



# **KDE Comprehensive School Improvement Plan**

**Cumberland County High School**  
**Cumberland County**

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **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?**

Cumberland County High School has roughly 300 students in grades 9 - 12 with 20 teachers. We are located in Burkesville, KY, a small, rural community in South Central Kentucky. Our district has a 72.8% free and reduced lunch rate. There are very few job opportunities in the county. Most workers must travel to neighboring counties for work. Over the past few years, we have experienced changes with a new guidance counselor, new instructional specialist, and four new content teachers. For the 2014-15 school year, we have a new assistant principal, a new English teacher, and a new Superintendent.

## **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.**

Our vision statement is "The Cumberland County School District is committed to "All students becoming productive citizens of our society and being able to compete globally."

Our mission statement is "SUCCESS: Every Student Every Day." We are also working on incorporating "4 Big Questions" into our classrooms this year. Those questions are: 1) What do we expect our kids to learn? 2) How will we know when they have learned it? 3) How will we respond when they haven't? 4) How will we respond when they have?

We have a 21st Century Grant Program and an extensive RTI program to extend learning opportunities to all students. We also use standards-based pacing guides, curriculum maps, lesson plans and assessments, as well as program review, end of course, ACT, and PLAN committees to make sure all students have access to high quality instruction.

## **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.**

Last year our school saw notable improvement in our achievement score going from 49.1 SY 12-13 to 62.0 SY 13-14. Our overall accountability improved from 65.2 SY 12-13 to 71.7 SY 13-14. We have also seen a drastic change in school culture as evidenced by a decrease in disciplinary referrals and failures. Our focus in the next three years is primarily on aligning our curriculum to national and state standards, increasing academic rigor, increasing student engagement, and preparing our students for the ACT. The principals and instructional specialist are monitoring curriculum documents and training and coaching staff. We are also participating in teacher leadership networks, PLC's, and professional development.

## **Additional Information**

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

We will also implement the 10 components of a schoolwide Title 1 program.

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies that:
  - ¢ Provide opportunities for all children to meet Kentucky's proficient and distinguished levels of student performance; ¢ Are based on effective means of improving children's achievement that strengthen the core academic program; ¢ Use effective instructional strategies that are based on scientific research that increase the amount and quality of learning time (such as extended school year, before- and after-school and summer programs); help provide an enriched and accelerated curriculum; and meet the educational needs of historically underserved populations; ¢ Address the needs of all children in the school, but particularly the needs of student populations and determine how these needs are met. Programs may include counseling; pupil services; mentoring; college and career awareness and preparation; and integration of vocational and technical education programs.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraeducators, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality, highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of Kentucky's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.

# **CSIP 2014-15**

## Overview

### Plan Name

CSIP 2014-15

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the graduation rate for the "four-year adjusted cohort graduation rate" to 95.8% and the "five-year adjusted cohort graduation rate" to 94.5% by 2015.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$700
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$1900
3	Increase the percentage of students who are college and career ready from 24% in 2012 to 68% by 2015.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$250
4	Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$500
5	Increase the averaged combined Writing, PL/CS, and Arts & Humanities Program Reviews scores for Cumberland County High School to proficiency by 2017.	Objectives: 3 Strategies: 3 Activities: 10	Organizational	\$3500
6	Increase the average combined reading and math proficiency ratings for all students to 73.1% by 2017.	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$1900
7	Cumberland County High School will be a safe and welcoming school.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$50

## Goal 1: Increase the graduation rate for the "four-year adjusted cohort graduation rate" to 95.8% and the "five-year adjusted cohort graduation rate" to 94.5% by 2015.

### Measurable Objective 1:

collaborate to increase the "four-year and five-year adjusted cohort" rate to 95.8% and 94.5% respectively by 06/01/2015 as measured by the cohort rate.

### Strategy 1:

Targeted Interventions - To intervene with students to maintain a course of continuous improvement.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of data will be analyzed to identify students in need of RTI. Students will receive services through Tier 2 and 3 interventions, during daily RTI period, and through before and after school 21st Century and ESS programs.	Academic Support Program	08/08/2014	05/29/2015	\$500	District Funding	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator

### Strategy 2:

Career Readiness Pathways - The ILP will be used systematically to help guide students in career and technical pathways. Incoming freshman will also choose a pathway based upon interests documented in student ILP's.

Category: Career Readiness Pathways

Activity - Course alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	No Funding Required	Guidance Counselor, Principal

Activity - CTE Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase public relations activities including tours, presentations on careers, career fair, discussions on CTE opportunities and ILP planning.	Community Engagement	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal

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**Strategy 3:**

Academic and Career Advising - Students will receive academic and career guidance.

Category: Persistence to Graduation

Activity - Academic Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselor will meet regularly with students to plan academic course.	Academic Support Program	08/08/2014	06/01/2015	\$0	No Funding Required	Guidance Counselor

Activity - CTE consultation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will meet and advise students based on course work completed to become preparatory for a CTE area.	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	No Funding Required	CTE Teachers, Guidance Counselor

**Strategy 4:**

Parent and Community Involvement - Work to increase parental and community involvement in educational process.

Category: Stakeholder Engagement

Activity - After School Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold open house events twice each year including interdisciplinary projects to attract more parent involvement. Hold informational events such as ACT, PLAN, College and Career planning events, and Senior Orientations.	Parent Involvement	08/08/2014	06/01/2015	\$200	General Fund	Principal, Guidance Counselor, Instructional Specialist, Teachers, FRYSC

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize community representatives during the school day with events such as Operation Preparation, College and Career Day, special speakers, etc.	Community Engagement	08/08/2013	05/30/2014	\$0	No Funding Required	Teachers, Administrators, FRYSC

**Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.**

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**Measurable Objective 1:**

collaborate to improve the overall achievement gap from 45% to 48.8% by 05/29/2015 as measured by the GAP Score.

**Strategy 1:**

Best Practice - Teachers will implement Characteristics of Highly Effective Teaching and Learning.

Category: Continuous Improvement

Activity - CHETL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CHETL in daily instruction.	Direct Instruction	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, administrators

**Strategy 2:**

Professional Learning - Teachers will be trained in effective instructional and intervention strategies.

Category: Professional Learning &amp; Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in effective strategies for intervention, differentiation, assessment, planning, and engagement.	Professional Learning	08/08/2014	05/29/2015	\$500	Title I Part A	Instructional Supervisor, Instructional Specialist, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a professional learning community focused on developing engaging instructional activities.	Professional Learning	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Principal, Instructional Specialist

**Strategy 3:**

Progress Monitoring - Teachers and administrators will consistently monitor student progress over the course of their high school experience.

Category: Continuous Improvement

Activity - Classroom Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will use formative assessments to monitor student learning and make adjustments to classroom instruction. They will use summative assessment data to make instructional and advisory decisions. Both formative and summative data will be considered in the RTI process.	Direct Instruction	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Principal, Guidance Counselor, Instructional Specialist.
<b>Activity - Benchmark Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and administrators will use benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/08/2014	05/29/2015	\$900	General Fund	Teachers, Principal, Instructional Specialist
<b>Activity - Student Mastery Tracker</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will monitor student progress in the core academic areas. The student mastery tracker contains all student performance data on standardized, benchmark, and classroom assessments.	Direct Instruction	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Administrators

### Strategy 4:

Targeted Interventions - Utilize intervention to ensure students are on a course of continuous improvement.

Category: Continuous Improvement

<b>Activity - RTI</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A variety of data will be analyzed to identify students in need of RTI. Students will receive tier 1 and 2 interventions during the daily RTI period, 21st Century or ESS. Students will receive tier 3 intervention through an outside ESS teacher.	Academic Support Program	08/08/2014	05/29/2015	\$500	District Funding	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator

## Goal 3: Increase the percentage of students who are college and career ready from 24% in 2012 to 68% by 2015.

### Measurable Objective 1:

collaborate to increase percentage of students who are college and career ready from 65.8% to 67% by 06/01/2015 as measured by the College and Career Readiness Score..

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**Strategy 1:**

Career Readiness - Teachers and administrators will focus on career readiness through intentional use of the ILP, community partners, and CTE teachers.

Category: Career Readiness Pathways

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students.	Community Engagement	01/01/2015	03/17/2015	\$250	General Fund	Instructional Supervisor, Teachers, Principal, FRYSC

Activity - KOSSA Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop formative/interim assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	CTE Teachers, Principal, Instructional Specialist

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work collaboratively with principal and instructional specialist to ensure curriculum and assessments are aligned with KOSSA and common core standards.	Professional Learning	05/30/2014	05/29/2015	\$0	No Funding Required	CTE Teachers, Principal, Instructional Specialist

Activity - Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Entering freshman must choose a Career Pathway in order to become preparatory in a particular area of study.	Career Preparation/Orientation	08/08/2014	05/29/2015	\$0	No Funding Required	Guidance Counselor, Principal

**Strategy 2:**

College Readiness - Teachers and administrators focus on increasing the number of students meeting state benchmarks.

Category: Continuous Improvement

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators work collaboratively with teachers to ensure curriculum and assessment alignment to standards.	Professional Learning	05/30/2014	05/29/2015	\$0	No Funding Required	Teachers, Principal, Instructional Specialist

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Activity - Student Mastery Tracker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will use data in the student mastery trackers in discussions, planning, and decision-making to improve instruction and target specific groups of students or content.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Principal, Instructional Specialist

Activity - District Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will participate in walk throughs to evaluate the effectiveness of direct instruction.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Administrators, Teachers

**Strategy 3:**

Program Reviews - Teachers and administrators will participate in systematic annual reviews of the Writing, Arts & Humanities, and Practical Living/ Career Studies programs.

Category: Continuous Improvement

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate in regularly scheduled meetings to assess the status of program reviews and needs for improvement.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Administrators, FRYSC

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate CHETL in Writing, Arts & Humanities, and Practical Living Career Studies instruction.	Direct Instruction	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers and Administrators

**Strategy 4:**

Highly Qualified Staff - Provide instruction by highly qualified professional staff.

Category: Human Capital Management

Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cumberland County High School will recruit, hire, and retain highly qualified teachers and staff.	Recruitment and Retention	05/30/2014	05/29/2015	\$0	No Funding Required	Principal, SBDM Council Members, Superintendent.

**Goal 4: Increase the percentage of effective teachers from \_\_\_\_\_% in 2015 to \_\_\_\_\_% in 2020.**

**Measurable Objective 1:**

collaborate to :Data is currently unavailable. Goal and objective data will be set in 2015 after baseline data has been received from first year of implementation by 05/27/2016 as measured by TPGES data is currently unavailable..

**Strategy 1:**

TPGES - Collaboration between Superintendent, Central Office Staff, Principals, and Teachers to implement TPGES for 2014-15 school year.

Category: Teacher PGES

Research Cited: KDE recommended guidelines

Activity - Recalibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observation Recalibration: Required personnel must complete the recalibration process this year.	Professional Learning	08/08/2014	06/01/2015	\$200	General Fund	Superintendent; Central Office Staff; Principals; Assistant Principals
Activity - Peer Observer Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of PBS Teacher Line peer observation module for teachers serving as peer observers.	Professional Learning	08/08/2014	05/29/2015	\$0	No Funding Required	Superintendent; Central Office Staff; Principals; Teachers
Activity - TPGES Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow timeline for TPGES components and expectations that incorporate professional learning around the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal Development, Professional Growth Goal Setting based on Self-Reflection and Student Need, Student Voice, and Effective feedback.	Professional Learning	08/08/2014	05/29/2015	\$0	No Funding Required	Superintendent; Central Office Staff; Principals; Teachers
Activity - Development of Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and administrator meet to discuss the teacher-developed student growth goals around a selected Enduring Skill.	Other	08/08/2014	05/29/2015	\$0	No Funding Required	Principal; Assistant Principal; Teachers

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Activity - ISLN/KLA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in ISLN and KLA activities.	Professional Learning	08/08/2014	05/29/2015	\$300	Title I Part A	Instructional Supervisor; Instructional Specialist; Principals

Activity - Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have been selected to participate in TPGES process and serve as peer reviewers.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Principals; Instructional Specialist; Teachers

## Goal 5: Increase the averaged combined Writing, PL/CS, and Arts & Humanities Program Reviews scores for Cumberland County High School to proficiency by 2017.

**Measurable Objective 1:**

collaborate to increase our school's Writing Program Review from 8.1 to Distinguished by 06/01/2017 as measured by KDE Released Data (School Report Card).

**Strategy 1:**

Writing Program Review - Within PLC's, the Writing Program Review committees have been formed to lead the writing program within our school.

Category: Continuous Improvement

Activity - Committee/PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/08/2014	05/29/2017	\$0	No Funding Required	Principal; Instructional Specialist; Teachers

Activity - RTI Writing Prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not receiving intervention services on Mondays will participate in a Writing Prompt activity during RTI.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Instructional Specialist; Teachers

Activity - Technology Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Writing pieces are a requirement of the Technology Portfolio.	Direct Instruction	08/08/2014	05/29/2015	\$0	No Funding Required	Principal; Instructional Specialist; Teachers
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### Measurable Objective 2:

collaborate to increase our school's Arts & Humanities Program Review from 8.1 to Distinguished by 06/01/2017 as measured by KDE Released Data (School Report Card).

#### Strategy 1:

Arts & Humanities Program Review - Within PLC's, the Arts & Humanities Program Review committee have been formed to lead the program within our school.

Category: Continuous Improvement

Activity - Committee/PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings to discuss, implement, and write rationales for the Arts & Humanities Program Review.	Professional Learning	08/08/2013	05/30/2014	\$0	No Funding Required	Principal, Instructional Specialist, Teachers, FRYSC

Activity - Arts & Humanities Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are required to receive an Arts & Humanities credit before graduation such as Art, Creative Art, Band, Speech & Drama, Arts & Humanities, or Music Appreciation.	Direct Instruction	08/08/2014	05/29/2015	\$0	No Funding Required	Principal; Guidance Counselor; Teachers

Activity - Drama Productions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities implemented into the school year involving the production of various plays.	Extra Curricular	08/08/2014	05/29/2015	\$500	FRYSC	FRYSC; 21st Century Coordinator; Principal; Teachers

### Measurable Objective 3:

collaborate to increase our school's PL/CS Program Review from 8.0 to Distinguished by 06/01/2017 as measured by KDE Released Data (School Report Card).

#### Strategy 1:

PL/CS Program Review - Within PLC's, the PL/CS Program Review committees have been formed to lead this program within our school.

Category: Continuous Improvement

Activity - Committee/PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Meetings to discuss, implement, and write rationales for the PL/CS Program Review.	Professional Learning	08/08/2014	05/29/2015	\$0	No Funding Required	Principal; Instructional Specialist; Teachers
<b>Activity - KOSSA Preparation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Develop formative/interm assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Principal; Instructional Specialist; Teachers
<b>Activity - ILP</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students have regular access to advising using the ILP to communicate progress toward each students' educational and career goals.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Principal; Guidance Counselor; Teachers
<b>Activity - Career Day/College Road Trip</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students participate in various career activities including a career fair which involves the various local businesses. All students will have the opportunity to visit a college on College Road Trip Day.	Career Preparation/Orientation	11/05/2014	12/16/2014	\$3000	Grant Funds	Principal, Guidance Counselor, FRYSC, Teachers

## Goal 6: Increase the average combined reading and math proficiency ratings for all students to 73.1% by 2017.

### Measurable Objective 1:

collaborate to improve the proficiency score from 51.7% to 53.8% by 05/29/2015 as measured by Proficiency Score.

### Strategy 1:

Best Practice - Teachers will implement CHETL in daily instruction.

Category: Continuous Improvement

<b>Activity - CHETL</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will implement Characteristics of Highly Effective Teaching and Learning.	Direct Instruction	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Administrators

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### Strategy 2:

Targeted Interventions - Utilize intervention to ensure students are on a course of continuous improvement.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of data will be analyzed to identify students in need of RTI. Student will receive tier 2 and 3 interventions in the classroom, during daily RTI period, and through before and after school 21st Century and ESS funds.	Academic Support Program	08/08/2014	05/29/2015	\$500	District Funding	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator

### Strategy 3:

Professional Learning - Teachers will be trained in effective instructional and intervention strategies.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in effective strategies for intervention, planning, assessment, and engagement.	Professional Learning	08/08/2014	05/29/2015	\$500	Title I Part A	Instructional Supervisor, Instructional Specialist, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a professional learning community focused on developing engaging instructional activities.	Professional Learning	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Principal, Instructional Specialist

### Strategy 4:

Progress Monitoring - Teachers and administrators will consistently monitor student progress.

Category: Continuous Improvement

Activity - Classroom Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will use formative assessments to monitor student learning and make adjustments to classroom instruction. They will use summative assessment data to make instructional and advisory decisions. Both formative and summative data will be considered in the RTI process.	Direct Instruction	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Principal, Guidance Counselor, Instructional Specialist
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Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will use the PAS benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/08/2014	05/29/2015	\$900	General Fund	Teachers, Principal, Instructional Specialist

Activity - Student Mastery Tracker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress in the core academic areas.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Principals, Instructional Specialist

### Strategy 5:

Continuous Instructional Improvement Technology System - All teachers will utilize CIITS.

Category: Continuous Improvement

Activity - CIITS Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create weekly lesson plans in CIITS, which will be discussed with administrators in weekly guided planning meetings.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Administrators, Teachers

Activity - CIITS Assessing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create learning check assessments in CIITS and will administer to students every three weeks. Data will be used to track progress and plan for RTI.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Administrators, Teachers

## Goal 7: Cumberland County High School will be a safe and welcoming school.

### Measurable Objective 1:

collaborate to create a safe, welcoming environment, while making effective use of our resources by 06/01/2015 as measured by student/parent surveys.

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**Strategy 1:**

School Safety/Environment - CCHS will collaborate with teachers, students, parents, and community members to maintain a safe and welcoming environment.

Category: Management Systems

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students and parents are invited to class orientations at the beginning of each school year.	Academic Support Program	07/30/2014	08/08/2014	\$0	No Funding Required	Guidance Counselor, Principal, Teachers, Instructional Specialist, 21st Century Coordinator, ESS Coordinator
Activity - Safety Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS conducts various drills throughout the year including; fire, tornado, earthquake, lock-down, and evacuation drills. Evacuation routes are posted in each room and at any doorway used for evacuation. All doors inside and outside remain locked throughout the day.	Policy and Process	08/08/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal, Teachers
Activity - Safety Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCHS has a written emergency management plan and a crisis team. Committees also conduct school safety interviews during the school year.	Policy and Process	08/08/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal

**Strategy 2:**

Parent Involvement - Parents will be able to maintain an open line of communication with teachers and administrators.

Category: Stakeholder Engagement

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cumberland County High School holds two Parent/Teacher Conferences each year. Parents visit teachers to discuss progress and/or plans to continue student growth.	Parent Involvement	08/08/2014	05/29/2015	\$50	General Fund	Principal, Guidance Counselor, Teachers
Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Communication to parents through email, Infinite Campus Parent Portal, Facebook, Teacher Webpages, Newsletters, and phone calls to parents.	Parent Involvement	08/08/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Specialist, Teachers, 21st Century Coordinator
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### Strategy 3:

Student Recognition - Students are recognized for any accomplishments from academic to extra-curricular activities.

Category: Continuous Improvement

Activity - Learner and Leader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized for Learner and Leader each week. Student photos are placed in the hallway.	Behavioral Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS committee works to reward students for responsible behaviors.	Behavioral Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Teachers, Assistant Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Assessments	Teachers and administrators will use benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/08/2014	05/29/2015	\$900	Teachers, Principal, Instructional Specialist
Benchmark Assessments	Teachers and administrators will use the PAS benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/08/2014	05/29/2015	\$900	Teachers, Principal, Instructional Specialist
Recalibration	Observation Recalibration: Required personnel must complete the recalibration process this year.	Professional Learning	08/08/2014	06/01/2015	\$200	Superintendent; Central Office Staff; Principals; Assistant Principals
After School Events	Hold open house events twice each year including interdisciplinary projects to attract more parent involvement. Hold informational events such as ACT, PLAN, College and Career planning events, and Senior Orientations.	Parent Involvement	08/08/2014	06/01/2015	\$200	Principal, Guidance Counselor, Instructional Specialist, Teachers, FRYSC
Parent/Teacher Conferences	Cumberland County High School holds two Parent/Teacher Conferences each year. Parents visit teachers to discuss progress and/or plans to continue student growth.	Parent Involvement	08/08/2014	05/29/2015	\$50	Principal, Guidance Counselor, Teachers
Operation Preparation	Develop, promote, and implement Operation Preparation for 10th grade students.	Community Engagement	01/01/2015	03/17/2015	\$250	Instructional Supervisor, Teachers, Principal, FRYSC
<b>Total</b>					<b>\$2500</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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RTI	A variety of data will be analyzed to identify students in need of RTI. Student will receive tier 2 and 3 interventions in the classroom, during daily RTI period, and through before and after school 21st Century and ESS funds.	Academic Support Program	08/08/2014	05/29/2015	\$500	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator
RTI	A variety of data will be analyzed to identify students in need of RTI. Students will receive tier 1 and 2 interventions during the daily RTI period, 21st Century or ESS. Students will receive tier 3 intervention through an outside ESS teacher.	Academic Support Program	08/08/2014	05/29/2015	\$500	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator
RTI	A variety of data will be analyzed to identify students in need of RTI. Students will receive services through Tier 2 and 3 interventions, during daily RTI period, and through before and after school 21st Century and ESS programs.	Academic Support Program	08/08/2014	05/29/2015	\$500	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator
<b>Total</b>					<b>\$1500</b>	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ISLN/KLA	Participation in ISLN and KLA activities.	Professional Learning	08/08/2014	05/29/2015	\$300	Instructional Supervisor; Instructional Specialist; Principals
Professional Development	Teachers will be trained in effective strategies for intervention, planning, assessment, and engagement.	Professional Learning	08/08/2014	05/29/2015	\$500	Instructional Supervisor, Instructional Specialist, Principal
Professional Development	Teachers will be trained in effective strategies for intervention, differentiation, assessment, planning, and engagement.	Professional Learning	08/08/2014	05/29/2015	\$500	Instructional Supervisor, Instructional Specialist, Principal
<b>Total</b>					<b>\$1300</b>	

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**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE consultation	CTE teachers will meet and advise students based on course work completed to become preparatory for a CTE area.	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	CTE Teachers, Guidance Counselor
RTI Writing Prompts	Students who are not receiving intervention services on Mondays will participate in a Writing Prompt activity during RTI.	Academic Support Program	08/08/2014	05/29/2015	\$0	Instructional Specialist; Teachers
Committee/PLC Meetings	Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/08/2014	05/29/2017	\$0	Principal; Instructional Specialist; Teachers
Development of Student Growth Goals	Teacher and administrator meet to discuss the teacher-developed student growth goals around a selected Enduring Skill.	Other	08/08/2014	05/29/2015	\$0	Principal; Assistant Principal; Teachers
CHETL	Teachers will implement Characteristics of Highly Effective Teaching and Learning.	Direct Instruction	08/08/2014	05/29/2015	\$0	Teachers, Administrators
Student Mastery Tracker	Teachers and administrators will use data in the student mastery trackers in discussions, planning, and decision-making to improve instruction and target specific groups of students or content.	Academic Support Program	08/08/2014	05/29/2015	\$0	Teachers, Principal, Instructional Specialist
Safety Committees	CCHS has a written emergency management plan and a crisis team. Committees also conduct school safety interviews during the school year.	Policy and Process	08/08/2014	05/29/2015	\$0	Principal, Assistant Principal
Classroom Assessments	Teachers and administrators will use formative assessments to monitor student learning and make adjustments to classroom instruction. They will use summative assessment data to make instructional and advisory decisions. Both formative and summative data will be considered in the RTI process.	Direct Instruction	08/08/2014	05/29/2015	\$0	Teachers, Principal, Guidance Counselor, Instructional Specialist
CIITS Planning	Teachers will create weekly lesson plans in CIITS, which will be discussed with administrators in weekly guided planning meetings.	Academic Support Program	08/08/2014	05/29/2015	\$0	Administrators, Teachers
Curriculum Alignment	Administrators work collaboratively with teachers to ensure curriculum and assessment alignment to standards.	Professional Learning	05/30/2014	05/29/2015	\$0	Teachers, Principal, Instructional Specialist
Committee/PLC Meetings	Meetings to discuss, implement, and write rationales for the PL/CS Program Review.	Professional Learning	08/08/2014	05/29/2015	\$0	Principal; Instructional Specialist; Teachers

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PLC	Teachers will participate in a professional learning community focused on developing engaging instructional activities.	Professional Learning	08/08/2014	05/29/2015	\$0	Teachers, Principal, Instructional Specialist
Arts & Humanities Credit	Students are required to receive an Arts & Humanities credit before graduation such as Art, Creative Art, Band, Speech & Drama, Arts & Humanities, or Music Appreciation.	Direct Instruction	08/08/2014	05/29/2015	\$0	Principal; Guidance Counselor; Teachers
KOSSA Preparation	Develop formative/interim assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments.	Academic Support Program	08/08/2014	05/29/2015	\$0	Principal; Instructional Specialist; Teachers
Community Involvement	Utilize community representatives during the school day with events such as Operation Preparation, College and Career Day, special speakers, etc.	Community Engagement	08/08/2013	05/30/2014	\$0	Teachers, Administrators, FRYSC
TPGES Plan	Follow timeline for TPGES components and expectations that incorporate professional learning around the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal Development, Professional Growth Goal Setting based on Self-Reflection and Student Need, Student Voice, and Effective feedback.	Professional Learning	08/08/2014	05/29/2015	\$0	Superintendent; Central Office Staff; Principals; Teachers
Peer Observer Modules	Completion of PBS Teacher Line peer observation module for teachers serving as peer observers.	Professional Learning	08/08/2014	05/29/2015	\$0	Superintendent; Central Office Staff; Principals; Teachers
CTE Opportunities	Increase public relations activities including tours, presentations on careers, career fair, discussions on CTE opportunities and ILP planning.	Community Engagement	08/08/2014	05/29/2015	\$0	Teachers, Guidance Counselor, FRYSC, Principal
KOSSA Preparation	Develop formative/interim assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments.	Academic Support Program	08/08/2014	05/29/2015	\$0	CTE Teachers, Principal, Instructional Specialist
Learner and Leader	Students are recognized for Learner and Leader each week. Student photos are placed in the hallway.	Behavioral Support Program	08/08/2014	05/29/2015	\$0	Principal, Assistant Principal, Teachers
Curriculum Alignment	Teachers work collaboratively with principal and instructional specialist to ensure curriculum and assessments are aligned with KOSSA and common core standards.	Professional Learning	05/30/2014	05/29/2015	\$0	CTE Teachers, Principal, Instructional Specialist

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Committee/PLC Meetings	Meetings to discuss, implement, and write rationales for the Arts & Humanities Program Review.	Professional Learning	08/08/2013	05/30/2014	\$0	Principal, Instructional Specialist, Teachers, FRYSC
Orientation	All students and parents are invited to class orientations at the beginning of each school year.	Academic Support Program	07/30/2014	08/08/2014	\$0	Guidance Counselor, Principal, Teachers, Instructional Specialist, 21st Century Coordinator, ESS Coordinator
Classroom Assessments	Teachers and administrators will use formative assessments to monitor student learning and make adjustments to classroom instruction. They will use summative assessment data to make instructional and advisory decisions. Both formative and summative data will be considered in the RTI process.	Direct Instruction	08/08/2014	05/29/2015	\$0	Teachers, Principal, Guidance Counselor, Instructional Specialist.
PLC	Teachers will participate in a professional learning community focused on developing engaging instructional activities.	Professional Learning	08/08/2014	05/29/2015	\$0	Teachers, Principal, Instructional Specialist
Course alignment	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	Guidance Counselor, Principal
Communication	Communication to parents through email, Infinite Campus Parent Portal, Facebook, Teacher Webpages, Newsletters, and phone calls to parents.	Parent Involvement	08/08/2014	05/29/2015	\$0	Principal, Guidance Counselor, Instructional Specialist, Teachers, 21st Century Coordinator
Career Pathways	Entering freshman must choose a Career Pathway in order to become preparatory in a particular area of study.	Career Preparation/Orientation	08/08/2014	05/29/2015	\$0	Guidance Counselor, Principal
CIITS Assessing	Teachers will create learning check assessments in CIITS and will administer to students every three weeks. Data will be used to track progress and plan for RTI.	Academic Support Program	08/08/2014	05/29/2015	\$0	Administrators, Teachers
Highly Qualified Staff	Cumberland County High School will recruit, hire, and retain highly qualified teachers and staff.	Recruitment and Retention	05/30/2014	05/29/2015	\$0	Principal, SBDM Council Members, Superintendent.

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CHETL	Teachers will implement CHETL in daily instruction.	Direct Instruction	08/08/2014	05/29/2015	\$0	Teachers, administrators
Student Mastery Tracker	Teachers will monitor student progress in the core academic areas. The student mastery tracker contains all student performance data on standardized, benchmark, and classroom assessments.	Direct Instruction	08/08/2014	05/29/2015	\$0	Teachers, Administrators
Program Review Meetings	Teachers and administrators will participate in regularly scheduled meetings to assess the status of program reviews and needs for improvement.	Academic Support Program	08/08/2014	05/29/2015	\$0	Teachers, Administrators, FRYSC
Evaluation	All teachers have been selected to participate in TPGES process and serve as peer reviewers.	Academic Support Program	08/08/2014	05/29/2015	\$0	Principals; Instructional Specialist; Teachers
Academic Guidance	Guidance counselor will meet regularly with students to plan academic course.	Academic Support Program	08/08/2014	06/01/2015	\$0	Guidance Counselor
Technology Portfolio	Writing pieces are a requirement of the Technology Portfolio.	Direct Instruction	08/08/2014	05/29/2015	\$0	Principal; Instructional Specialist; Teachers
PBIS	PBIS committee works to reward students for responsible behaviors.	Behavioral Support Program	08/08/2014	05/29/2015	\$0	Teachers, Assistant Principal
Student Mastery Tracker	Teachers will monitor student progress in the core academic areas.	Academic Support Program	08/08/2014	05/29/2015	\$0	Teachers, Principals, Instructional Specialist
Safety Drills	CCHS conducts various drills throughout the year including; fire, tornado, earthquake, lock-down, and evacuation drills. Evacuation routes are posted in each room and at any doorway used for evacuation. All doors inside and outside remain locked throughout the day.	Policy and Process	08/08/2014	05/29/2015	\$0	Principal, Assistant Principal, Teachers
District Walk Throughs	Administrators and teachers will participate in walk throughs to evaluate the effectiveness of direct instruction.	Academic Support Program	08/08/2014	05/29/2015	\$0	Administrators, Teachers
Best Practice	Teachers will incorporate CHETL in Writing, Arts & Humanities, and Practical Living Career Studies instruction.	Direct Instruction	08/08/2014	05/29/2015	\$0	Teachers and Administrators
ILP	Students have regular access to advising using the ILP to communicate progress toward each students' educational and career goals.	Academic Support Program	08/08/2014	05/29/2015	\$0	Principal; Guidance Counselor; Teachers
<b>Total</b>					<b>\$0</b>	

**FRYSC**

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Drama Productions	Activities implemented into the school year involving the production of various plays.	Extra Curricular	08/08/2014	05/29/2015	\$500	FRYSC; 21st Century Coordinator; Principal; Teachers
<b>Total</b>					\$500	

**Grant Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Day/College Road Trip	Students participate in various career activities including a career fair which involves the various local businesses. All students will have the opportunity to visit a college on College Road Trip Day.	Career Preparation/Orientation	11/05/2014	12/16/2014	\$3000	Principal, Guidance Counselor, FRYSC, Teachers
<b>Total</b>					\$3000	

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

Questions to answer using data:

1. Are students progressing toward proficiency?
2. Are students progressing from the PLAN to the ACT?
3. Are we continuing to decrease the achievement gap by addressing the needs of all students?
4. Are we providing a rigorous and aligned curriculum that will prepare all students for college and career?

Classroom assessments and benchmark assessments tell us that we are not progressing toward proficiency at a sufficient rate. Standardized test data shows that we are not sufficiently preparing all students for college and career readiness. Walk through data and curriculum and assessment analysis show us that we are not consistently providing a rigorous and aligned curriculum for all students.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

We have made gains in graduation rate. We believe this is a result of a consistent and widespread focus on making sure students are successful in any capacity through guidance and understanding. We are continuing to focus on ways to help students stay on track for graduation.

We have made gains in our overall accountability. We believe this is a result of a targeted approach to standards-based instruction, intensive intervention strategies, and strategic monitoring of curriculum and assessment.

We have made gains in our combined reading and math scores with our non-duplicated gap students. We believe this is a result of the knowledge of who those students are and how we can help each of them improve.

We continue to made gains in college and career readiness. We believe this is a result of strategic planning with seniors. We make sure they are working with teachers to prepare for the COMPASS, KOSSA, and WorkKeys in order to become College or Career Ready.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

We need to continue our focus on standards based instruction. We have created standards based curriculum maps and pacing guides. We are continuing to collaborate to create standards based instructional activities and assessments.

We need to continue to increase the rigor and pace of our instruction. We are collaborating with teachers to implement higher order thinking skills in daily instruction and assessments. We are focused schoolwide on creating standards based assessments and rubrics along with student centered activities. We are also implementing district walk throughs focusing on standards based instruction, engagement and student centered activities with an emphasis on higher order thinking skills.

We will continue our focus on GAP students. We have implemented a Student Mastery Tracker for all core subject area classes.

We will make a conscious effort to better prepare our students for the PLAN and ACT. Our growth score is an opportunity for improvement by planning lessons and classroom activities around the ACT.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

We are continuing to monitor and conference with teachers on a weekly basis, analyzing instructional practices, curriculum design and creation of assessments. We believe this will improve the rigor and pacing in our instruction.

We are also administering and analyzing benchmark assessments and making appropriate changes to instruction.

We need to continue to train teachers in CHETL, high quality instructional strategies, intervention strategies, and differentiation.

# The Missing Piece

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Daryl Murphy, Principal

Site Base Member Melissa Flowers, Teacher

Site Base Member Tabatha Moons, Instructional Specialist

Site Base Member Diane Poindexter, Teacher

Site Base Member Greg Cary, Parent

Site Base Member Arlene Young, Parent

Wanda Gilbert, Parent

Bryan Morgan, Parent

Jennifer Wright, Parent

Instructional Specialists: Michelle Murphy, Valerie Shelley, Tabatha Moons

Instructional Supervisor: Michelle Cash

Priscilla Schwartz, FRYSC

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

# KDE Comprehensive School Improvement Plan

Cumberland County High School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.71

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

# KDE Comprehensive School Improvement Plan

Cumberland County High School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

## Reflection

Reflect upon your responses to each of the Missing Piece objectives.

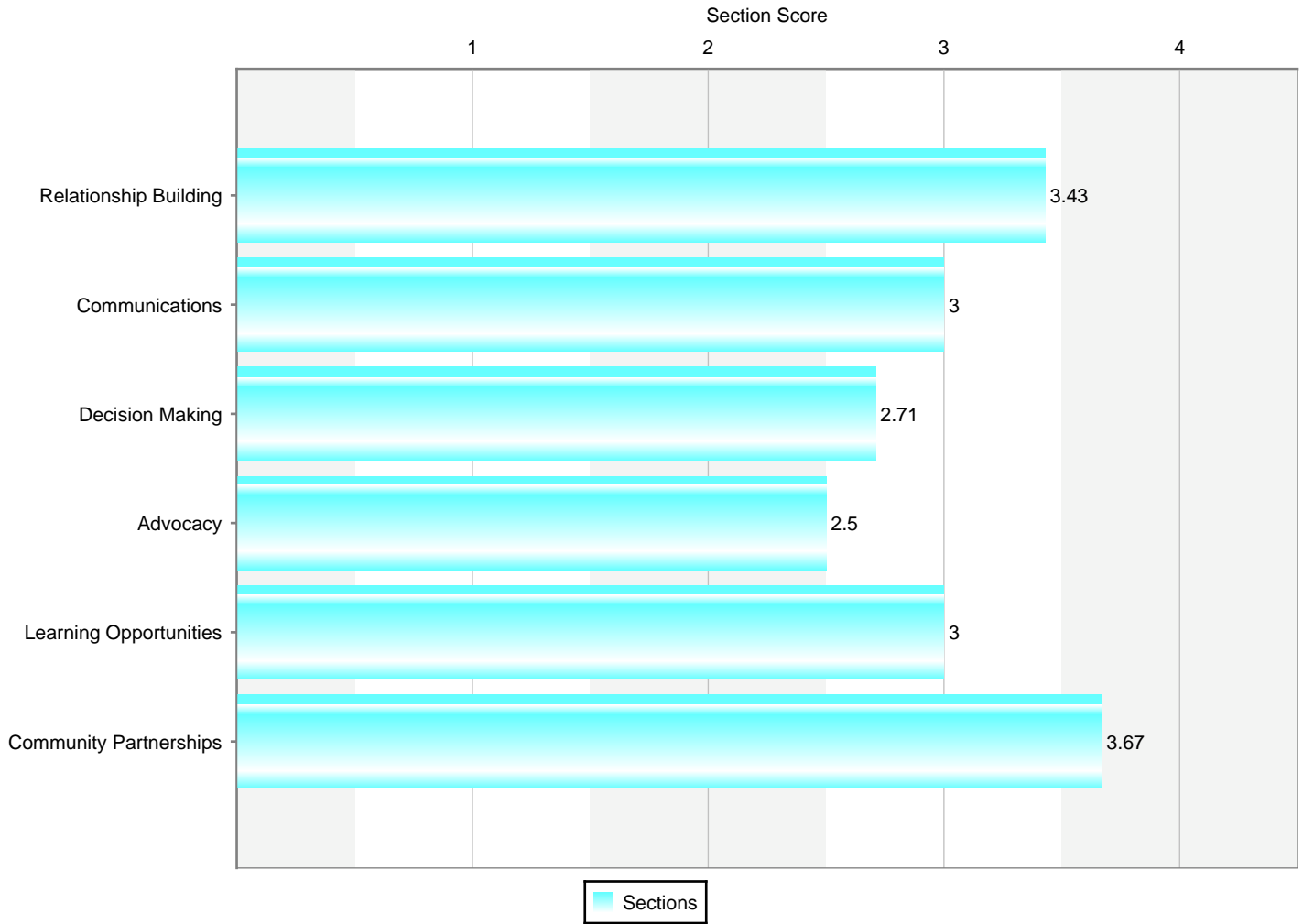
**Reflect upon your responses to each of the Missing Piece objectives.**

Areas of strength: We want and value community participation and collaboration. While we continue to invite parents and community members, our participation remains low.

Areas of improvement: We strongly encourage parent and community participation and we hope to do this by strengthening electronic communication between those stakeholders through email, teacher webpages, and through the electronic grade book.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The process used to engage stakeholders in the development of the improvement plan begin with the faculty. Teachers are given the opportunity to view our goals/strategies/activities from last year. We then allow teachers to provide input on those strategies/activities and how we can improve them. After revisions have been made, the improvement plan will go before a group of parents and Family Resource. Finally, after another round of revisions have been made, the improvement plan goes before the Site Base Decision Making Council.

Meetings are held at times available to all parties involved.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Teacher responsibility includes ensuring all activities for goals are incorporated into the CSIP.

Parent responsibility include to provide feedback on Relationship Building, Communications, Decision Making, Advocacy, Learning Opportunities, and Community Partnerships.

SBDM's responsibilities include reviewing and approving the CSIP goals.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan will be communicated to all stakeholders via the school webpage.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Not applicable for the High School	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Response to Intervention	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

**KDE Comprehensive School Improvement Plan**

Cumberland County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	We are a school wide program.	

# KDE Comprehensive School Improvement Plan

Cumberland County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	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	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	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	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	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 Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes		

**KDE Comprehensive School Improvement Plan**

Cumberland County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://cland.k12.ky.us/CCHS/cchs/homenew.htm">http://cland.k12.ky.us/CCHS/cchs/homenew.htm</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	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 and career ready.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

Cumberland County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	We are a school wide program.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes	We are a school wide program.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **Compliance and Accountability - High Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**

Increase the graduation rate for the "four-year adjusted cohort graduation rate" to 95.8% and the "five-year adjusted cohort graduation rate" to 94.5% by 2015.

**Measurable Objective 1:**

collaborate to increase the "four-year and five-year adjusted cohort" rate to 95.8% and 94.5% respectively by 06/01/2015 as measured by the cohort rate.

**Strategy1:**

Parent and Community Involvement - Work to increase parental and community involvement in educational process.

Category: Stakeholder Engagement

Research Cited:

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize community representatives during the school day with events such as Operation Preparation, College and Career Day, special speakers, etc.	Community Engagement	08/08/2013	05/30/2014	\$0 - No Funding Required	Teachers, Administrators, FRYSC

Activity - After School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold open house events twice each year including interdisciplinary projects to attract more parent involvement. Hold informational events such as ACT, PLAN, College and Career planning events, and Senior Orientations.	Parent Involvement	08/08/2014	06/01/2015	\$200 - General Fund	Principal, Guidance Counselor, Instructional Specialist, Teachers, FRYSC

**Goal 2:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

**Measurable Objective 1:**

collaborate to improve the overall achievement gap from 45% to 48.8% by 05/29/2015 as measured by the GAP Score.

**Strategy1:**

# KDE Comprehensive School Improvement Plan

Cumberland County High School

Professional Learning - Teachers will be trained in effective instructional and intervention strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective strategies for intervention, differentiation, assessment, planning, and engagement.	Professional Learning	08/08/2014	05/29/2015	\$500 - Title I Part A	Instructional Supervisor, Instructional Specialist, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community focused on developing engaging instructional activities.	Professional Learning	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Instructional Specialist

### Goal 3:

Increase the percentage of students who are college and career ready from 24% in 2012 to 68% by 2015.

### Measurable Objective 1:

collaborate to increase percentage of students who are college and career ready from 65.8% to 67% by 06/01/2015 as measured by the College and Career Readiness Score..

### Strategy1:

Program Reviews - Teachers and administrators will participate in systematic annual reviews of the Writing, Arts & Humanities, and Practical Living/ Career Studies programs.

Category: Continuous Improvement

Research Cited:

Activity - Best Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate CHETL in Writing, Arts & Humanities, and Practical Living Career Studies instruction.	Direct Instruction	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers and Administrators

Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in regularly scheduled meetings to assess the status of program reviews and needs for improvement.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, Administrators, FRYSC

### Goal 4:

Increase the average combined reading and math proficiency ratings for all students to 73.1% by 2017.

# KDE Comprehensive School Improvement Plan

Cumberland County High School

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## Measurable Objective 1:

collaborate to improve the proficiency score from 51.7% to 53.8% by 05/29/2015 as measured by Proficiency Score.

### Strategy1:

Continuous Instructional Improvement Technology System - All teachers will utilize CIITS.

Category: Continuous Improvement

Research Cited:

Activity - CIITS Assessing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create learning check assessments in CIITS and will administer to students every three weeks. Data will be used to track progress and plan for RTI.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Administrators, Teachers

### Strategy2:

Professional Learning - Teachers will be trained in effective instructional and intervention strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective strategies for intervention, planning, assessment, and engagement.	Professional Learning	08/08/2014	05/29/2015	\$500 - Title I Part A	Instructional Supervisor, Instructional Specialist, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community focused on developing engaging instructional activities.	Professional Learning	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Instructional Specialist

### Narrative:

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

## Measurable Objective 1:

collaborate to improve the overall achievement gap from 45% to 48.8% by 05/29/2015 as measured by the GAP Score.

# KDE Comprehensive School Improvement Plan

Cumberland County High School

## Strategy1:

Targeted Interventions - Utilize intervention to ensure students are on a course of continuous improvement.

Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of data will be analyzed to identify students in need of RTI. Students will receive tier 1 and 2 interventions during the daily RTI period, 21st Century or ESS. Students will receive tier 3 intervention through an outside ESS teacher.	Academic Support Program	08/08/2014	05/29/2015	\$500 - District Funding	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator

## Strategy2:

Progress Monitoring - Teachers and administrators will consistently monitor student progress over the course of their high school experience.

Category: Continuous Improvement

Research Cited:

Activity - Data Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will use a data wall to monitor student progress through standardized test data. This data will be used to make instructional and advisory decisions.	Academic Support Program	08/08/2013	06/30/2014	\$100 - General Fund	Teachers, principal, instructional specialist

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will use benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/08/2014	05/29/2015	\$900 - General Fund	Teachers, Principal, Instructional Specialist

Activity - Student Mastery Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress in the core academic areas. The student mastery tracker contains all student performance data on standardized, benchmark, and classroom assessments.	Direct Instruction	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, Administrators

# KDE Comprehensive School Improvement Plan

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Activity - Classroom Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will use formative assessments to monitor student learning and make adjustments to classroom instruction. They will use summative assessment data to make instructional and advisory decisions. Both formative and summative data will be considered in the RTI process.	Direct Instruction	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Guidance Counselor, Instructional Specialist.

### Strategy3:

Best Practice - Teachers will implement Characteristics of Highly Effective Teaching and Learning.

Category: Continuous Improvement

Research Cited:

Activity - CHETL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement CHETL in daily instruction.	Direct Instruction	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, administrators

### Strategy4:

Professional Learning - Teachers will be trained in effective instructional and intervention strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective strategies for intervention, differentiation, assessment, planning, and engagement.	Professional Learning	08/08/2014	05/29/2015	\$500 - Title I Part A	Instructional Supervisor, Instructional Specialist, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community focused on developing engaging instructional activities.	Professional Learning	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Instructional Specialist

### Narrative:

The school identified specific strategies to increase the average freshman graduation rate.

### Goal 1:

Increase the graduation rate for the "four-year adjusted cohort graduation rate" to 95.8% and the "five-year adjusted cohort graduation rate" to 94.5% by 2015.

### Measurable Objective 1:

# KDE Comprehensive School Improvement Plan

Cumberland County High School

collaborate to increase the "four-year and five-year adjusted cohort" rate to 95.8% and 94.5% respectively by 06/01/2015 as measured by the cohort rate.

## Strategy1:

Academic and Career Advising - Students will receive academic and career guidance.

Category: Persistence to Graduation

Research Cited:

Activity - CTE consultation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will meet and advise students based on course work completed to become preparatory for a CTE area.	Career Preparation/ Orientation	08/08/2014	06/01/2015	\$0 - No Funding Required	CTE Teachers, Guidance Counselor

Activity - Academic Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselor will meet regularly with students to plan academic course.	Academic Support Program	08/08/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselor

## Strategy2:

Targeted Interventions - To intervene with students to maintain a course of continuous improvement.

Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of data will be analyzed to identify students in need of RTI. Students will receive services through Tier 2 and 3 interventions, during daily RTI period, and through before and after school 21st Century and ESS programs.	Academic Support Program	08/08/2014	05/29/2015	\$500 - District Funding	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator

## Strategy3:

Career Readiness Pathways - The ILP will be used systematically to help guide students in career and technical pathways. Incoming freshman will also choose a pathway based upon interests documented in student ILP's.

Category: Career Readiness Pathways

Research Cited:

Activity - Course alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests.	Career Preparation/ Orientation	08/08/2014	06/01/2015	\$0 - No Funding Required	Guidance Counselor, Principal

# KDE Comprehensive School Improvement Plan

Cumberland County High School

Activity - CTE Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase public relations activities including tours, presentations on careers, career fair, discussions on CTE opportunities and ILP planning.	Community Engagement	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal

## Strategy4:

Parent and Community Involvement - Work to increase parental and community involvement in educational process.

Category: Stakeholder Engagement

Research Cited:

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize community representatives during the school day with events such as Operation Preparation, College and Career Day, special speakers, etc.	Community Engagement	08/08/2013	05/30/2014	\$0 - No Funding Required	Teachers, Administrators, FRYSC

Activity - After School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold open house events twice each year including interdisciplinary projects to attract more parent involvement. Hold informational events such as ACT, PLAN, College and Career planning events, and Senior Orientations.	Parent Involvement	08/08/2014	06/01/2015	\$200 - General Fund	Principal, Guidance Counselor, Instructional Specialist, Teachers, FRYSC

## Narrative:

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

## Goal 1:

Increase the averaged combined Writing, PL/CS, and Arts & Humanities Program Reviews scores for Cumberland County High School to proficiency by 2017.

## Measurable Objective 1:

collaborate to increase our school's PL/CS Program Review from 8.0 to Distinguished by 06/01/2017 as measured by KDE Released Data (School Report Card).

## Strategy1:

PL/CS Program Review - Within PLC's, the PL/CS Program Review committees have been formed to lead this program within our school.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Cumberland County High School

Activity - Career Day/College Road Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in various career activities including a career fair which involves the various local businesses. All students will have the opportunity to visit a college on College Road Trip Day.	Career Preparation/Orientation	11/05/2014	12/16/2014	\$3000 - Grant Funds	Principal, Guidance Counselor, FRYSC, Teachers

Activity - KOSSA Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop formative/interim assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Principal; Instructional Specialist; Teachers

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have regular access to advising using the ILP to communicate progress toward each students' educational and career goals.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Principal; Guidance Counselor; Teachers

Activity - Committee/PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings to discuss, implement, and write rationales for the PL/CS Program Review.	Professional Learning	08/08/2014	05/29/2015	\$0 - No Funding Required	Principal; Instructional Specialist; Teachers

## Measurable Objective 2:

collaborate to increase our school's Arts & Humanities Program Review from 8.1 to Distinguished by 06/01/2017 as measured by KDE Released Data (School Report Card).

## Strategy1:

Arts & Humanities Program Review - Within PLC's, the Arts & Humanities Program Review committee have been formed to lead the program within our school.

Category: Continuous Improvement

Research Cited:

Activity - Arts & Humanities Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are required to receive an Arts & Humanities credit before graduation such as Art, Creative Art, Band, Speech & Drama, Arts & Humanities, or Music Appreciation.	Direct Instruction	08/08/2014	05/29/2015	\$0 - No Funding Required	Principal; Guidance Counselor; Teachers

**KDE Comprehensive School Improvement Plan**

Cumberland County High School

Activity - Drama Productions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities implemented into the school year involving the production of various plays.	Extra Curricular	08/08/2014	05/29/2015	\$500 - FRYSC	FRYSC; 21st Century Coordinator; Principal; Teachers

Activity - Committee/PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings to discuss, implement, and write rationales for the Arts & Humanities Program Review.	Professional Learning	08/08/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Specialist, Teachers, FRYSC

**Measurable Objective 3:**

collaborate to increase our school's Writing Program Review from 8.1 to Distinguished by 06/01/2017 as measured by KDE Released Data (School Report Card).

**Strategy1:**

Writing Program Review - Within PLC's, the Writing Program Review committees have been formed to lead the writing program within our school.

Category: Continuous Improvement

Research Cited:

Activity - Committee/PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/08/2014	05/29/2017	\$0 - No Funding Required	Principal; Instructional Specialist; Teachers

Activity - Technology Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing pieces are a requirement of the Technology Portfolio.	Direct Instruction	08/08/2014	05/29/2015	\$0 - No Funding Required	Principal; Instructional Specialist; Teachers

Activity - RTI Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are not receiving intervention services on Mondays will participate in a Writing Prompt activity during RTI.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Instructional Specialist; Teachers

**Narrative:**

The school identified specific strategies to increase the percentage of students who are college and career ready.

**Goal 1:**

Increase the percentage of students who are college and career ready from 24% in 2012 to 68% by 2015.

# KDE Comprehensive School Improvement Plan

Cumberland County High School

## Measurable Objective 1:

collaborate to increase percentage of students who are college and career ready from 65.8% to 67% by 06/01/2015 as measured by the College and Career Readiness Score..

## Strategy1:

Career Readiness - Teachers and administrators will focus on career readiness through intentional use of the ILP, community partners, and CTE teachers.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Entering freshman must choose a Career Pathway in order to become preparatory in a particular area of study.	Career Preparation/Orientation	08/08/2014	05/29/2015	\$0 - No Funding Required	Guidance Counselor, Principal

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work collaboratively with principal and instructional specialist to ensure curriculum and assessments are aligned with KOSSA and common core standards.	Professional Learning	05/30/2014	05/29/2015	\$0 - No Funding Required	CTE Teachers, Principal, Instructional Specialist

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students.	Community Engagement	01/01/2015	03/17/2015	\$250 - General Fund	Instructional Supervisor, Teachers, Principal, FRYSC

Activity - KOSSA Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop formative/interim assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	CTE Teachers, Principal, Instructional Specialist

## Strategy2:

College Readiness - Teachers and administrators focus on increasing the number of students meeting state benchmarks.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Cumberland County High School

Activity - Student Mastery Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will use data in the student mastery trackers in discussions, planning, and decision-making to improve instruction and target specific groups of students or content.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Instructional Specialist

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators work collaboratively with teachers to ensure curriculum and assessment alignment to standards.	Professional Learning	05/30/2014	05/29/2015	\$0 - No Funding Required	Teachers, Principal, Instructional Specialist

Activity - District Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will participate in walk throughs to evaluate the effectiveness of direct instruction.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Administrators, Teachers

### Strategy3:

Highly Qualified Staff - Provide instruction by highly qualified professional staff.

Category: Human Capital Management

Research Cited:

Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cumberland County High School will recruit, hire, and retain highly qualified teachers and staff.	Recruitment and Retention	05/30/2014	05/29/2015	\$0 - No Funding Required	Principal, SBDM Council Members, Superintendent.

### Narrative: