

## Phase One: Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

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

Last Modified: 01/03/2019  
Status: Locked

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

A staff survey was conducted to allow staff to express their thoughts in areas that include instructional practices, PBIS, communication, and the PLC process. Staff survey results suggest that teachers feel we need additional training and improvement with classroom management, co-teaching/collaboration models, cooperative learning, and engagement techniques. In the recent past, our staff has been trained in Kagan strategies as a way to engage students in cooperative learning. Currently, CMS has 4 staff members attending a Kagan training to support their instruction. These teachers will team up with other trained teachers and serve as building leaders for engagement practices and will share their expertise with coworkers. Prior to the 2018-2019 school year, teachers completed an eight-hour training in Verbal Judo to assist with deescalating students who are disruptive and wanting to argue. This practice has been proven in schools, government agencies, corporations, and the military. Although we have addressed these concerns, it is noticeable in the survey responses that we must continue to address so that our instructional practices become more effective and consistent throughout the building. Both our academic data and instructional walk-through data suggest that we need to improve rigor and engagement in all classrooms. With an increase in rigor and our questioning practices, students will be more equipped to perform at higher levels on content and state assessments. Our subgroup of students with disabilities has been identified as a focus area for our school. To both increase proficiency and to reduce novice within this particular group, we will have to ensure that we always implement the curriculum with fidelity and that we consistently incorporate research-based strategies. Teacher survey result as well as MAP and KPREP data further emphasize the need to develop a plan of action to support these students who are identified with a disability. The staff survey also shows that CMS PBIS structures are working; however, there is a concern that there is too much instructional time lost with rewards and that we must find additional ways to address students who are highly disruptive to the learning process. Our current behavior data shows that we have improved overall, but a large number of our office discipline referrals still have behaviors classified as "disruptive behavior" and "following staff instructions," with a vast majority of these occurrences taking place during classroom instruction. Lastly, the staff survey suggests that the current PLC process is effective and working well. However, there is a concern with how special education fits into the math and ELA PLC structure. Because the special education teachers are required to use a new curriculum, we have found it difficult to compare common formative assessment data points between our special education teachers and our regular education teachers. This presents a challenge when it comes to monitoring how our students with disabilities compare to their same-aged peers. Communication with all stakeholders is an area of improvement that was suggested

by both parent and staff feedback. Although significant changes in communication structures have begun, this remains a continued focus for our school so that we can provide families with more information and more opportunities to be involved. Our Family Resource Coordinator helps communicate information with families through email, phone calls, and home visits. The FRYSC and the social worker schedule home visits each week on Wednesday's to allow time to meet with families in need. During these visits, it is often found that students environmental factors are impeding their academic success. At this time, our FRYSC begins to pool resources together to assist. Some students in our school do not have their basic needs met which has an adverse affect on their education. Our FRYSC works tirelessly to ensure that students have the necessities to meet their basic needs.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Part II:**

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

For the 18-19 school year the principal created "areas of focus" for all of the administrators. These areas of focus were also used to create continuous improvement committees. Administration is working with the PTSA to solicit volunteers to serve on committees. Some of the committees will meet more often than others, but all committees will focus on continuous improvement of instruction, climate/culture, and communication. Meetings for these continuous improvement committees will be schedule to help accommodate parents/family members who wish to serve. The principal (Mr. Jones) will monitor the work of these committees through the meeting minutes submitted through Google Drive. Mr. Jones will also ask committees to share out work at one of the monthly faculty meetings and report work to monthly SBDM meetings.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Administrative Structure	This spreadsheet shows each administrator's area of focus. Our Continuous Improvement committees were developed from these areas of focus.	2
 Staff Survey Responses	This sheet has the responses to staff survey that helped lead CMS to their Continuous Improvement areas.	1

## Phase Two: The Needs Assessment for Schools 18-19

Phase Two: The Needs Assessment for Schools

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Crawford teachers meet each Monday to review all formative assessment, summative assessment, universal screening, and state assessment data when it is available. The principal, instructional coach, and teachers are included in all PLC meetings. This time is protected by administration so that each member of the grade level department team can meet. On occasion, district level chiefs and support professionals attend meetings to offer guidance and support. The principal requires that each grade level department planning team complete a PLC worksheet weekly. The three parts of the worksheet include a weekly planning guide (assessments, learning targets, and strategies/activities), data analysis, and professional learning.

### **ATTACHMENTS**

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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: \*70.1% of students with disabilities scored novice in reading on KPREP in 2018, while only 12.6 % scored proficient. \*66.7% of students with disabilities scored novice in math on KPREP in 2018, while only 2.3% scored proficient. \*68.2% of students with disabilities scored novice on KPREP in writing in 2018. \*43.3% of African American students scored novice in reading on KPREP, while 20.4% of white students scored the same. \*31.9% of African American students scored novice in math on KPREP, while 19% of white students scored the same. \* African American males students had a higher percentage of novice in reading, math, and writing as compared to female African American students. Non-Academic Current State: The number of behavior referrals increased slightly from an average of 4.32 per day to 5.78 per day. What is important to note is that our enrollment increased from 430 students in May 2017 to 665 students in August 2017.

## **ATTACHMENTS**

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

\*43.3% of African American students scored novice in reading on KPREP, while 20.4% of white students scored the same. \*31.9% of African American students scored novice in math on KPREP, while 19% of white students scored the same. \*70.1% of students with disabilities scored novice in reading on KPREP in 2018, while only 12.6 % scored proficient. This is compared to all student novice percentage of 36.2. \*66.7% of students with disabilities scored novice in math on KPREP in 2018, while only 2.3% scored proficient. This is compared to all student novice percentage of 30.7. \*68.2% of students with disabilities scored novice on KPREP in writing in 2018. This is compared to all student novice percentage of 31.3.

### **ATTACHMENTS**

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## Trends

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

\*8th grade math novice scores have trended upwards. Although it did decrease somewhat from 16-17 to 17-18, it is still significantly higher than it was in 15-16. With the increase in novice, we have seen a decrease in proficient and distinguished scores at this grade level. \*Students with disabilities continue to have an overwhelming number of novice scores. The trend data shows little to no growth over the past several years.

### **ATTACHMENTS**

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

KCWP 2: Design and Deliver Instruction- Our PLC meetings allow teachers time to work with School-Based Instructional Support person and principal to ensure that standards are aligned and being taught. During this planning and data time, we have the ability to review lesson plans which includes standard, learning outcomes, and assessments. After any assessment teachers are required to submit data results to be discussed in PLC meetings. This assessment data could be a formal formative or summative assessment. We also review MAP and KPREP data in PLC's when results are given. During this review, we break down data into subgroups and look at students who were close to moving up a level (bumpables) and those who could potentially fall if continued support is not given (sliders). Through district and school walkthrough data, we monitor student engagement as well as peer to peer collaboration with in a lesson. This data is discussed both in PLC meetings and faculty meetings. Part of the agenda for faculty meetings is for a teacher to share an engagement strategy that has been effective in their classroom and model it for the staff. Our goal is for teachers to "fill their toolboxes" with strategies and to have a point person if they have questions. KCWP 4: Review, Analyze, and Apply Data- A very large focus with staff is utilizing the PLC process to plan effective instruction, but also to review and analyze data and apply the results to improve instruction. As stated in KCWP 2, we discuss different types of data in our PLC meetings. This data helps guide the conversation for re-teaching and planning for the following week(s). The current year has allowed us to compare data with other same grade teaching peers. In the past, our staff was so small that we only had one content teacher per grade level which made comparing data difficult. KCWP 5: Design, Align, Deliver Support Process- CMS split our MTSS team into two parts, PBIS and CAST. The PBIS team meets to create our school-wide behavior structures. The team also helps provide support to teachers so that they can provide proper intervention to those students who are not meeting behavior expectations of a regular basis. Currently we also offer different mentoring programs to groups such as Youth Advocacy Program (YAP) and MADE for those students who continue to show behavior deficiencies. We utilize LiveSchool as a behavior tracker and build in rewards throughout the year for students to "purchase" their rewards with their positive behavior points. Due to a significant enrollment increase, our school decided this year for the Crawford Academic Support Team (CAST) to focus on recreating our RTI structures. Our data was showing that we were not reaching enough of our student population who was needing Tier II interventions. After speaking with a national RTI guru, we determined it would be best to offer an RTI class for all students in the building and base the intervention on specific needs of each individual child. After conducting more research, we have learned that we need to change some of the instructional parts of our RTI classes as well as group our students differently. The administration is also looking at ways to discuss and monitor our RTI classes. Currently we are looking and finding time to have RTI PLC's with whole grade levels to discuss the instructional process needed during RTI classes. Our current academic MTSS process remains a work in progress and continues to need support from school and district leaders. CAST is comprised of a diverse group of teachers and administrators so that we are focused on being inclusive of all grade levels and demographics. We are waiting on guidance from state and district

personnel to determine what are the most effective evidence-based programs that we can implement as part of our MTSS academic program.

**ATTACHMENTS**

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

\* 7th grade Novice scores in math decreased from 42.1 (15-16) to 27.7 (17-18) \*8th grade Novice scores in reading decrease from 44.9 (15-16) to 38.4 (17-18) \*7th grade Proficiency scores in math increased 15.8 (15-16) to 21.9 (17-18) \*7th grade Proficiency scores in reading increased from 28.6 (15-16) to (17-18) \*8th grade Proficiency scores in reading increased from 20.9 (15-16) to (17-18) \*Fall to Fall comparison data shows that all grade levels and all subpopulations had over 100% growth in MAP except 6th grade white students in math and students of two or more races and Asian in 8th grade math. One concern from the comparison data as well was 7th grade AA students did not meet conditional growth percentage in reading.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 ELA PLC worksheet sample	This PLC worksheet gives an example of the weekly planning guide that is required by all teachers in the department. Teachers complete the form prior to PLC meetings. Principal and instructional coach provide feedback and changes are made if necessary.	
 Math PLC worksheet sample	This PLC worksheet was used to collect formative assessment data from 8th grade math classes. Discussions were had by teachers with principal and instructional coach to guide instructional decisions.	

## Phase Two: School Assurances 18-19

### Phase Two: School Assurances

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

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### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- Yes
  - No

- N/A

### **COMMENTS**

There is ongoing professional development involving the reviewing of assessment data on a weekly/monthly basis. Our PLC work is centered around data analysis of academic data. Our PBIS team analyzes behavior data and shares with staff monthly. The team also shares strategies that could help improve classrooms environments as well.

### **ATTACHMENTS**

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## **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes
- No
- N/A**

### **COMMENTS**

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes
- No
- N/A**

### **COMMENTS**

**ATTACHMENTS**

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**Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes**
- No
- N/A

**COMMENTS****ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A**

**COMMENTS****ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes**
- No
- N/A

**COMMENTS****ATTACHMENTS**

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**Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

### **COMMENTS**

Para-educators are not assigned non-instructional duties.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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# Comprehensive Improvement Plan for Schools

## Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1: Increase the proficiency rating from 50.7 to 65.5 (4.9 annually).

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	
Increase the proficiency rating in from 50.7 to 55.6 by 2019.	KCWP 2- Design & Deliver Instruction- Refine system to ensure the instructional program is intentional and of the highest quality	PLC meetings- ELA & math	Weekly PLC worksheets		none	
		Continue to provide Professional Development in the area of best practice/high yield instructional strategies (ie Kagan) strategies to aid in curricular adjustments when students fail to meet mastery.	Professional Development Plan Professional Development agendas and Sign-in sheets			
	KCWP 4- Review, Analyze, Apply Data	PLC meetings- ELA & math	Weekly PLC worksheets		none	
		Common Assessments & SPA	Common Assessment results			
	KCWP 5- Design, Align, and Deliver Support	Continue to provide Tier II, III classes and support to students who are not meeting mastery. Celebrate students who grow towards mastery.	Monthly RTI PLC worksheets			Community donations
			Number of students receiving recognition for growth and mastery.			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

## 2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator rating from 47.1 to 62.97 ( 5.0 annually).

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Increase the separate academic indicator rating from 47.1 to 52.39 by 2019.</p>	<p>KCWP 2: Design and Deliver Instruction: Ensure science and social studies teachers receive district level support to align standards, learning intentions, and assessment measures.</p>	<p>Science and social studies teachers meet monthly with district content specialist to review the alignment between standards, learning intentions, and assessment measures. This information will be shared with principal through PLC planning/data worksheet.</p>	<p>PLC planning/data worksheet</p> <p>Increased summative assessment results</p> <p>Increased KPREP data in science and social studies</p>		<p>none</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Teacher teams participate in professional learning to ensure that teacher developed assessments are designed to best evaluate student learning (i.e. instructional outcome /assessment match).</p>	<p>PLC planning/data worksheet</p> <p>Increased summative assessment results</p> <p>Increased KPREP data in all content areas (ELA, math, science, social studies)</p>		<p>District funds</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Science teachers will implement the TCTs as directed by the district.</p>	<p>Implementation of TCT writing process</p>	<p>Twice a year (once in the fall and once in the spring)</p>	<p>none</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Science teachers will administer the TCT to all students across grade levels twice a year. Teachers will use a task that related to their current content.			
		<p>Social Studies teachers will implement the DBQ writing process and administer assessments.</p> <p>Social Studies teachers will deliver instruction of DBQ (analysis of documents and writing pieces).</p>	Implementation of DBQ writing process	Twice a year (once in the Fall and once in the Spring)	none

### 3: Gap

Goal 3: *The combined percent of English Language Learners scoring novice in reading and math will decrease from 47.4 to 23.7 (5.15 annually) and students with disabilities scoring novice in reading and math will decrease from 69 to 34.5 (6.9 annually) by 2023.*

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	
1. English Language Learner students scoring novice in reading will decrease from 51.5 to 46.35.	KCWP 1: Design and Deploy Standards	Teachers will attend training in Collections and Ellevations for ELA.	Sign in sheets		District funds	
		Teachers will train on and implement National Geographic Inside curriculum for ELA.	Sign in sheets & lesson plans			
	KCWP 4 Review, Analyze, Apply Data	Teachers will review district common assessment data, SPA data, MAP data, and KPREP data as it becomes available.	Full implementation of data analysis protocol		none	
2. English Language Learner students scoring novice in math will decrease from 43.3 to 38.97.	KCWP 6: Establishing Learning Culture & Environment.	Teachers will use Liveschool to report behavior data to ensure a positive learning Culture and Environment.			Title I	
	KCWP 1: Design and Deploy Standards					
KCWP 4 Review, Analyze, Apply Data	Teachers will review district assessment data, SPA data, MAP data, and KPREP data as it becomes available.	Full implementation of data analysis protocol		none		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 6: Establishing Learning Culture & Environment.	Teachers will use Liveschool to report behavior data to ensure a positive learning Culture and Environment.			Title I
3. Students with disabilities scoring novice in reading will decrease from 71.3 to 64.17.	KCWP 1: Design and Deploy Standards	Teachers will attend training in Collections for ELA.	Sign in sheets		District funds
		Teachers will administer common district assessments for Collections.			
		Teachers will continue to receive training in FLEX curriculum for ELA.			
	KCWP 4 Review, Analyze, Apply Data	Teachers will review district common assessment data, SPA data, MAP data, and KPREP data as it becomes available.	Full implementation of data analysis protocol		none
	KCWP 6: Establishing Learning Culture & Environment.	Teachers will use Liveschool to report behavior data to ensure a positive learning Culture and Environments.	Live school data		Title I
4. Students with disabilities scoring novice in math will decrease from 66.7 to 60.03.	KCWP 1: Design and Deploy Standards	Teachers will continue to attend training in Envisions curriculum for math.	Sign in sheets		District fuds
		Teachers will administer common district assessments for Envisions.			
	KCWP 4 Review, Analyze, Apply Data	Teachers will review district common assessment data, SPA data, MAP data, and KPREP data as it becomes available.	Full implementation of data analysis protocol		none
	KCWP 6: Establishing Learning Culture & Environment.	Teachers will use Liveschool to report behavior data to ensure a positive learning Culture and Environments.			

#### 4: Graduation rate

Goal 4 (State your Graduation Rate goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

## 5: Growth

Goal 5: The combined percentage of students in class of 2020 scoring novice in reading and math will decrease from 54.5 in fall of 2017 to 27.25 in spring of 2020.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> The percentage of current seventh grade students scoring novice in reading on MAP will decrease from 40 on the fall 2018 administration to 30 on the spring 2019 administration.	KCWP 4: Analyze and Apply Data	Teachers will review district common assessment data, SPA data, MAP data, and KPREP data as it becomes available.	Full implementation of data analysis protocol		none
		Administrators will conduct ELEOT like walkthrough create by district. Data will be reviewed in PLC meetings and monthly faculty meetings.	PLC worksheets Faculty meeting agenda		none
	KCWP 5: Design, Align, and Deliver Support	All students will continue to be enrolled in RTI/EE class.	Class rosters		none
<b>Objective 2:</b> The percentage of current seventh grade students scoring novice in math on MAP will decrease from 56% on the fall 2018 administration to 42% on the spring 2019 administration.	KCWP 4: Analyze and Apply Data	Teachers will review district common assessment data, SPA data, MAP data, and KPREP data as it becomes available.	Full implementation of data analysis protocol		none
	KCWP 5: Design, Align, and Deliver Support	All students will continue to be enrolled in RTI/EE class.	Class rosters		none



## 6: Transition Readiness

Goal 6 (State your Transition Readiness goal): The combined percentage of students scoring in the low and low average range in reading and math on MAP will decrease from 53.17 on the fall 2017 administration to 26.5 on the spring 2020 administration.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The percent of students scoring in the low and low average range in reading on MAP will decrease from 44 on the fall 2017 administration to 40.5 on the spring 2019 administration.	KCWP 5: Design, Align, and Deliver Support- RTI & EE classes	All students will continue to be enrolled in RTI/EE class.	Class rosters		none
	KCWP 2: Design and Deliver Instruction	Reading Plus and direct instruction will be used to decrease gap skills.	Reading plus data		Title I
	KCWP 4: Review, Analyze, and Apply Data	Teachers will review and apply assessment data and FAST monitoring data.	Full implementation of data analysis protocol		
Objective 2: The percent of students scoring in the low and low average range in math on MAP will decrease from 31% on the fall 2017 administration to 28% on the spring 2019 administration.	KCWP 5: Design, Align, and Deliver Support- RTI & EE classes	All students will be enrolled in an RTI/EE class. Resources from Blackbox from Envisions will be employed in classes.	Class rosters		District funds
	KCWP 4: Review, Analyze, and Apply Data	Teachers will review and apply assessment data and FAST monitoring data.	Full implementation of data analysis protocol		none

**7: Other (optional)**

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

## Phase Three: Closing the Achievement Gap Diagnostic\_01092019\_16:47

Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 01/10/2019  
Status: Locked

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Please see attached sheet with Gap group percentages.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

The climate and culture as they relate to gap population at CMS is difficult to determine. We have many gap populations and it has been difficult to focus on just one. Our largest gap population are students who qualify for F/R lunch. A little over 80% of our student population lives in poverty. Environmental conditions have played a major role in the lack of success for many of our students. A struggle that our staff has identified with some of our Gap students is apathy towards school. Students are not realizing the importance of an education and that an education can help put them in a better place as an adult. Our staff continues to work on student engagement practices to get students to feel more positively towards school. We also use authentic praise and rewards for students who working and achieving progress towards their academic and behavior goals.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

After looking at our data, students who are classified as English Language Learners are very close to achieving at an appropriate level. The addition of staff to decrease the student/teacher ratio has helped give more intense focus on students thus increasing achievement. Novice reduction continues to be focus with our students as many of the students performance data shows that even with a year's growth, novice reduction would be difficult.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Reading scores for our ELL students has shown some growth, but not a rate that will allow our school to meet our targets.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Students identified with disabilities have not progressed in reading or math.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

1. Continue teacher training with Collections curriculum and Envisions math curriculum for all Tier I students. As stated previously, 81% of our students fall in a poverty gap and need access to viable curriculum that connects to standards.
2. Work with district and program specialists to train teachers on strategies to use in classrooms. ie. Culturally responsive teaching, Fundamental 5, Reading Plus, Corrective Reading, Symphony Math.
3. Require all students who have failed a class stay for extended day services at least once per week. Require students who are failing below 35th percentile to stay after school and work on Reading Plus or Symphony math. Lastly, continue weekly PLC meetings in math and reading to reviewing plans and data to drive decision-making. Increase leadership capacity within the PLC meetings so that all teachers take ownership of their data. Expand PLC structure to include at least one RTI PLC meeting monthly to review progress on Gap students and "bumpable" students. "Bumpable" students are who CMS has identified as students who are near a cut score in KPREP of reaching the next achievement level. ie. novice to apprentice. This initiative has allowed teachers to name and claim students to push them forward.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

We have a continuous improvement plan to review and amend our MTSS practices. CAST (academics) and PBIS (behavior) meet monthly to discuss ways to improve our processes. As personnel has changed at the district level, we have needed to make adjustments based on the information we receive. Another condition that has hindered our progress are the mental health needs of our students.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

CAST Team- Mike Jones, Anne Piatt, Sarah O'laughlin, Lindsay Daman, Cate Stanley, Julie Walz & Beth Corlyon - This group analyzes data, researches and develops the structures that staff need to use to close gaps. SBDM- Mike Jones, Kivvi Figgs, Anisha Beatty-Adams, Melissa Karrer, & Brannon- We look at all of our policies that focus on student achievement. We also have adopted Collections and Envisions as our viable curriculum. Mike Jones, Suzann Shaver, Anne Piatt- our administrative team works together with all staff to ensure MTSS structures and non- negotiables are implemented. ie Fundamental 5, CHAMPS, PBIS One area that we need to improve upon is getting more parent involvement on committees. Parent and student participation and feedback is critical to creating structures for the school. The Administrative Dean is working to increase parent communication and participation/engagement.

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Please see attached goal sheet for goals and objectives for students who are identified special education and English Language Learners.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Using viable curricula in math and language arts (Collections and Envisions) as well as supplemental curriculum (FLEX literacy), teachers have the materials to have high quality teaching in the tier I setting. Teachers are required to attend weekly planning meetings and PLC meetings to discuss engagement strategies, create lesson plans, and review data. When reviewing data, teachers must document what strategies they will use in tier I as well as in their Rti class to help move students forward. All students are enrolled in a support class to assist in reducing the number of gap skills in reading or math that hinders them from achieving at or above grade level. Teachers use multiple data points including, but not limited to unit assessments, SPA, MAP, and KPREP to determine areas of growth for each student.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Gap Summary	This spreadsheet identifies the strategies and activities that CMS is using to close our gaps.	III
 Gap group	Identifies GAP population	I
 Goal Builder	Goal sheet that includes Gap groups.	III

Gap Group/Total number of students	Percentage of Total School Population
Students with Disabilities	13.38
English Language Learners	10.58



## Phase Three: Executive Summary for Schools\_01092019\_16:08

### Phase Three: Executive Summary for Schools

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

Last Modified: 01/09/2019  
Status: Locked

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

Crawford Middle School is a Title I school in Fayette County Public School District and is considered a "neighborhood" school. Crawford is located on the east side of Lexington, hidden among neighborhoods, a farm, and I-64. Since the 16-17 school year, Crawford has more than doubled due to redistricting in Fayette County. The increase in enrollment has created some new challenges that our administration and staff are working to address. 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. 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 800 students enrolled at Crawford. \* 29% white, 38% African American, 25% Hispanic, 4% other, 3% Asian. \* 14% Qualify as English Language Learners (ELL). \* 17% of the student body has been identified for Special Education services \* 83% of our students qualify for free or reduced lunch \* Diverse staff of 64 members (50 certified & 14 classified) \* 1 Social Workers, 1 Family Resource coordinator, 1 instructional behavior specialist \* From our demographic data a majority of our students have been identified by the state as "GAP" students. \* Range of Experience in teachers: 1st year - +30

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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.

Mission of Crawford: 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. 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. Crawford's Systematic Problem Solving 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. Each administrator works with at least one content department to ensure that lessons are engaging and connected to the content. Students struggle with reading and writing. Currently we have three Tier III reading teachers using Leveled Literacy Intervention and all 6th graders have a Tier I reading class. 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. 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 area, throughout the school year. Programs offered: Academic TeamESS (Extended School Services)- Math, English, Science, Social Studies Individual Teacher Tutoring- Many teachers hold their own after school tutoring to help students academically Other: School-wide behavior system- Student take ownership of their behavior and receive weekly, monthly, and quarterly awards for good behavior Lunch Bunch- group of students with outside mentors on leadership qualities Builders Club- student civic group focusing on leadership and citizenship Bullying- student led group focusing on anti-bullying Urban Impact groups for social skills and awareness. CMS utilizes the Youth Advocacy Program (YAP) to assist with students whose behavior is impeding their ability to succeed academically.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **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.

Some of the notable achievements for Crawford Middle School are implementing a dedicated team for students who are working at an accelerated level. In our recent past we have not had the staffing available to have pure teams or classes for students achieving above grade level. Due to continued increased enrollment we were staffed at a higher number, giving CMS the opportunity to have classes available for these students. All students at CMS are enrolled in an Educational Enhancement class that is programmed for their specific need. 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 funds, CMS has a chromebook for every student along with reading and math software to help with identified Gap skills. These programs are mainly used in our RTI 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. Finally, collaboration with the district support team has provided additional resources to improve the overall focus and culture at the school. 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. 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. Since adding School-Based Instructional Support staff in math and reading/writing and made our PLC process a priority, the level of instruction and learning has increased. PLC meetings occur every Monday for ELA and math teachers and are students are achieving at high levels because of the work teachers are doing to plan engaging lessons and using data to drive instructional practices.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Additional Information**

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

The theme for the 2018-2019 school year is a carry-over from the 17-18 school year. We decided after partnering with the Lexington Legends baseball team that we would "Knock it out of the park" . As a staff, we have committed ourselves to be "knock it out of the park" for every student. Every month at a faculty meeting, a member of the staff gets the "game ball" for the month. This award is selected by the previous month's winner for doing something amazing. This has help create a more positive staff climate. 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 Latino Outreach Program, and Kentucky Refugee Ministry. Other partnerships with nonprofit organizations such as Urban Impact, Crawford Angels, and Crawford 859 are helping to provide resources for our students. 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.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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