



2020-21 Phase One: Continuous Improvement Diagnostic for
Schools_09212020_17:35

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Cumberland County Middle School
Jeanie Bandy
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United States of America

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. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Jeanie Bandy 9/21/2020



2020-21 Phase Two: The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Schools

Cumberland County Middle School
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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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, 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

CCMS conducts data meetings at least monthly and more often if needed. All content teachers meet with administration and interventionists to discuss assessment results as they are released, STAR data at least 3 times per year and progress monitoring as deemed necessary. Data results of benchmark assessments (STAR) in ELA and Math are reviewed 3 - 4 times per year with the Site Based Council in September, January, March and May. Members include Amber Ferguson, Jerry Hall, Cyndi Crady, Michael Metcalfe, Dennis Sells, and Kelly Morgan. Meetings are documented with an agenda and minutes from each meeting each month. Data is also reviewed with ELA and Math teachers multiple times per year. Progress monitoring for intervention students is reviewed every 4 1/2 weeks. Teachers are asked to analyze their own data of formative and summative assessments as they are given. Members include Jeanie Bandy, Nathalie Vincent, Nathan Garner, Amber Ferguson, Patrick Riddle, Blake Vitatoe, Rodney Smith, Danika Redmon, Clay Copass, Jerry Hall, Jacky Wheeler, Jade Massengale, Michelle Dishman, Teresa Kindred, Cyndi Crady, and Michael Metcalfe.

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:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

We do not currently have KPREP results to analyze due to COVID 19. However, we have conducted our first STAR benchmark assessment and have the following data. STAR results indicates that 44% of our 6th Grade, 46% of our 7th Grade, and 52% of our 8th Grade students are proficient or distinguished in Reading. Conversely, results indicate that 37% of our 6th Grade, 29% of our 7th Grade, and 34% of our 8th Grade scored Novice. In looking at past data over the last two years, our 6th grade students have remained about the same. However, our 7th and 8th grade students have saw an increase and decrease respectively. Specifically, our 6th grade group scored 45% PD in 3rd Grade and 42% in 4th Grade on the KPREP assessment. We do not have KPREP results for their 5th grade year due to COVID. Our 7th Grade students showed significant growth from 2018 to 2019. This group scored 51% PD in 4th grade and 72% PD in 5th Grade on the KPREP assessment. 6th Grade results are not available due to COVID. Our 8th Grade students scored 74% PD in 5th Grade, 60% PD in 6th Grade. 7th Grade results are not available due to COVID. In reviewing Math results, we have saw similar trends. Our first STAR benchmark assessment indicated a PD rate of 47% for the 6th Grade, 58% PD rate for 7th Grade, and 61% PD rate for 8th Grade. Conversely, 32% of our 6th Grade indicated a Novice score while only 15% of 7th Grade, and 14% of 8th grade indicated a Novice score. The

last 2 years of KPREP data that we have available showed our 6th Grade students to be 50% PD in 3rd Grade, and 42% PD in 4th Grade. Our 7th Grade students were 60% PD in 4th Grade and 63% PD in 5th Grade. Our 8th Grade students were 67% PD in 5th Grade and 45% PD in 6th Grade. Again we do not have data from SY 2019-2020 due to COVID 19. 2020 Impact Kentucky Working Conditions Survey indicates a positive working environment in all areas. Results are as follows: Educating all students = 66%, Feedback and Coaching = 66%, Managing Student Behavior = 80%, Professional Learning = 55%, Resources = 53%, School Climate = 72%, School Leadership = 84%, and Staff-Leadership Relationships = 90%. Student attendance rate for 2019-2020 was 94.48% which was similar to the state average of 94.34%. Student behavior decreased from 126 events in 2018-2019 to 92 Events in 2019-2020. CCMS has approximately 80% of our students in the Economically Disadvantaged Sub Group. Students in this achievement gap group scored relatively the same as our non ED students. Without KPREP results from 2019-2020, it is difficult to determine gap group issues.

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

As school, we must work on Novice Reduction in Reading. Our first STAR benchmark indicated that that 37% of our 6th Grade, 29% of our 7th Grade, and 34% of our 8th Grade scored Novice in Reading. We must also work to reduce Novice in 6th Grade Math as scores indicated 32% Novice. our math proficient and distinguished percentage of 39.8% continues to fall below the state level of 46.4% . We have fell below since 2017. The number of students scoring novice in math from 2018-2019 increased in 7th grade from 2-8 and 4-7 in 8th grade. In addition, we have also seen in the past a significant decline in growth of our 6th grade students from the 5th grade. We have consistently seen an average of 20% loss in PD students in both ELA and Math among our 6th grade students since 2017. In addition, our science proficient and distinguished percentage of 18.5% 2019 fell significantly below the state average of 26% in comparison to the previous year when we scored at the state average of 26%. Of course, we need to increase PD in all content areas.

Trends

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

We must continue to build a positive culture and build positive relationships in order to increase our attendance rate and accomplish our goal of 96% attendance. We have steadily decreased the number of behavioral referrals over the past 2 years but the need for improvement still exists. As a school, we need to ensure we are creating a positive transition between the elementary school and the middle school among our 6th graders in order to reverse the drop in PD trend in Math and ELA.

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](#)

We will continue to review, analyze, and apply KPREP and STAR data in order to determine where our students are throughout the year in order to meet their needs. We will ensure that we are teaching the correct standards in science that are utilized on the KPREP assessment when we are designing and delivering instruction. We will also make good use of Through Course Tasks that are available to use on the KY state site for science so that our students are better prepared for phenomenon's as presented on the state KPREP. We will also design, align, and deliver support through interventions in Math and ELA in order to decrease the number of novice and apprentice students in all areas. We will collaborate and communicate with the 5th grade teachers at CCES to ensure that the transition from 5th to 6th grade is positive and productive. In 2020-2021 in order to better design and deliver instruction in ELA, all 6th Graders will take 2 additional related arts classes for 9 weeks in Reading and Language and Mechanics. All 7th and 8th Graders will take an additional writing class for 9 weeks. In addition, all grade levels will take an additional math foundations class for 9 weeks. Administration will meet monthly in PLCs, conduct frequent walkthroughs and give specific and constructive supports in order to design, align, and deliver supports to teachers. We will also continue to work on establishing a learning culture and environment that promotes a growth mindset and positive approach to success.

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

ELA average PD among all grade levels has increased over the last six years from 48% to its current rate of 59.2%. 8th Grade ELA percent PD increased 18% in one year. Writing on demand increased 19% in one year and was above the state average by 8%. We closed the gap between economically disadvantaged and non-economically disadvantaged students by 10% in one year. Our social studies average PD increased 16% in one year and was the 3rd highest percentage in the past 6 years. Additionally, our first STAR results indicate an overall increase of 4% from 6th Grade MAP to 7th Grade STAR results and a 16% increase from 7th Grade MAP to 8th Grade STAR results.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_09212020_17:39

2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

COMMENTS

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

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_09212020_17:39

2020-21 Phase Two: School Safety Report

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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes, it was approved by the SBDM on July 15, 2020

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, the emergency plan was discussed with all school staff on August 10, 2020

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for
Schools_12032020_12:26

2020-21 Phase Three: Professional Development Plan for Schools

Cumberland County Middle School
Jeanie Bandy
North Main Street
Burkesville, Kentucky, 42717
United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

The mission of Cumberland County Middle School is for all students to be educated in a high performing school with a goal of academic excellence and equity.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

CCMS top two priorities for professional development that supports continuous improvement include instructional use of technology and reading instruction through the SRCL Grant.

3. How do the identified **top two priorities** of professional development relate to school goals?

Priorities were identified using the needs assessment survey data and student achievement data.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Instructional use of technology - provide teachers with resources and support to further student achievement and growth. Teacher professional learning in Google classroom, giving student feedback virtually, and using virtual programs to align to pacing guides and learning targets.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result is to provide effective instruction both virtually and in person that promotes student growth and achievement.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success include student formative and summative assessments and learning target mastery through the use of virtual programs and google classroom assignments.

4d. Who is the targeted audience for the professional development?

Target audience for professional development is for teachers and staff.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers and students are impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Training in various programs and google classroom are resources needed to support this PD. District leaders and teacher leaders who are google certified are utilized to provide in house training for all staff.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Professional learning labs presented by the technology coordinators to continue supports for staff to use technology to increase student achievement.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Grade level assessments, STAR data, and program specific student data.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Improve reading instruction through the use of the Striving Readers Grant.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Outcomes include providing supports for teachers in best practices for reading instruction and improved student achievement data in reading.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will include reading assessment data from STAR and Freckle program activities.

5d. Who is the targeted audience for the professional development?

Teachers and support staff.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and teachers are impacted by this component of PD.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

READ 180 program, STAR assessment data, professional learning through the Striving Readers Grant to provide learning for literacy standards across all content areas.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Continuous coaching and professional learning communities centered around READ 180 and incorporating literacy standards across all content areas.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Evidence of implementation will include student assessments in STAR, formative and summative grade level assessments, and student work samples. Data is gathered and analyzed during PLC meetings and READ 180 coaching.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_09212020_17:41

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Cumberland County Middle School
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I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	7
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

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

CCMS only has one achievement GAP group of Economically Disadvantaged. Eighty-one percent of our school population falls into the Economically Disadvantage group. No other GAP group has more than 10 students in any one grade level.

ATTACHMENTS

Attachment Name

 Measurable GAP Goals

II. Achievement Gap Analysis

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

CCMS only has one achievement gap population that is notable and it is our economically disadvantaged group. With a large majority of our population at 81% of our students falling into this group, our climate and culture is positive to these students. We strive to include all students and differentiate based on need rather than economic status. All opportunities are provided to both groups regardless of where they fall.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We have significantly decreased the gap by 10% between our economically disadvantaged group and our non-economically disadvantaged group from a 30% gap to a 20% gap. No other gap group is significantly large enough to be held accountable.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

We have shown significant improvement by decreasing the gap by 10% between our economically disadvantaged group and our non-economically disadvantaged group from a 30% gap in 2017-2018 to a 20% gap in 2018-2019. We do not have current data from state assessments to know if we have closed it any further between 2019-2020.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

We do not have any gaps that we have lacked progression or regressed.

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

CCMS does not have any gaps that have not shown closures.

F. 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.

All teachers, administrators, and interventionists as well as SBDM members are active in the planning process to closing the achievement gap. SBDM members include Amber Ferguson - teacher, Jerry Hall, teacher, Cyndi Crady - teacher, Michael Metcalfe - teacher, Dennis Sells - parent, Kelly Morgan - parent. We meet monthly to review plans, instruction, and processes. Data is reviewed quarterly. RTI meetings take place every 4 1/2 weeks and include Jade Massengale - Reading Interventionist, Michelle Dishman - Math Interventionist, Teresa Kindred - Reading Interventionist, Patrick Crawley - Math Teacher, Brandy Pruitt - Math Teacher, Amber Ferguson - Math Teacher, Rodney Smith - Reading Teacher, Blake Vitatoe - Reading Teacher, Debbie Garner - Reading Teacher, Jeanie Bandy - Principal, and Nathalie Vincent - Counselor.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

All Faculty and Staff members are required to participate in 24 hours of professional development and 36 hours of planning time annually. The district offers PD and Planning that targets achievement gaps annually. The number of hours vary from person to person. Faculty and staff are also given multiple opportunities to attend professional development related to achievement gaps as they become available through GRREC or other external agencies.

III. Planning the Work

. 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).

CCMS will reduce the achievement gap between economically disadvantaged students in reading by another 10% this year and in math by another 10% in an effort to close the gap over all to only 10%. We will use STAR Assessments as our universal screener to track progress, as well as formative and summative assessments in the classroom. Due to being a small school in a small community, we know our students and where they fall in our gap groups. We are consciously aware of those students and provide multiple opportunities for those students. Specifically, we provide 2 full time interventionists and 1 part time interventionist for reading and math, in addition to after school tutoring to provide multiple opportunities for all students. RTI data will be collected and shared during RTI meetings every 4 1/2 weeks to ensure progress.



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.

See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement GAP		• 1
 Measurable GAP Goals		•



2020-21 Phase Three: Executive Summary for
Schools_09212020_17:41

2020-21 Phase Three: Executive Summary for Schools

Cumberland County Middle School
Jeanie Bandy
North Main Street
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United States of America

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2020-21 Phase Three: Executive Summary for Schools 3

2020-21 Phase Three: Executive Summary for Schools

. 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?

Cumberland County Middle School is a rural public school located in Burkesville, KY. A community nestled in South Central Kentucky surrounded by the lake. Our enrollment is around 200-225 students enrolled in grades 6-8. Our district is made up of only 3 schools and around 900 students. The community is relatively small with minimal industry. Therefore, our free/reduced lunch percentage is high averaging around 80% annually. Our student body is majority Caucasian with no more than 10 students in any grade level of another race. Our Hispanic population is minimal with only approximately 2-3 students. We are a Title I school and rely on grants, state, and federal funding to support our instructional needs. Our school is 1:1 with chromebooks and we offer lots of technology to support our content. Our staff is made up of 14 teachers, 3 cafeteria workers, 2 custodians, 2 office secretaries, 4 aides, 1 principal, 1 assistant principal, 1/2 counselor and 1/2 librarian, and 1 nurse. All faculty and staff are majority Caucasian with 1 African American. We are well-balanced with 15 females and 14 males. Challenges include being a rural community with little industry and a high poverty rate. We must strive as a community to instill value in education among our parents and guardians.

. 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.

The mission of Cumberland County Middle School is for all students to be educated in a high performing school with a goal of academic excellence and equity. We believe that ALL students can learn and rely on the Cumberland County district motto, "SUCCESS: every student, every day". We encourage our our teachers and our students to have PRIDE, which means we instill in them to show a positive attitude, be respectful to themselves and others, demonstrate integrity, be dedicated and dependable, and strive for excellence in all areas of education. Our school theme for 2020-21 is "Survivor". We will instill the work ethic needed to "Outplay, Outwit, and Overcome". We constantly strive to teach our students character and morals in addition to academics. We offer character education daily, health and physical education, career connections, music and visual arts, journalism through media and practical living as related arts classes in addition to the content classes needed to meet the KY State Requirements.

. 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.

CCMS increased reading and math proficient and distinguished students by 7% overall, 8th grade social studies proficient and distinguished by 18%, and writing on demand proficient and distinguished by 19% in just one year. We closed the gap between free and reduced lunch students and non-free and reduced lunch students by 10% in one year. We will continue to strive to decrease the number of students scoring apprentice and increase the number scoring proficient or distinguished. We will also strive to increase the number of students scoring proficient and distinguished in science. In addition, our focus is novice reduction in all content areas. We rely heavily on student growth and track progress through STAR assessments in Reading and Math. When the COVID Pandemic is over, we will target those students left behind and attempt to regain knowledge that has been lost by school shutdowns and virtual learning.

. **CSI/TSI Schools (including ATSI) 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.

NA

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

We are pleased with where our school is heading but realize we still have work to do. We will continue to work hard at CCMS and provide opportunities for all students to succeed.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement
Plan_09212020_17:40

2020-2021 Phase Three: Comprehensive School Improvement Plan

Cumberland County Middle School
Jeanie Bandy
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2020-21 Phase Three: Comprehensive School Improvement Plan

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

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

[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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.


You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP		.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-2020 CSIP Cumberland County Elementary		.

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

[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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may

be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY	<input checked="" type="checkbox"/>
NA		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response: NA

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: NA

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Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response: NA

Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: NA

7: Other (Optional)

Goal 7 (State your separate goal.): NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): NA to middle school

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): NA to middle school

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

4: Growth

Goal 4 (State your growth goal.): Increase the percentage of students making growth on the KPREP toward reading and math proficiency by 80%, by October of 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 80% of all students will meet their individual growth goal on STAR tests by 2021 in math.	Design and Deliver Instruction Design and Deliver Assessment Literacy	Teachers will use differentiation strategies and UDL to reach students where they are based on STAR data and other behavioral indicators.	Goals met during STAR testing per student and % of students showing growth from STAR 1 to STAR 2 and STAR 2 to STAR 3 in math.	3 times per year in August, January, and March.	0
		STAR tests will be given 3 times per year and individual student goals will be set and monitored each time.	STAR performance data and % of students reaching their goals in math.	3 times per year in August, January, and March.	\$4000 for STAR Assessments
		Teachers will spiral past content standards back around in their summative assessments.	Formative and Summative assessments	Weekly.	0
Objective 2 80% of all students will meet their individual growth goal on STAR tests by 2021 in ELA.	Design and Deliver Instruction Design and Deliver Literacy Assessment	All teachers will incorporate 20 minutes of reading into their lesson plans weekly during the fall semester.	Increased success on STAR testing in Vocabulary and Language Usage.	3 times per year in August, January, and March.	0
		Teachers will use differentiation strategies and UDL to reach students where they are based on STAR data and other behavioral indicators.	Goals met during STAR testing per student and % of students showing growth from STAR 1 to STAR 2 and STAR 2 to STAR 3 in ELA.	3 times per year in August, January, and March.	0
		STAR tests will be given 3 times per year and individual student goals will be set and monitored each time.	STAR performance data and % of students reaching their goals in ELA.	3 times per year in August, January, and March.	\$4000

Goal 3 (State your achievement gap goal.): Continue to close the gap by another 10% between Economically Disadvantaged students and those who are not Economically Disadvantaged by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, analyze, and apply data	those students who fall in the Tier III group in ELA Teachers and administration will use the data tracker to monitor and determine areas of improvement	reach the progress points Data Tracker	Weekly and monthly	0

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Continue to close the gap by another 10% between Economically Disadvantaged students and those who are not Economically Disadvantaged by 2022.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 Decrease the gap among free/reduced lunch and consolidated race students by 5% in Math by 2021	Review, analyze, and apply data	Teachers and administration will use the data tracker to monitor and determine areas of improvement among the gap group.	STAR Data	Monthly review of the data and each time STAR is tested.	\$4000.00 for STAR Assessments	
		RTI meetings with content teachers and interventionist to determine tier groups and methods of instruction needed for differentiation.	STAR Data, CPA Data, and READ 180 Data	RTI meetings every 4-6 weeks.	\$11,000.00	
Objective 2 Decrease the gap among free/reduced lunch and consolidated race students by 5% in ELA	Design, align, and deliver support processes with sub-group focus	Increase Rigor and Relevance in Daily Lesson Plans for Tier I students. Guided planning each Monday to discuss rigor and relevance in lesson planning as well as formative and summative assessments.	Daily lessons plans, walkthroughs and evaluations.	Weekly and annually.	0	
		Design and Deliver Instruction Review, analyze, and apply data	STAR Data	Monthly review of the data and each time STAR is tested.	\$3500.00 for STAR Assessments	
Objective 2 Decrease the gap among free/reduced lunch and consolidated race students by 5% in ELA	Review, analyze, and apply data	Teachers and administration will use the data tracker to monitor and determine areas of improvement among the gap group.	STAR Data, CPA Data, and READ 180 Data	RTI meetings every 4-6 weeks.	\$11,000.00	
		RTI meetings with content teachers and interventionist to determine tier groups and methods of instruction needed for differentiation.	Reading Inventory assessments as student	Multiple times per year.	0	

Goal 2 (State your separate academic indicator goal): *Increase the average combined proficiency on KPREP in Science, Social Studies, and Writing on Demand to 60% by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	Increase emphasis on constructed response writing.	Grades	Every 9 weeks	0
	Design and Deliver Assessment Literacy	Utilize TCT as a tool to teach constructed response writing.	Grades on TCTs.	Multiple times per year	0
	Design and Deliver Instruction	Both science teachers will attend a phenomenon PD at GRREC as it is available.	Lesson plans, summative assessments, student performance.	Weekly	\$250.00

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): *Increase the average combined proficiency on KPREP in Science, Social Studies, and Writing on Demand to 60% by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage proficient in 8 th Grade Social Studies from 64% to 70% by 2021.	Design and Deliver Instruction	Increase Rigor and Relevance in lesson planning and formative and summative assessments.	Lesson plans, walkthroughs, and evaluations	Daily	0
		Performance assessments will be given to track progress of mastery of standards.	CPA and PAS Assessments	Every 9 weeks	0
		Every 8 th grade student will complete a 9 week course in Government and Civics	Progress reports and grades	Every 4.5 weeks	0
Objective 2 Increase the percentage proficient in 8 th Grade Writing on Demand from 39% to 45% by 2021.	Design and Deliver Instruction	Increase emphasis on constructed response writing	Grades	Every 9 weeks	0
		All teachers will incorporate 20 minutes of writing into their lessons weekly during the spring semester.	Grades, lesson plans, walkthroughs	Weekly	0
		A writing specialist will be employed to assist in the writing design and live scoring process.	Lesson plans, live scoring progress	3 times per week	\$10,000.00
Objective 3 Increase the percentage proficient in 7 th Grade Science from 19% to 30% by 2021.	Design and Deliver Instruction	Administration and ELA teachers will live score essays for 8 th grade students.	Live Scoring	Two times per year	0
		Increase Rigor and Relevance in lesson planning and formative and summative assessments.	Lesson plans, walkthroughs, and evaluations	Daily	0
		Increase Rigor and Relevance in lesson planning and formative and summative assessments.	Lesson plans, walkthroughs, and evaluations	Daily	0

Goal 1 (State your proficiency goal.): *Increase the average combined reading and math KPREP scores for middle school students to 75% by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
80% of all students will meet their individual STAR 3 growth goal in ELA and Math by April of 2021.	Review, Analyze and Apply Data	RTI Teams will meet every 4-6 weeks to analyze data and discuss placement, in regards to academics and behavior.	Progress monitoring in READ 180, number of assessments retaken each week in math	Every 4-6 weeks RTI teams will reassess data and give progress monitoring assessments.	\$20,000.00
	Establishing Learning Culture and Environment	The administration will meet with each student individually to discuss their data and set goals for each STAR assessment and KPREP 3 times per year.	Percentage of students meeting their individual goals in math and ELA.	August, January, and March	0
		Administration will meet with each grade level to discuss a growth mindset and encourage students to work independently on their areas of weakness in IXL and FRECKLE based on STAR data.			

1: Proficiency Goal

Goal 1 (State your proficiency goal): *Increase the average combined reading and math KPREP scores for middle school students to 75% by 2022.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase ELA and math combined proficiency scores for Cumberland County Middle School from 49% to 60%, by May of 2021.	Design and Delivery of Assessment	Increase Rigor and Relevance and formative and summative assessments.	Daily lesson plans and walkthroughs and annual evaluations	Teachers will turn in lesson plans weekly and meet weekly for guided planning. Administration will complete at least 1 walkthrough per teacher per week.	0
		Teachers will meet monthly for PLCs and faculty meetings to discuss data and progress.	Data Tracker information, Lesson plans	Monthly and weekly.	0
		Every teacher will be expected to incorporate at least 20 minutes reading into their instruction weekly during the fall semester and 20 minutes of writing in the spring semester.	Increased vocabulary in lessons and assessments. Increase of reading comprehension proficiency on summative assessments.	Administration will monitor compliance of READ 20. Teachers will analyze summative assessments and review data.	0
Review Analyze and Apply Data	Design and Deliver Instruction	Increase Rigor and Relevance in daily lesson planning	Lesson plans, walkthroughs, and evaluations, and discussions.	Daily	0
		Teachers will post data walls and have individual data conversations based on past KPREP results and current STAR test scores with each student to create a growth mindset and monitor student progress. Teachers will use differentiation strategies to reach students where they are based on STAR and past KPREP data and other behavioral indicators.	KPREP history, STAR Data at least 3 times per year.	Annually and 3 times per year in August, January, and March	\$4000
Objective 2	Design and Deliver Instruction	Based on results of STAR 1 in August, we will determine target students and differentiation methods to be used during daily lessons.	Weekly walkthroughs	Weekly	\$0

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. Six Sigma, Shipley, Baldrige, etc.).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.