Me" to fully implement in 23-24.	Site visits Professional learning Implementation plan & timeline	ESSR & Title I
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Students participate each week on "Mindfulness Monday" to complete "Second Steps" SEL lessons.	Student participation Fidelity checks via lesson completion rates.	District funded
	KCWP 6: Establishing Learning Culture and Environment	Administration will employee goals from the ABC worksheet focusing on establishing a more positive and inclusive staff working environment.		None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Continue to expand the WEB program to assist with transition from elementary.	WEB leader participation Web coordinators	Title I

Progress Monitoring

Year 2 Focus Areas

PLC- Teachers will conduct assessment and task analysis to effectively improve instructional planning and student learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KWCP 1-Design & Deploy Standards	When conducting student task analysis, teachers will review learning intention and success criteria to ensure tasks are aligned to standard and provide students understanding of success.	PLC observations Reflection form PLC evidence PLC discussion	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4: Review, Analyze and Apply Data	Teachers will conduct a MAP data analysis sheet after each MAP session to determine adjustments and interventions.	MAP data analysis tool	None
Reading, Math, Science, Social	KCWP 4: Review,	Teachers will conduct district common assessment analysis to determine what areas	PLC discussion PLC evidence	None

Studies, Combined Writing, English Learner Progress	Analyze and Apply Data	need to be re-taught or reviewed.	ADAM Student Achievement reports	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instructio	All teachers will implement CERT and CMS1 for literacy and writing.	Lesson plan document Student work samples exemplars	None
<u>Progress Monitoring</u>				

Engagement Strategies- All teachers will be trained and implement effective student engagement strategies.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	All teachers will be trained in Kagan strategies by January 2, 2023. All new staff members will be scheduled a Kagan training by October 31 of the current year.	Sign in sheets	Title I & ESSR
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	All departments will select a minimum of three (3) Kagan or Kagan like engagement strategies to implement in classrooms.	Lesson plan document Walkthrough data	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design &	All 6 & 7 grade teachers and special education teachers will be trained in and implement "Thinking Maps" in classrooms.	Lesson plan document Walkthrough data	Title I District support

Engagement Strategies- All teachers will be trained and implement effective student engagement strategies.				
	Deliver Instruction			
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	Certified Kagan coach will provide mentoring and coaching per teacher or admin request monthly. Coach will be available to model strategies in classrooms.	Professional Learning log	Sec. 6 & Title I
<u>Progress Monitoring</u>				

Create a positive student and staff climate and culture to improve working conditions and student achievement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Teachers will complete DECCA protocol to determine what students need counseling services.	DECCA completion rate Student count for counseling referrals	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	CMS will partner with Andrews Counseling as well as other service providers to assist in providing counseling services to students identified through DECCA protocol.	Referrals Parent permission forms Student participation & exit forms	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Expand “Leader in Me” opportunities for staff and students.	Site visits Professional learning Implementation plan & timeline	ESSR & Title I
Reading, Math, Science, Social Studies,	KCWP 6: Establishing Learning	Students participate each week on “Mindfulness Monday” to complete “Second Steps” SEL lessons.	Student participation Fidelity checks via lesson completion	District funded

Combined Writing, English Learner Progress	Culture and Environment		rates.	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Administration will employee goals from the ABC worksheet focusing on establishing a more positive and inclusive staff working environment.		None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Continue to expand the WEB program to assist with transition from elementary.	WEB leader participation Web coordinators	Title I

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Create and implement student voice groups that will meet with the principal and/or admin.	Meeting minutes plus/deltas	None
<u>Progress Monitoring</u>				

Year 3 Focus Areas

PLC- Teachers will conduct assessment and task analysis to effectively improve instructional planning and student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KWCP 1-Design & Deploy Standards	When conducting student task analysis, teachers will review learning intention and success criteria to ensure tasks are aligned to standard and provide students understanding of success.	PLC observations Reflection form PLC evidence PLC discussion	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4: Review, Analyze and Apply Data	Teachers will conduct a MAP data analysis sheet after each MAP session to determine adjustments and interventions.	MAP data analysis tool	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4: Review, Analyze and Apply Data	Teachers will conduct district common assessment analysis to determine what areas need to be re-taught or reviewed.	PLC discussion PLC evidence ADAM Student Achievement reports	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instructio	All teachers will implement CERT and CMS1 for literacy and writing.	Lesson plan document Student work samples exemplars	None
<u>Progress Monitoring</u>				

Engagement Strategies- All teachers will be trained and implement effective student engagement strategies.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	All teachers will be trained in KAGAN strategies by January 2, 2023. All new staff members will be scheduled a Kagan training by October 31 of the current year.	Sign in sheets	Title I & ESSR
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	All departments will select a minimum of three (3) Kagan or Kagan like engagement strategies to implement in classrooms.	Lesson plan document Walkthrough data	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	All 6-8 grade teachers and special education teachers will be trained in and implement "Thinking Maps" in classrooms.	Lesson plan document Walkthrough data	Title I District support
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1 & 2 Design & Deploy Standards/ Design & Deliver Instruction	Certified Kagan coach will provide mentoring and coaching per teacher or admin request monthly. Coach will be available to model strategies in classrooms.	Professional Learning log	Sec. 6 & Title I
<u>Progress Monitoring</u>				

Create a positive student and staff climate and culture to improve working conditions and student achievement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined	KCWP 6: Establishing Learning	Teachers will complete DECCA protocol to determine what students need counseling services.	DECCA completion rate Student count for	None

Writing, English Learner Progress	Culture and Environment		counseling referrals	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	CMS will partner with Andrews Counseling as well as other service providers to assist in providing counseling services to students identified through DECCA protocol.	Referrals Parent permission forms Student participation & exit forms	None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Continue building the “Leader in Me” programming for CMS for staff and students.	Site visits Professional learning Implementation plan & timeline	ESSR & Title I
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Students participate each week on “Mindfulness Monday” to complete “Second Steps” SEL lessons.	Student participation Fidelity checks via lesson completion rates.	District funded
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Administration will employee goals from the ABC worksheet focusing on establishing a more positive and inclusive staff working environment.		None
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6: Establishing Learning Culture and Environment	Continue to expand the WEB program to assist with transition from elementary.	WEB leader participation Web coordinators	Title I



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_03272023_14:03

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Crawford Middle School
Mike Jones
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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

The mission of Crawford Middle School is to create an environment that inspires lifelong learning, provides on-going support, and prepares all students for the future in a global society.

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

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

1. Overall school culture and climate to help us meet our mission, increase the feeling of safety and belonging by all, and reduce the number of overall office discipline referrals/Tier II & III students for behavior.
2. Reduce the number of students scoring novice in reading and math on MAP and KSA.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

These two focus areas relate directly to two of the CSIP goals. Our goals to create an environment where students and staff have a better sense of belonging and feel safer while at school. The perception survey data suggests that we need to reduce our behavior referrals and create an environment where people feel safer. Our academic data suggests that over half of our students score below proficiency in reading and math on MAP and KSA.

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

An area for growth for CMS is in the area of climate and safety. Over the past few years, we have seen an increase in mental health assessments, threat assessments, and office behavior referrals. The school has explored and will implement the "Leader in Me" programming through Franklin Covey. The "Leader in Me" program has 12 hours of articulated professional learning based on the seven habits of highly effective people. This professional learning will offer teachers the opportunity how to engage the seven habits in instruction and common area activities. It will also allow the administration and support staff to build school-wide structures incorporating the seven habits.

By 2025, Crawford Middle School will increase the quality of school climate and safety index to 75% as measured by KSA.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The "Leader in Me" program has 12 hours of articulated professional learning based on the seven habits of highly effective people. This professional learning will offer teachers the opportunity how to engage the seven habits in instruction and

common area activities. It will also allow the administration and support staff to build school-wide structures incorporating the seven habits.

The intended results are for all staff to incorporate the seven habits in all they do at CMS. The implementation will also build leadership capacity among students and staff. Finally, with this capacity building, there should be a decrease in office referrals and an increased score on the quality safety survey as part of KSA.

4c. How will professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
 - i. Faculty meeting agendas, leadership agendas, office referral data, survey data will be considered as evidence of the seven habits implementation.
 - ii. Administration, Lighthouse Team, counselors, and teachers will be responsible for collecting data.
 - iii. Data will be pulled and analyzed monthly.

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

Please describe in detail.

One indicator of success will be the reduction of office discipline referrals and the increase of recognition referrals over time. Behavior data will be pulled weekly to begin looking at behavior data trends. If a decrease is seen as compared to the previous year, then data pulls will begin monthly. After the first quarter, a goal is to have a decrease of office discipline referrals by 15% and an increase of recognition referrals of 20%. The Leader in Me initiative will take time to be implemented school-wide but should have a significant impact on the discipline data over time.

Another indicator of success will be an increase in staff perception survey data.

Feedback was sought from the staff during the spring of 22-23 school year. This feedback will be developed in to a plan of action to help assist in students and staff feeling safe at school. A quarter activity will be conducted by administration to determine if the plan is working or if tweaks need to be made. The goal is to have all areas that were below 50% favorable in 21-22 to increase to above 50% favorable. Continuous feedback will be gathered to determine the success.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All staff members will be required to attend some form of the training. All certified teachers will be required to attend the full 12 hours of training implemented by the "Leader in Me" professional learning staff.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Title I budget for Leader in Me training and materials.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Continued support of the Leader in Me professional learning team will be given through the contract. Ongoing support from the school chief will be critical to ensure that the Leader in Me program is implemented with fidelity.

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

By 2024, Crawford will increase P/D in reading to 52%.

By 2024 Crawford Middle School will increase P/D in math to 44%.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

For teachers to learn new strategies for the overall student population to increase the level of proficiency.

5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
 - i. We will review and analyze data trends from formative and summative work samples and all relevant data (MAP & KSA) in weekly PLC meetings.
 - ii. Administration will collaborate with the Office of Assessment to design a data collection tool. Teachers will be responsible for collecting, recording, and analyzing data.
 - iii. Formative and summative data will be reviewed as it comes available. MAP data will be analyzed 3 times per year.

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

Please describe in detail.

We will meet the objectives outlined in the CSIP. The percentage of students scoring P/D will increase as indicated.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All CMS teachers.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Title I funding and other funding sources through EL & Special Education can assist in providing professional learning and support.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

district support team will help assist to ensure all professional learning occurs and goals are achieved.

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

na

Attachment Summary

Attachment Name	Description	Associated Item(s)
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