

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

State Assessment Results in Science/Social Studies/Writing: 71% of all students scored below proficiency in Social Studies, 84% of all students scored below proficiency in Social Studies, 78% of all students scored below proficiency in Combined Writing

72.5% of African American students, 68.7% of EL students, and 88.7% of Students with Disabilities scored below proficiency in Reading.

82.1% of African American students, 81.6% of EL students, and 92.2% of Students with Disabilities scored below proficiency in Math.

The high number of students indicated in our data that are not meeting proficiency suggests that we need to continue to improve Tier I instruction.

Needs Assessment: Processes, Practices, or Conditions

PLC (collaborative planning), PLC data analysis – (common formative, summative, district benchmark assessments, MAP, KSA), WIN rotations – focus on grade level academics and interventions.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.3	10.5
State Assessment Results in science, social studies, and writing	42.8	6.0
English Learner Progress	41.3	27.2
Quality of School Climate and Safety	60.8	1.1

1: State Assessment Results in Reading and Mathematics

By October 2028, Crawford Middle School will increase the overall index of combined reading and math from 53.3 to 58.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Crawford Middle School will increase reading proficiency to 60% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark 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 that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching Release days with district specialists for Science, Social Studies, & ELA	PDSA reflects collaborative planning, Kagan strategies,	PDSA, Walkthrough data, WIN data	Sec. 6
	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
By 2025, Crawford Middle School will increase math proficiency to 40% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark 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 that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	PDSA reflects collaborative planning, Kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	Sec. 6

By October 2028, Crawford Middle School will increase the overall index of combined reading and math from 53.3 to 58.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Release days with district specialists for Science, Social Studies, & ELA			
	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 Combined Writing

By October 2028, Crawford Middle School will increase overall index of combined science/social studies/writing from 42.8 to 47.8

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Crawford Middle School will increase Science proficiency to 25% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark 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 that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	N/A

By October 2028, Crawford Middle School will increase overall index of combined science/social studies/writing from 42.8 to 47.8					
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
By 2025, Crawford Middle School will increase Social Studies proficiency to 40% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark 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 that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching Release days with district specialists for Science, Social Studies, & ELA	PDSA reflects collaborative planning, Kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	Sec. 6
	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

By October 2028, Crawford Middle School will increase overall index of combined science/social studies/writing from 42.8 to 47.8					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Crawford Middle School will increase Combined Writing proficiency to 35% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark 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 that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching Release days with district specialists for Science, Social Studies, & ELA	PDSA reflects collaborative planning, kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	Sec. 6
	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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Crawford Middle School will increase proficiency for AA students in reading to 35%	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark assessments, MAP, KSA), teachers will deconstruct standards, identify what	PDSA reflects collaborative planning, data analysis, and alignment of standards, learning	PDSA, PLC Minutes, Walkthrough data	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>as measured by KSA.</p> <p>By 2025, Crawford Middle School will increase proficiency for AA students in math to 23% as measured by KSA.</p>		students should know and be able to do upon mastering the standard and ensure plans reflect the rigor of the standard.	intention, success criteria and student activities that meet the rigor of the standard		
	KCWP 2 - Design & Deliver Instruction	<p>PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching</p> <p>Release days with district specialists for Science, Social Studies, & ELA</p>	PDSA reflects collaborative planning, Kagan strategies, and checks for understanding	PDSA, Walkthrough data, WIN data	Sec. 6
	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 at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A
<p>By 2025, Crawford Middle School will increase proficiency for SPED students in reading to 20% as measured by KSA.</p> <p>By 2025, Crawford Middle School will increase proficiency for SPED</p>	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark 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 that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students in math to 20% as measured by KSA.	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	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 at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A
By 2025, Crawford Middle School will increase proficiency for EL students in reading to 40% as measured by KSA. By 2025, Crawford Middle School will increase proficiency for EL students in Math to 25% as measured by KSA.	KWCP 1 - Design & Deploy Standards	PLC (collaborative planning) PLC data analysis - (common formative, summative, district benchmark 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 that meet the rigor of the standard	PDSA, PLC Minutes, Walkthrough data	N/A
	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	PDSA reflects collaborative planning, Kagan strategies, and	PDSA, Walkthrough data, WIN data	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			checks for understanding		
	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 at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A

4: English Learner Progress

By 2028, Crawford Middle School will grow our English Learner Progress Indicator to 73 as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Crawford Middle School will grow our English Learner Progress Indicator from 68.5 to 70 as measured by ACCESS.	KCWP 2 - Design & Deliver Instruction	PLC (collaborative planning), WIN - Academic interventions, Kagan Coaching	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

By 2028, Crawford Middle School will grow our English Learner Progress Indicator to 73 as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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 at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A

5: Quality of School Climate and Safety

By 2028, Crawford Middle School will increase belonging to 70.2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, 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 at risk groups	PDSA reflects high yield instructional strategies	PDSA, PLC Minutes, Walkthrough data	N/A

8: Family Engagement

By May 2025, CMS will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, CMS will have a FACE action plan.	Continue to implement and monitor the strategies developed in the plan	<ul style="list-style-type: none"> -Collaborate with the FACE Lead to develop a focus for the current school year. -Execute the expectations established on the FACE action plan. -Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices 	<ul style="list-style-type: none"> Family Surveys -Participation of Staff and Families Analyze pre and post-action plan data -Participate data of staff and families -Participation of Staff -Staff Learning Feedback form 	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	Title 1 Family Engagement

By May 2025, CMS will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Family Nights, Roundtables, parents/guardians serve on committees,			



2024-2025 Phase One: Executive Summary for
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2024-2025 Phase One: Executive Summary for Schools

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

Table of Contents

<u>2024-2025 Phase One: Executive Summary for Schools</u>	3
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2024-2025 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 716 students. The goal of the 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 LEAD (Listen, Engage, Achieve and Develop).

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. We currently serve 716 students at Crawford Middle school. * 36.6% African American, 26.5% White, 26.3% Hispanic, 8% Two or more races, and 2.6% other; * 19% Qualify as English Language Learners (ELL). * 17.6% of the student body has been identified for Special Education services *77% of our students qualify for free or reduced lunch and *7% 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 (3 days/week), 1 Family Resource coordinator, 1 instructional behavior specialists, 3 school counselors, 1 mental health specialist & 1 Family Community Liaison.

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 at Crawford Middle School is to increase community and family engagement. Our Family Community Liaison hosts 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 teachers that are 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. 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 are currently in year two of three in our Leader in Me school journey. All staff members have completed their year two LIM 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. Through 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. At CMS, we know that 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 in the past year and understand that we must continue our relentless focus. 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. Additionally, we have created space in the schedule for real time interventions that are intentional and focus on grade level standards.

Academics, behavior and culture are all areas for improvement which will continue to 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 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 to focus on unit planning, data analysis, and 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 LEADing. We have incentives for student behavior and attendance at each grade level. 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 churches, 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 our 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

2024-2025 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 they will address 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 as you conducted 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 were 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. Our PLC process focuses 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?

We had success with the implementation of strategies and activities during the previous year as shown in our accountability score. 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. Admin and district support provided PL that was data driven to impact instruction. There is still a need for continued improvement in the areas of data analysis, data informed instruction, and differentiation. 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 to meet the needs of all students.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, 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 2024 was 228 compared to 329 in 2023 (reduction of 101 students)

The number of students who scored novice in math in 2024 was 256 compared to 374 in 2023 (reduction of 118 students)

The number of students who scored novice in science in 2024 was 87 compared to 119 in 2023 (reduction of 32 students)

The number of students who scored novice in social studies in 2024 was 121 compared to 179 in 2023 (reduction of 58 students)

The number of students who scored novice in combined writing in 2024 was 62 compared to 113 in 2023 (reduction of 51 students)

CMS exited TSI in all areas but will continue to monitor at-risk groups of students.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Forty-two percent of students met proficiency in reading.

Thirty-one percent of students met proficiency in math.

Twenty-nine percent of students met proficiency in social studies

Sixteen percent of students met proficiency in science

Twenty-two percent of students met proficiency in combined writing

Our English Learners Progress Score significantly increased from 5.1 in 2023 to 68.5 in 2024

Our Quality of School Climate & Safety Status increased by 1.1 points

The number of behavior events for the first quarter of 2024 was 348 compared to 382 during the first quarter of the 23-24 school year. (decrease of 34 events)

Staff attendance for the 23-24 school year was 92.4%

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

State Assessment Results in Science/Social Studies/Writing: 71% of all students scored below proficiency in Social Studies, 84% of all students scored below proficiency in Social Studies, 78% of all students scored below proficiency in Combined Writing

72.5% of African American students, 68.7% of EL students, and 88.7% of Students with Disabilities scored below proficiency in Reading.

82.1% of African American students, 81.6% of EL students, and 92.2% of Students with Disabilities scored below proficiency in Math.

The high number of students indicated in our data that are not meeting proficiency suggests that we need to continue to improve Tier I instruction.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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 were either increases or significant increases in all content areas on KSA. Our fall MAP data shows a projected increase in proficiency this year of 3.9% in math. The highest growth in projected proficiency for math was in seventh grade, increasing by 4.2% from last fall. The projected proficiency for reading was highest in 8th grade, increasing by 2.5% from last fall. We will focus on reducing novice and increasing proficiency for all students with an increased and intentional focus on reading, writing, and discourse 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 continuing our acceleration plan that will focus on core actions for reading and/or math in all classrooms.

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 Processes](#)

[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

 24 CMS Key Elements


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

PLC (collaborative planning and data analysis), Data driven instruction, intentional focus on literacy and math, targeted interventions on grade level standards.

Attachment Summary

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



2024-2025 Phase Two: School Assurances_10162024_11:53

2024-2025 Phase Two: School Assurances

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

Table of Contents

<u>2024-2025 Phase Two: School Assurances</u>	3
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2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies 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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FCPS Professional Learning Plan 2024-2025
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2023-2024 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Crawford

District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School Mission

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

Focus Area 1

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Focus Area 2

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

How do the identified top two focus areas requiring professional learning relate to district goals?

Strategic Plan Priority Areas are:

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**



Describe Strategic Plan Priority Areas: The top focus areas for Crawford cross over several of the strategic priorities for FCPS including student achievement, DEIB, highly effective workforce, and organizational health and efficiency. Student achievement continues to be an area of focus. It is necessary to make changes so that we can tap into every student's potential. .

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Post-secondary Readiness
- Graduation Rate.

Describe CDIP alignment: The professional learning plan for CMS is directly related to the CDIP goals for FCPS. The goal at CMS is to improve the overall climate and culture as measured by the quality safety survey. A major focus to improve the proficiency and reduce novice in the areas of math and reading. There will also be a continued focus to reduce novice scores in all areas tested on KSA.

Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2024-2025](#)

[FCPS Professional Learning Timeline 2024-2025 At-A-Glance](#)



[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

Focus Area 1

[Focus Area 1 Objectives](#)

By 2024, Crawford Middle School will increase the quality of school climate and safety index to 65% as measured by KSA

Short-Term Changes: Knowledge: Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.

Long-Term Changes: Behavior: Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.



Focus Area 1 Intended Results

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 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.

Student Outcomes: Students become engaged in more leadership opportunities. Office discipline referrals decrease.

Educator Beliefs: Teachers and staff create a paradigm shift in thinking about how and what students can learn. Paradigm shifts in the following areas will help make the school more successful: leadership, potential, change, motivation, and education. Teachers and staff must believe that everyone can be a leader, everyone has genius, change starts with me, empower students to lead their own learning, and educators and families must partner to create the whole person.

Educator Practices: Teachers and staff begin looking at all students as leaders and build capacity within the school around leadership and student success.

Focus Area 1 Monitoring

What data will be considered and gathered? Faculty meeting agenda, leadership agendas, office referral data, survey data will be considered as evidence of the seven habits implementation.

Who is responsible for gathering data? Administration, Lighthouse Team, and teachers will be responsible for collecting data.

How frequently will it be analyzed? Data will be pulled and analyzed monthly.

Focus Area 1 Indicators of Success

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. This feedback will be developed into 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 24-25 to increase to above 50% favorable. Continuous feedback will be gathered to determine the success.

Focus Area 1 Targeted Audience

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.

Focus Area 1 Resources

Title I budget for Leader in Me training & materials

Focus Area 1 Ongoing Supports for Implementation

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.

Focus Area 2

Focus Area 2 Objectives

By 2024, Crawford Middle School will increase Math proficiency to 42% as measured by KSA.
By 2024, Crawford Middle School will increase Reading proficiency to 33% as measured by KSA.



Knowledge: Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.

Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

Focus Area 2 Intended Results

All CMS teachers take ownership of increasing proficiency in Math and Reading

Student Outcomes: Increase in proficiency in reading and math for all students

Educator Beliefs: Educators in a PLC believe in focusing on results-evidence of student learning.

Educator Practices: All certified teachers participate in a collaborative team.

Focus Area 2 Monitoring

What data will be considered and gathered? We will review and analyze formative and summative data in weekly PLC meetings.

Who is responsible for gathering data? Administration and teachers will be responsible for collecting, recording, and analyzing data.

How frequently will it be analyzed? Formative data will be analyzed weekly. Summative data will be reviewed as it comes available. MAP data will be analyzed 3 times per year.

Focus Area 2 Indicators of Success

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



Focus Area 2 Targeted Audience

All Teachers

Admin

Focus Area 2 Resources

Title 1 Funding

Focus Area 2 Ongoing Supports for Implementation

District support, professional learning provided by admin and SBIC

Optional Extension