



Crawford Middle School
Comprehensive School Improvement Plan
(2009-2011 School Year)

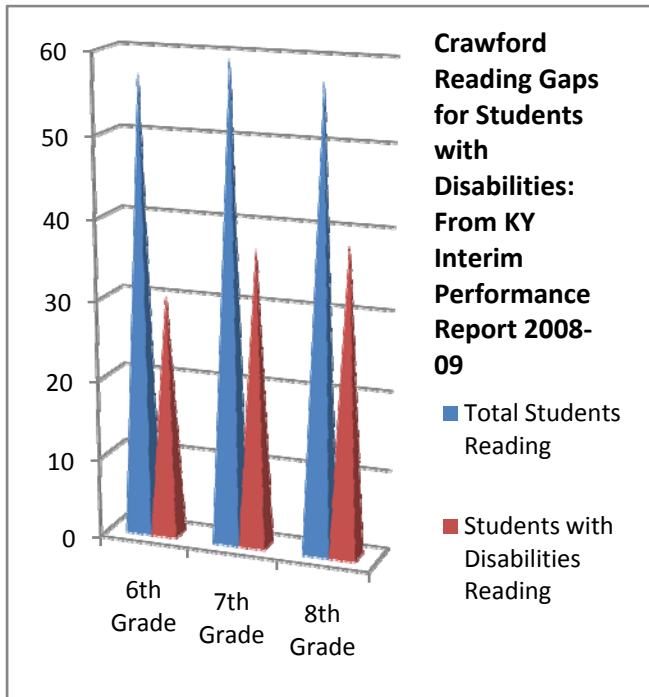


Executive Summary:

Mission Statement: Crawford Middle School will provide a safe learning environment in which all students will receive a fair and equitable education based on their individual needs. The education students receive at Crawford will provide them with a firm academic and social foundation on which they can become successful in high school and beyond.

Process/Plan for CSIP Development & Communication: Crawford Middle School will develop the Comprehensive School Improvement Plan with input from all stake holders including select district personnel, school administration, faculty & staff, parents, students, and community members. Crawford's staff will develop the CSIP based on school data and student needs. Once needs are identified and a draft developed, all stakeholders will be invited to an SBDM meeting at which they can provide their input. The faculty will then be given a draft of the CSIP and will be given a minimum of a week to review the draft. After the staff has been given the minimum week to review the CSIP, a meeting or meetings will be held in which they will be given the opportunity to provide and discuss their input. After all stake holders have had the opportunity to give input, the CSIP can be revised accordingly and re-presented to the SBDM for approval. Once the SBDM has given final approval to the CSIP, a link to it will be posted on the school website.

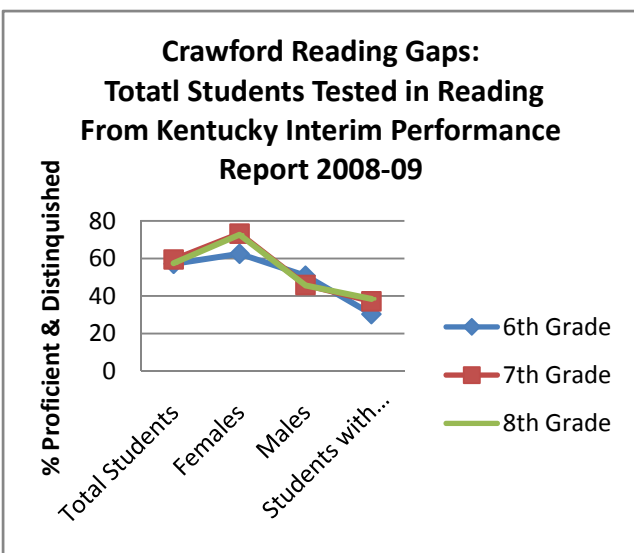
Comprehensive Needs Assessment (CNA): As a school Crawford did not meet AYP for



2009, meeting only 12 of the 16 targets. In math Crawford did not meet AYP in the area of students with disabilities. Crawford also did not meet its target for the "Other Academic Indicator" is the overall 2008 CATS Biennial Classification, which covers the other content area as well as reading and mathematics, and graduation rate.

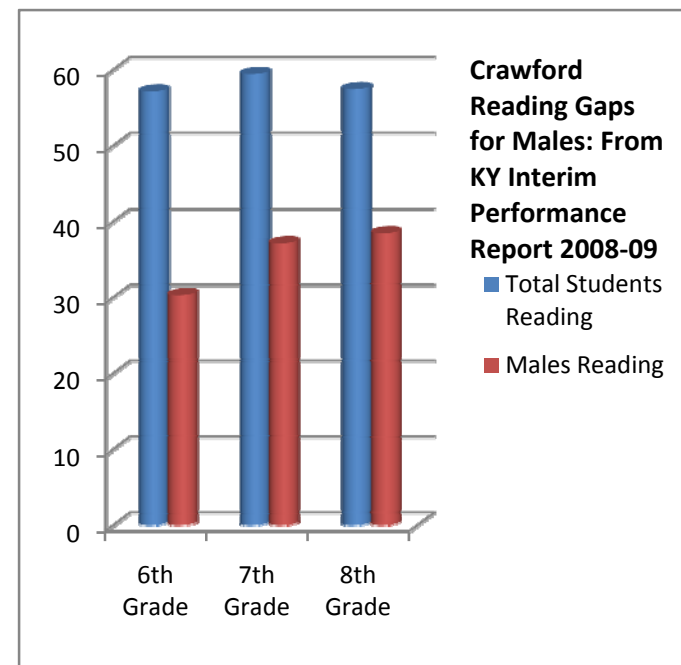
NCLB AYP SCHOOL WIDE RESULTS DATA	
2007	Met 14 of 16 targets
2008	Met 11 of 13 targets
2009	Met 12 of 16 targets

Crawford Middle School did not make NCLB AYP in Reading for the student groups of All Students, Free/Reduced Lunch (Safe Harbor), and Students with Disabilities. Additionally, according to the KY Interim Performance Report for 2008-09, there were significant reading gaps for male students. In reading the gaps for the students with disabilities are 26.84 academic index points at the 6th grade level, 22.3 at the 7th grade level,



and 18.99 at the 8th grade level. For male students the reading gaps are, 6.32 academic index points at the 6th grade level, 13.61 at the 7th grade level, and 11.88 at the 8th grade level. For Free/Reduced lunch students the gaps are smaller and according to AYP they are in Safe Harbor but still did not meet AYP. The Free/Reduced lunch gaps are 2.45 academic index points at the 6th grade level, 3.19 at the 7th grade level, and 3.6 at the 8th grade level. For all students Crawford has not made AYP in reading for the past 5 years. This puts Crawford in Title I **NCLB Tier 4** status.

Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary		
	Reading	Mathematics	Reading	Mathematics	Overall AYP
2001-02	45.60	16.49			
2002-03	45.60	16.49			
2003-04	45.60	16.49			
2004-05	52.40	26.93	No	Yes	No
2005-06	52.40	26.93	No	No	No
2006-07	52.40	26.93	No	No	No
2007-08	59.20	37.37	No	Yes	No
2008-09	66.00	47.81	No	No	No
2009-10	72.80	58.25			
2010-11	79.60	68.68			
2011-12	86.40	79.12			
2012-13	93.20	89.56			
2013-14	100.00	100.00			



2009 Grade Level Information for READING & MATH

Reading	N	A	P	D	Math	N	A	P	D
6th	10%	35%	42%	14%	6th	13%	29%	38%	20%
7th	7%	35%	46%	12%	7th	21%	36%	33%	10%
8th	10%	32%	47%	11%	8th	23%	36%	32%	9%

NCLB Required Goals for READING & MATH

Goals	Reading	Math
2009-2010	72.8	58.25
2010-2011	79.6	68.68
2011-2012	86.4	79.12
2012-2013	93.2	89.56

Tier 4: Crawford is in Tier 4 status and will therefore as a school, continue school choice. Additionally, this Comprehensive School Improvement Plan is a complete revision of the previous school plan. Tier 4 also means that Crawford will continue supplemental services for our struggling and gap students, and will continue corrective action. Crawford took the initiative, in the 2009-10 school year, to begin the implementation of new academic structures, practices, and programs that are research based. Crawford also changed the entire administration and leadership structure for the 2009-10 school year.

Action Plan Basis:

Priority Needs					Causes & Contributing Factors	Measurable Objectives/Goals
Academic Achievement Growth in Math					<p>Resources have not been focused, consistent, followed up on, based on student needs, and based on data.</p> <p>Parent involvement and the key priorities have not remained a central focus throughout school years.</p> <p>According to our analysis of 2008-2009 KCCT assessment data, NCLB data, MAP data, Learning Checks results data, state Scholastic audit document, District Walkthrough data, Student Work Analysis and classroom observations:.</p> <p>Curriculum (Standard 1) All students (with identified and non identified special learning needs) were not being consistently accommodated and high expectations for all are not being maintained.</p> <p>There are gaps in student knowledge bases according to MAP data.</p> <p>A systematic process for monitoring,</p>	<p>Crawford will meet AYP for math by increasing to 58% by 2010 and 69% by 2011.</p>
CMS MATH	2009 CMS Results	Increase Needed To Meet AYP	2010 CMS Goals	2011 CMS Goals		
All	47%	+ 11	58%	69%		
White	49%	+9	58%	69%		
AA	44%	+ 14	58%	69%		
Hispanic	44%	+14	58%	69%		
Free/Red.	43%	+ 15	58%	69%		
LEP	n/a	n/a	n/a	n/a		
Disability	27%	+ 31	58%	69%		
<p>Test scores (KCCT, MAP, and NCLB) indicate that we have significant “gaps” in math for our students with disabilities and must increase our over all student achievement in math in order to make AYP and meet both our NCLB and KCCT goals.</p>						

Academic Achievement Growth in Reading

	2009 CMS Results	Increase Needed To Meet AYP	2010 CMS Goals	2011 CMS Goals
All	57 %	+ 16	73%	80%
White	58 %	+ 15	73%	80%
AA	58%	+ 15	73%	80%
Hispanic	48%	+25	73%	80%
LEP	n/a	n/a	n/a	n/a
Free/Red.	54%	+ 19	73%	80%
Disability	35%	+ 38	73%	80%

Test scores (KCCT, MAP, and NCLB) indicate that Crawford has significant “gaps” in reading as well as an over-all need for increased student achievement in reading. Crawford has not made AYP in reading for the past 5 years and is now a Tier 4 school. We will focus on increasing reading for all students and intentionally give extra focus specially to free & reduced lunch, students with disabilities, African Americans, and males.

evaluating, and reviewing curriculum, student work, & student data was not fully implemented.

Assessment (Standard 2) Open Response items and rubrics were not an integral part of units of study. KCCT data, NCLB data, district and classroom learning check data, Discovery Education Assessment (PAS) data were not being consistently used to modify instruction.

Instruction (Standard 3) Instructional activities were not always congruent to the curriculum standards and depth of knowledge levels.

Analysis of student work was not been fully utilized to modify instruction that increases rigor and differentiated instruction.

Leadership didn’t monitor lesson and unit design consistently to ensure that the needs of students are being addressed.

Subgroup populations were not

Crawford will meet AYP in reading by increasing to 73% for all sub groups by 2010 and 80% by 2011.

<p><i>Increased Positive Behavior School Wide</i></p>	<p>consistently being targeted for additional intervention.</p> <p>The master schedule did not allow flexibility to implement a Pyramid of Interventions that include Tier 1, Tier 2 and Tier 3 students.</p>	<p>Decreased Suspensions By 25% & Office Referrals by 25%</p>
<p><i>Increased Parental & Community Involvement</i></p>		<p>Crawford will increase parent and community involvement by doubling the number of parents involved in the PTA, holding at least 3 events each semester that parents are invited to, increasing Title I compacts signed and conferences held to 90%, and being actively involved with at least 2 community groups per semester.</p>

Action Plan Specifics:

Academic Achievement Growth in Math

Component Leader – Amy Galloway

Objective: By 2011, Crawford Middle School will make enough gains in Math student achievement to make AYP.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>IXL Math – IXL Math is a computer based program for students that is aligned with KY core content, allows teachers to track and graph student progress and growth, offers many computer based and classroom lessons for students and teachers, and offers students thousands of content practice opportunities.</p> <p>Math Support - Math support classes will be offered, in addition to the students' regular math classes, for all students struggling in math based on KCCT scores, MAP scores, and class assessment data.</p> <p>Increased Technology Instruction – Increased use of research based instruction using technology & supporting PDs for teachers.</p>	<p>Student growth in math will be monitored and measured through:</p> <p>Short Term - bi-weekly classroom assessments reported to administration through goal calculators and teacher analysis. It will also be monitored through the student growth according to the MAP test.</p> <p>Long Term - The evaluation of the action plan will be done through the NCLB AYP Report and the KCCT math scores.</p>	Principal, Administrative Dean, Associate Principal, Math Department, School Technology Coordinator	1/11/10	\$15,000	ARRA & RFP	Initial	

Academic Achievement Growth in Reading

Component Leader – Amy Galloway

Objective: By 2011, Crawford Middle School will make enough gains in Reading student achievement to make AYP.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>Reading Plus & Lexia – Students in need of and receiving reading support will use Reading Plus or Lexia (depending on individual student levels and needs) 3 or more times per week in order to increase their understanding of reading fundamentals, increase their reading growth/achievement rate, and increase their reading abilities. Reading Plus and/or Lexia will be implemented as the key component of the Reading Support Classes, the SAFE room, tutoring, and targeted reading intervention times.</p> <p>Increased Library Books – Increasing library books to enhance and extend content. Increasing high interest library books for students to inspire them to read more, and increased books of upper levels in order to further encourage all readers to grow.</p>	<p>Student growth in reading will be monitored through:</p> <p>Short Term - the bi-weekly classroom assessments reported to administration through goal calculators and teacher analysis. It will also be monitored through the student growth according to the MAP test.</p> <p>Long Term - The evaluation of the action plan will be done through NCLB AYP Report and the KCCT reading scores.</p>	Principal, Administrative Dean, Assistant Principal, Media Specialist, LA & Reading Teachers, School Technology Coordinator	11/8/09	\$116,000	ARRA RFPs	Initial	

<p>Additionally, building a library selection of eBooks that will last without damage, can be accessed by students, parents, and teachers from any computer anywhere that has internet access, & can be projected in the classroom. There will also be school wide reading encouragement and challenges throughout the year.</p> <p>Technology Increase & Strategies Implemented for Teaching Reading & Writing – PD will be delivered to teachers on how to do this along with follow up on implementation.</p> <p>Reading Strategy Books For Teachers – Teachers will receive PDS & books on teaching reading and reading strategies.</p>							
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Increased Positive Behavior School Wide

Component Leader – Chad Carpenter

Objective: By 2011, Crawford Middle School will reduce both office referrals and suspensions by 25%.							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>Various strategies will be implemented at Crawford to reduce the amount of suspensions, office referrals and in-school detention placements. Crawford will implement the Foundations program under the title Instructional Discipline Committee as a school-wide initiative to improve student behavior and reduce loss of instructional time. Foundations focuses on specific student behavior, school culture and specific school needs along with individual strategies to address those needs. We have implemented a school wide positive behavior incentive with ROAR cards. Each student is provided with their a small card which allows them to use for school wide, grade level and classroom incentives. The Roar card is a school wide behavior strategy that uses a positive approach to student behavior modification. In addition to alternatives to suspension, the PASS (Positive Approach to Student Success) Program has been implemented to teach students how to self correct inappropriate behaviors.</p>	<p>Implementation: This activity will be fully implemented when the Foundations program is developed into a consistent school wide program that improves student behavior and decreases the loss of instructional time.</p> <p>Short-Term Measures of Success: Short-Term success will be measured through a 25% reduction of Level 2 and Level 3 office referrals and SAFE by December 2010.</p> <p>Long-Term Measures of Success: Long-Term success will be measured through attendance at Foundations meetings, reduction of office referrals, reduction in SAFE hours, and an increase in instructional time. Instructional time will be measured through walk through observations, evidence folders, and formal observations.</p>	Principal, Associate Principal, Administrative Dean, Instructional Discipline Team, and Classroom teachers	October 2009 through May 2011	0	District	Initial	<p><i>The Instructional Discipline Team began this activity in the fall of 2009. We will monitor monthly progress through behavior reports through Infinite campus indicating suspension rates, SAFE referrals and PASS program referrals. Data analysis will be reviewed by the Instructional Discipline Team for continuous updates and revisions.</i></p>

Professional Development for Sustainable Growth & Increased Improvement Capacity

Component Leader – Amy Galloway

Objective: By 2011, Crawford Middle School will make gains in Reading and Math for all sub groups on KCCT annually from 2009 – 12.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>Professional Development – Teachers will be given professional development on Wednesdays during team and department meetings, as well as during after school faculty meetings. Professional development will be given on research based strategies & practices, teaching strategies, behavior management techniques, and the incorporation of technology in teaching.</p>	<p>The measurement for this will be:</p> <p>Short Term: Teachers will implement the strategies learned in the Professional Development sessions and the administration will see evidence through walk – throughs & teacher reflections.</p> <p>Short & Long Term: This will be measured by the increased student growth demonstrated by students’ MAP and KCCT scores during the years 2009-2011 and beyond.</p>	<p>Principal, Assistant Principal, Administrative Dean, Department Chairs, Media Specialist, Technology Coordinator</p>	<p>8/16/09</p>	<p>\$600</p>	<p>ARRA</p>	<p>Initial</p>	

Increased Parental & Community Involvement

Component Leader – Mike Jones

Objective: By 2011, Crawford Middle School will double the # of parents in the PTSA, & increase the amount of parent/community communication/collaboration.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	Stage: (I, P, N)	Progress Statement
<p>Increased Parent Invitations to School Wide Events</p> <p>Increased Activity Exposure in District Media Outlets</p> <p>Increased Invitations & Activities Coordinated with Community Organizations.</p> <p>Increased Parent Phone Calls & Conferences Held by Teachers and Administration.</p>	<p>This will be measured by increased parent involvement & membership in the PTA. As well as increased connections and involvement with community organizations. Increased number of parents attending events and conferences. In addition to increased parent Title I compacts signed.</p> <p>Long Term: Increased parent and community involvement will increase student achievement on the KCCT and graduation rates. The continued increase in parental and community involvement will continue to increase student achievement yearly and help Crawford to build capacity and stability.</p>	<p>All Faculty & Staff</p>	<p>08/16/09</p>	<p>\$2,500</p>	<p>RFPs General</p>	<p>Initial</p>	