

## Crawford Middle School Comprehensive School Improvement Plan (CSIP) 2022-25

### Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

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

### Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

**Seventy-eight percent of African American students, 88% of EL students, and 91% of Students with Disabilities scored below proficiency in Reading.**

**Eighty-eight percent of African American students, 89% of EL students, and 91% of Students with Disabilities scored below proficiency in Math.**

**Crawford is considered TSI in three areas including African American, EL, and Students with Disabilities and there continues to be a negative trend in academic data.**

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

**PLC (collaborative planning), PLC data analysis – (common formative, district common unit assessments, MAP, KSA)**

**WIN rotations – focus on grade level academics and interventions**

**Acceleration plan focusing on quality grade level instruction**

### Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	42.8	0.6
State Assessment Results in science, social studies and writing	36.8	2.2
English Learner Progress	14.1	-9.0
Quality of School Climate and Safety	59.7	1.1
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

**1: State Assessment Results in Reading and Mathematics**

Goal 1 (State your reading and math goal.): By 2026, Crawford Middle School will increase reading proficiency to 60% as measured by KSA. By 2026, Crawford Middle School will increase reading proficiency to 55% as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2024, Crawford Middle School will increase Math proficiency to 42% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, district common unit assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A
Objective 2  By 2024, Crawford Middle School will increase Reading proficiency to 33% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, district common unit assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success	PDSA, PLC Minutes, Walkthrough data	N/A

Goal 1 (State your reading and math goal.): By 2026, Crawford Middle School will increase reading proficiency to 60% as measured by KSA.  
 By 2026, Crawford Middle School will increase reading proficiency to 55% as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		standard and ensure plans reflect the rigor of the standard.	criteria and student activities		
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A

## 2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By 2026, CMS will increase proficiency in Science to 45% as measured by KSA. By 2026, CMS will increase proficiency in Social Studies to 60% as measured by KSA By 2026, CMS will increase proficiency in Writing to 60% as measured by KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2024, Crawford Middle School will increase Science proficiency to 22% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, district common unit assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A
Objective 2  By 2024, Crawford Middle School will increase Social Studies proficiency to 34% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, district common unit assessments, MAP, KSA),	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities	PDSA, PLC Minutes, Walkthrough data,	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A

Goal 2 (State your science, social studies, and writing goal.): By 2026, CMS will increase proficiency in Science to 45% as measured by KSA. By 2026, CMS will increase proficiency in Social Studies to 60% as measured by KSA By 2026, CMS will increase proficiency in Writing to 60% as measured by KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A
Objective 3  By 2024, Crawford Middle School will increase Combined Writing proficiency to 34% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, district common unit assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A

### 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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2024, Crawford Middle School will increase proficiency for AA students in reading to 31% as measured by KSA.</p> <p>By 2024, Crawford Middle School will increase proficiency for AA students in math to 23% as measured by KSA.</p>	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, district common unit assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of TSI groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>By 2024, Crawford Middle School will increase proficiency for SPED students in reading to 20% as measured by KSA.</p> <p>By 2024, Crawford Middle School will increase proficiency for SPED students in math to 20% as measured by KSA.</p>	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, district common unit assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of TSI groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A
<p>Objective 3</p> <p>By 2024, Crawford Middle School will increase proficiency for EL students in reading to 25% as measured by KSA.</p> <p>By 2024, Crawford Middle School will increase proficiency for EL students in</p>	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis – (common formative, district common unit assessments, MAP, KSA), teachers will deconstruct standards, identify what students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning intention, success criteria and student activities	PDSA, PLC Minutes, Walkthrough data	N/A



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
math to 23% as measured by KSA.	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A
	KCWP 3 - Design & Deliver Assessment Literacy	Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,	PDSA reflects weekly common assessments and adjustments to instruction	PDSA, PLC Minutes	N/A
	KCWP 4 - Review, Analyze & Apply Data	PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams	PDSA reflects common data analysis	PDSA, PLC Minutes, Walkthrough data,	N/A
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of TSI groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A

**4: English Learner Progress**

Goal 4 (State your English Learner goal.): By 2026, Crawford Middle School will grow our English Learner Progress Indicator to 40.0 as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2024, Crawford Middle School will grow our English Learner Progress Indicator from 5.1 to 20.0 as measured by ACCESS.</p>	<p>KCWP 2 - Design &amp; Deliver Instruction</p>	<p>PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching, checks for understanding with peer discussion in math a minimum of once/week</p>	<p>PDSA reflects collaborative planning, kagan strategies, and checks for understanding</p>	<p>PDSA, Walkthrough data, WIN data</p>	<p>N/A</p>
	<p>KCWP 3 - Design &amp; Deliver Assessment Literacy</p>	<p>Weekly formative assessment with data analysis to drive instruction, Common unit assessment data analysis with reteach plans,</p>	<p>PDSA reflects weekly common assessments and adjustments to instruction</p>	<p>PDSA, PLC Minutes</p>	<p>N/A</p>
	<p>KCWP 4 - Review, Analyze &amp; Apply Data</p>	<p>PLC (data analysis), walkthroughs with specific feedback, Data review/discussions with teams</p>	<p>PDSA reflects common data analysis</p>	<p>PDSA, PLC Minutes, Walkthrough data,</p>	<p>N/A</p>
	<p>KCWP 6 - Establishing Learning Culture &amp; Environment</p>	<p>Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of TSI groups</p>	<p>PDSA reflects high yield instructional strategies</p>	<p>PDSA, PLC Minutes, Walkthrough data</p>	<p>N/A</p>

**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): By 2026, Crawford Middle School will increase the quality of school climate and safety index to 75% as measured by KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2024, Crawford Middle School will increase the quality of school climate and safety index to 65% as measured by KSA	KCWP 5 - Design, Align & Deliver Supports	Staff and students will participate in Leader in Me to promote belonging and inclusion	Student surveys reflect positive climate, decrease in peer conflict	eOS, survey data, MTSS/PBIS data	Title 1
	KCWP 6 - Establishing Learning Culture & Environment	Individual data conversations and goal setting, teachers will implement high yield instructional strategies for all students, with intentionality in support of TSI groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A

### **Addendum for Schools Identified for Targeted or Comprehensive Support**

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

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

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b> Leaders will participate in professional learning that includes support for implementation and follow up, district support, intentional coaching cycles, mentoring</p>
<p><b>Identification of Critical Resources Inequities:</b></p> <p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b> Human resources and funds are allocated based on need. We constantly evaluate needs and shift resources as necessary.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p> <p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b> The Leader in Me survey is administered to students, staff, and families to measure culture and climate. Additionally, a working conditions survey is administered to staff. We use the survey results to assess our current culture and climate and respond appropriately.</p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p> <p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>Response:</b> African American, SPED, EL</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

## TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

**Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff on high yield instructional strategies	Hattie, J. (2008). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i> . routledge.	<input type="checkbox"/>
Teacher Clarity	Forster, P. (2019). Teacher Clarity. <i>The English Journal</i> , 108(6), 19-24.	<input type="checkbox"/>
Leader in Me	Covey, S. R. (2014). <i>Leader in me</i> . Simon and Schuster.	<input type="checkbox"/>
PDSA process	Leis, J. A., & Shojania, K. G. (2017). A primer on PDSA: executing plan–do–study–act cycles in practice, not just in name. <i>BMJ quality &amp; safety</i> , 26(7), 572-577.	<input type="checkbox"/>



2023-2024 Phase One: Executive Summary for  
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2023-2024 Phase One: Executive Summary for Schools

**Crawford Middle School**  
**Anne Trimble**  
1813 Charleston Dr  
Lexington, Kentucky, 40505  
United States of America

## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

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

Crawford Middle School is located on the northeast side of Lexington, hidden among neighborhoods, a farm, and I-64/75. Crawford has a student enrollment that averages around 725 students. A new principal of Crawford Middle School was named in July of 2023. The goal of the new administration is for Crawford to be a school that models leadership and excellence, a school that families want their student(s) to attend, and a school where ALL students experience success. While Crawford is labeled as a Title I school, we proudly serve students and families from various neighborhoods in our reside area. Regardless of student backgrounds, our staff works very hard to help students overcome some of the obstacles they face, while maintaining high behavior and academic expectations. Often students promoted to high school will return to Crawford to seek help with their academic or personal issues. We expect our students, families, staff, and community to live the Crawford Creed (Commit to Learning, Make Responsible Choices, and Show Kindness). There is a sense of community created at our school by the staff, students, and families that we are working to continue to grow. 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. We currently serve 723 students at Crawford Middle school. \* 35.68 % African American, 27.25 % White, 26.83% Hispanic, 7.19% Two or more races, and 3.05% other; \* 18% Qualify as English Language Learners (ELL). \* 17% of the student body has been identified for Special Education services \*73% of our students qualify for free or reduced lunch and \*10.4% of our students qualify for gifted services. We have a 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, 1 instructional behavior specialists, 3 school counselors, 1 mental health specialist & 2 Family Community Liaisons.

### School Stakeholders

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

An area of focus this year at Crawford Middle School is to increase community and family engagement. Our Family Community Liaisons host round table sessions for families and community members to provide the school with actionable feedback. Additionally, SBDM members play an active part in the improvement planning process as the plan is discussed and revisions are made throughout the year. The instructional leadership team at CMS is comprised of teacher team and content leaders, administrators, the SBIC and guidance counselors. The team works together to analyze data discuss/revise school improvement plans. The principal



has created a student advisory council to solicit feedback and work with students to improve all aspects of the school. CMS has a student/staff lighthouse team through leader in me that works together to analyze and improve our school culture.

### School's Purpose

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

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 outside of the school day that are barriers to learning. We know that these barriers can directly impact student achievement if they are not met. Using Title I funding, we have been able to increase our counseling, social work, and mental health staff allowing students to receive additional social-emotional support at school. The school has created goals and activities that focus on academics, behavior, and culture/climate. 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. The 23-24 school year is year one of three to become a Leader in Me school. All staff members have completed their initial training and our student/staff lighthouse team has been trained. 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. Different data sources show that a majority of students continue to struggle with reading, writing, and math. A new master schedule was created this year to allow teachers to have one vertical content plan and one team plan. Through the content planning time, administrators and our School Based Instructional Coach plan with teachers and analyze data to move learning forward. All students at CMS take a Reading class as part of their regular class schedule. CMS has purchased programs that supplement direct instruction to assist with providing reading and math interventions. Through team PLC, teachers collaborate across content areas to analyze data and create individualized plans for students. Communication with families is also critical for student success. 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.

We have come a long way since the beginning of the year in several different areas, but understand that we must continue our relentless focus. Using Title I and district funds, CMS has purchased reading and math software to help with identified Gap skills. These programs are available for teachers to use in content classes. High interest titles in the media center for student reading continue to grow. Crawford has a program to allow for book titles that are in student's native languages. Our students have won awards for our digital media in news and video production. This year, we have created space in the schedule for real time interventions on grade level standards.

Academics, behavior and culture are all areas for improvement which will be a focus over the next couple of years. It has been evident that CMS has needed an academic and culture shift for all stakeholders. As a result of new structures and expectations that have been put into place, we have already seen many positive changes with behavior and culture. We are shifting to an academic focus while sustaining the growth in culture and student behavior. We are consistently looking at data in both content and grade level PLC meetings and have created a system to monitor individual student growth. Our MTSS team is working collaboratively with district level MTSS staff to create a process to ensure accurate data is taken and appropriate interventions are provided to students. Our SBIC works collaboratively with administration and teachers in weekly planning and PLC meetings to focus on unit planning, data analysis, or assessment. Our focus is to use our data to increase student achievement in all areas for all students.

## Additional Information

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

During every faculty meeting, we celebrate staff that are living the Crawford creed. We have incentives for student behavior at each grade level. Students have the opportunity to use their eOS to earn the rewards for desired behaviors. 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 OMAC are helping to provide resources for our students. We are very proud of our partnership with the PTSA and other community partners that contribute to the success of CMS students and staff. We will continue to use outside resources to support and enrich the academic life of our students.



2023-2024 Phase Two: The Needs Assessment for  
Schools\_10102023\_12:49

2023-2024 Phase Two: The Needs Assessment for Schools

**Crawford Middle School**  
**Anne Trimble**  
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## **2023-24 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

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

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

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

#### **Protocol**

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

At CMS, there has been an increased focus in the areas of reviewing, analyzing and applying data results to foster school improvement. There are several teams that look at both qualitative and quantitative data. The administrative team (including our School Based Instructional Coach) along with all teachers review KSA, MAP, and district and school common assessment data throughout the school year. Our instructional leadership team reviews and analyzes data on a monthly basis. We have restructured our PLC process this year to focus on data analysis weekly and planning data informed instruction. We analyze data and make actionable plans as both content specific departments and grade level teams. Grade level administrators and counselors meet with grade level teams each week, discussing students of concern, behavior data, eOS data, and failure data. Our SBDM council, consisting of two parents, three teachers and the principal, reviews and discusses data after every major assessment. All data discussions are documented through meeting minutes, PDSA lesson plans, and individual student action plans.

## 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 much progress in our KSA data, we did have some successes as far as implementation of some of the strategies and activities during the previous year. 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. Curriculum resources along with district support gave our teachers a better chance to teach the students the required learning standards. There is still a need for continued improvement in the areas of data analysis and data informed instruction. We will continue to assess the needs of our teachers and provide professional learning on the PLC process and data informed planning to provide quality instruction for all students.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of students who scored novice in reading in 2023 was 329 compared to 344 in 2022.

The number of students who scored novice in math in 2023 was 374, whereas the number in 2022 was 397.

The number of students who scored novice in science in 2023 was 119 compared to 146 in 2022.

The number of students who scored novice in social studies in 2023 was 179, an increase of 38 students from 2022.

The number of students who scored novice in writing in 2023 was 113 whereas the number in 2022 was 99.

The number of behavior referrals for the first quarter of 23 - 24 was 382 compared to 586 during the first quarter of the 22 - 23 school year. The data shows a decrease of 204 office discipline referrals.

The following subgroups remain a concern in both Reading and math; African American, Hispanic, Students with disabilities, English Learners, Economically Disadvantaged.

### Current State

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

#### **Example of Current Academic State:**

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

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Thirty-two percent of students met proficiency in reading.

Twenty-three percent of students met proficiency in math.

Twenty-one percent of students met proficiency in both social studies and writing.

The high level of novice scores indicated in our data suggest that we need to address Tier I instruction in addition to novice reduction. An acceleration plan will be used to ensure quality grade level instruction for every student.

### 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

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proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Seventy-eight percent of African American students, 88% of EL students, and 91% of Students with Disabilities scored below proficiency in Reading.

Eighty-eight percent of African American students, 89% of EL students, and 91% of Students with Disabilities scored below proficiency in Math.

Crawford is considered TSI in three areas including African American, EL, and Students with Disabilities and there continues to be a negative trend in academic data. There will be a heavy focus for school improvement in all content areas and for all groups of students. Actionable plans will be created to focus on moving student groups out of TSI.

### 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.

Overall, there was a very small increase in proficiency in both reading and math on KSA. Proficiency in writing increased by 4.9% on KSA. Our fall MAP data shows a projected increase in proficiency this year of 3% in math and 2% in reading. The highest growth in projected proficiency for math was in eighth grade, increasing by 5% from last fall. The projected proficiency for reading was highest for reading in 7th grade, increasing by 4% from last fall. We will focus on novice reduction for all students with an increased and intentional focus on literacy in all content areas.

Our WIN class allows time for both enrichment and intervention in all content areas. We are approaching school improvement and ownership of academic data at a team. We are implementing an acceleration plan that will focus on core actions in all classrooms for reading and/or math.

### 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 Results](#)

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

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

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


a. Complete the [Key Elements Template](#).

- b. Upload your completed template in the attachment area directly below.

**ATTACHMENTS**

**Attachment Name**

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 23 CMS Key Elements

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


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

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

PLC (collaborative planning), Intentional focus on literacy and math, targeted interventions on grade level standards, PLC data analysis – common formative, district common unit assessments.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 23 CMS Key Elements		• 7



2023-2024 Phase Two: School Assurances\_10102023\_12:43

2023-2024 Phase Two: School Assurances

**Crawford Middle School**  
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United States of America

## 2023-24 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

Yes

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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

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

- Yes
- No
- N/A

**COMMENTS**

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

- Yes
- No
- N/A

**COMMENTS**

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

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A



**COMMENTS**

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

Yes

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

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**



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**  
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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