



22-23 Phase One: Executive Summary for Schools_09192022_11:36

2022-23 Phase One: Executive Summary for Schools

Crawford Middle School
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Description of the School

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

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

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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

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

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

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

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

Notable Achievements and Areas of Improvement

Describe the school’s notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

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

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

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

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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