



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 (CCHS) is located in Burkesville, KY. It is the only high school in Cumberland County. Currently there are 260 students attending CCHS. The number of students has dropped in the last few years from around 300+ students to where we are now at 260 students. The student population is 95% White. The largest minority population is African American, who make up 2% of the student population. According to the latest census information, Cumberland County is 95.5% white, 2.8% African American, and 1.1% Hispanic/Latino.

Burkesville is the county seat of Cumberland. The population of the city is approximately 1,500, while the population of the county is approximately 6,800. Cumberland County is located in the Dale Hollow Lake area in South Central Kentucky. Industry in Cumberland County is close to non-existent. Residents who work are commuters to other regions or counties where work is available. There are a number of unique challenges that Cumberland County High School must address. As the only high school within the small community, CCHS is within the center of the community, many community events take place at the school. Our faculty and staff population, many of whom are former students, care deeply about the success of the school. Due to the location of our small town, we see many of our successful graduates leave the community.

In 2012, Cumberland County High School was designated as a Needs Improvement School by the state of Kentucky. We have improved drastically over the past four years from Needs Improvement in 2012 to Progressing in 2013 to Proficient in 2014 to where we are now as a Distinguished high school. We are very proud of our Distinguished status.

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.

Cumberland County High School's mission statement is "SUCCESS: Every Student Every Day." The success of all our students include success in all areas of our building, including College and Career Readiness, EOC scores, and graduation rate. Our goal is to educate our students so they will become successful after graduation, whether it be college, technical school, or the work force. Our teachers work to ensure the success of all students. Teachers' have redesigned curriculum to ensure ACT Quality Core Standards are taught to the highest standards. Also our vocational department has worked to ensure their curriculum is aligned to KOSSA standards.

CCHS has also redesigned the environment throughout the building not only in classrooms, but also hallways, restrooms, cafeteria, etc. through our PBIS implementation. The implementation of PRIDE (Positive Attitude, Respect, Integrity, Dedication, and Excellence) holds students accountable for actions and attitudes. We try to recognize and reward students who exhibit these traits weekly to model these concepts in the classroom. We continue to look for more innovative ways to incorporate these ideas into our school.

At CCHS, we offer a variety of classes to help prepare our students for life after graduation. We are very fortunate to have a good relationship with Somerset Community College, where our students are able to take numerous online college courses. Over the last few years, graduating seniors will enter college their general education requirements already having been met for college. We are also able to offer Dual Credit English in house, which allows 30 seniors the opportunity to take this course by one of our own teachers.

We also continue to have RTI classes incorporated into our schedule each day. This thirty minute time frame enables teachers to reteach content not mastered by students. Seniors during RTI time who have not met Kentucky's benchmarks in math, reading, or English are provided with additional help to better prepare them for the Compass and/or Work Keys assessments. This implementation has helped to greatly increase our college/career readiness percentages. We also use this time to provide opportunities for all students through enrichment on Study Island. And give students the opportunity to stay after school for tutoring through our 21st Century Program.

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.

CCHS this year was named a Distinguished high school, a very notable achievement. For the past few years, we have made changes to progress from a Progressing School to Proficient School to finally a Distinguished school. Due to the hard work from students and faculty. Our College and Career Readiness percentages have grown due to the work with our seniors during RTI time and ensuring all students are preparatory within one vocational area in order to take the KOSSA assessments. We have made major gains in our GAP scores as well. We were able to pinpoint the GAP students to ensure all students are achieving at the highest possible standard. We also saw notable gains in our EOC Biology scores.

Even though CCHS is a Distinguished high school, there are still areas for improvement. Our On-Demand Writing scores are not where they need to be and as it relates to EOC scores, we need to focus more on reducing novice students. We still strive to incorporate ACT practice into our curriculum while maintaining engaging classrooms and hands-on activities for our students.

While we have celebrated our success as a Distinguished School, we also realize we still need to continue to push our students to be better each and every day.

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 have several positive things going on at Cumberland County High School. Simply stated, we have GREAT students. We are fortunate enough not to have some of the major issues that other schools have. So, school improvement lies on the shoulders of the adults these students see every day, and it is our responsibility to provide the best place for learning.

CSIP 2015-16

Overview

Plan Name

CSIP 2015-16

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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$1050
2	Increase the averaged combined Writing, PL/CS, Arts & Humanities, and World Language Program Reviews scores for Cumberland County High School to proficiency by 2017.	Objectives: 4 Strategies: 4 Activities: 13	Organizational	\$1750
3	Cumberland County High School will be a safe and welcoming school.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$50
4	Increase the graduation rate	Objectives: 1 Strategies: 5 Activities: 11	Organizational	\$1750
5	Increase the average combined reading and math proficiency ratings for all students	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$1300
6	Increase the percentage of students who are college and career ready	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$250
7	Reduce novice scores by 50% by 2020	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$800

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 32.4% in 2014 to 45.9% in 2016 by 05/31/2016 as measured by the GAP Score.

Strategy 1:

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, differentiation, assessment, planning, and engagement.	Professional Learning	08/05/2015	05/27/2016	\$250	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	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Principal, Instructional Specialist

Strategy 2:

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
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	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Principal, Guidance Counselor, Instructional Specialist.

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will use benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/05/2015	05/27/2016	\$300	General Fund	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 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	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Administrators

Strategy 3:

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. 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	08/05/2015	05/27/2016	\$500	District Funding	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator

Goal 2: Increase the averaged combined Writing, PL/CS, Arts & Humanities, and World Language Program Reviews scores for Cumberland County High School to proficiency by 2017.

Measurable Objective 1:

collaborate to increase our school's Writing Program Review to Proficiency 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
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Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Principal; Instructional Specialist; Teachers
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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	08/05/2015	05/27/2016	\$0	No Funding Required	Instructional Specialist; Teachers

Activity - Technology Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing pieces are a requirement of the Technology Portfolio.	Direct Instruction	08/05/2015	05/27/2016	\$0	No Funding Required	Principal; Instructional Specialist; Teachers

Measurable Objective 2:

collaborate to increase our school's Arts & Humanities Program Review to Proficiency 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	08/05/2015	05/27/2016	\$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	08/05/2015	05/27/2016	\$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	08/05/2015	05/27/2016	\$500	FRYSC	FRYSC; 21st Century Coordinator; Principal; Teachers

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Measurable Objective 3:

collaborate to increase our school's PL/CS Program Review to Proficiency 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
Meetings to discuss, implement, and write rationales for the PL/CS Program Review.	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Principal; Instructional Specialist; Teachers

Activity - KOSSA Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop formative/interm assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Principal; Instructional Specialist; Teachers

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have regular access to advising using the ILP to communicate progress toward each students' educational and career goals.	Academic Support Program	08/05/2015	05/01/2016	\$0	No Funding Required	Principal; Guidance Counselor; Teachers

Activity - Career Day/College Road Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	11/11/2015	12/01/2015	\$1250	Grant Funds	Principal, Guidance Counselor, FRYSC, Teachers

Measurable Objective 4:

collaborate to increase our school's World Language Program review to Proficiency by 06/01/2017 as measured by KDE Released Data (School Report Card).

Strategy 1:

World Language Program Review - Within PLC's, the World Language Program Review committee has been formed to lead the World Language Program Review within our school.

Category: Continuous Improvement

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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 World Language Program	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Principal, Teachers
Activity - World Language Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development was held in order to better understand components of the World Language Program Review as it relates to the entire school.	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Principal, Teachers
Activity - World Language Cohort Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spanish teacher attended various meetings with other school districts to better understand the World Language Program Review.	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Principal, Spanish Teacher

Goal 3: 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.

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

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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
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

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

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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

Goal 4: Increase the graduation rate**Measurable Objective 1:**

collaborate to increase the graduation rate from 92.5% to 95% by 05/27/2016 as measured by the Graduation 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	08/05/2015	05/27/2016	\$500	District Funding	Teachers, Principals, 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 students 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 freshman in CTE courses aligned with their career interests.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0	No Funding Required	Guidance Counselor, Principal

Activity - CTE Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Increase public relations activities including tours, presentations on careers, career fair, discussions on CTE opportunities, and ILP planning.	Community Engagement	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal
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Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will explore various careers as it relates to interests gathered from their ILP.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, Principal

Strategy 3:

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

Category: Career Readiness Pathways

Activity - Academic Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Guidance Counselor will discuss regularly with students to plan an academic course.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, Principal

Activity - CTE Consultation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will discuss and advise students based on course work completed to become preparatory for a CTE area.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0	No Funding Required	CTE Teachers, Guidance Counselor, Principal

Strategy 4:

College Readiness Preparation - Students will have various opportunities to obtain college readiness.

Category: Integrated Methods for Learning

Activity - College Road Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be given the opportunity each year to visit a different college, university or technical school. Students are strongly encouraged to visit a different school each year.	Academic Support Program, Community Engagement, Field Trip	08/05/2015	05/27/2016	\$1250	Grant Funds	Teachers, Guidance Counselor, Principal

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Activity - Transitional Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have not met benchmark on the ACT during their junior year, will be enrolled in transitional reading and math classes. These classes enable students to prepare for additional ACT/COMPASS/KYOTE assessments to ensure college readiness.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, Principal
Activity - Dual Credit Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given various opportunities for Dual Credit classes. As a senior students have the opportunity to enroll in Dual Credit English, which is taught in house. Students are also given opportunities to take Dual Credit classes online through a nearby community college.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, Principal
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI time is also given to seniors who have not met ACT college readiness benchmarks. Those students work with math and English teachers to help prepare for upcoming ACT/COMPASS/KYOTE assessments to ensure college readiness.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, Principal

Strategy 5:

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

Category: Stakeholder Engagement

Activity - After School Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various after school events are held each year that are open to parents and community members. Those events include student showcase events, various CTE activities, informational meetings, and orientation events.	Parent Involvement	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal

Goal 5: Increase the average combined reading and math proficiency ratings for all students

Measurable Objective 1:

collaborate to improve the proficiency score from 46.4% to 70.2% by 05/27/2016 as measured by Proficiency Scores.

Strategy 1:

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

Category: Continuous Improvement

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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 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	08/05/2015	05/27/2016	\$500	District Funding	Teachers, Principal, Guidance Counselor, 21st Century Grant Coordinator, ESS Coordinator

Strategy 2:

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

Category: Continuous Improvement

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	08/05/2015	05/27/2016	\$500	Title I Part A	Instructional Supervisor, Instructional Specialist, Teachers, 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 and discussion of how to make learning accessible for all students.	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Instructional Specialist, Principal

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
Teachers and administrators will use formative assessments to monitor student learning and make adjustments to classroom instruction. They will use summative assessments data to make instructional and advisory decisions. Both formative and summative data will be considered in the RTI process.	Direct Instruction	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Principal, Guidance Counselor

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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 benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/05/2015	05/27/2016	\$300	General Fund	Teachers, Principal
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. The student mastery tracker contains all student performance data on standardized, benchmark, and classroom assessments.	Direct Instruction	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, Principal
Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with administrators at various times each month to discuss student performance and curriculum alignment/pacing.	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Principals

Goal 6: Increase the percentage of students who are college and career ready

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 67.6% to 70% by 05/27/2016 as measured by the College and Career Readiness Score.

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	01/04/2016	04/29/2016	\$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	08/05/2015	05/27/2016	\$0	No Funding Required	CTE Teachers, Principal, Instructional Specialist

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Cumberland County High School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work collaboratively with administrators to ensure curriculum and assessments are aligned with KOSSA standards.	Professional Learning	08/05/2015	05/27/2016	\$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	08/05/2015	05/27/2016	\$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	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Principal, Instructional Specialist

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	08/05/2015	05/27/2016	\$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	08/05/2015	12/01/2015	\$0	No Funding Required	Administration, Teachers

Strategy 3:

Progress Monitoring - Teachers and administrators will monitor progress of students who are or will become college and/or career ready.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Cumberland County High School

Administrators and teachers will continually monitor student progress of assessments for College and Career Readiness. CTE teachers will also monitor preparatory students who will be able to take KOSSA exams.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, Principal
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Activity - Regular CCR Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have various opportunities to test for College Readiness. Teachers will decide in RTI classes who are ready to test in COMPASS areas.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal

Goal 7: Reduce novice scores by 50% by 2020

Measurable Objective 1:

collaborate to reduce novice scores to 16.5% in English II, 19.5% in Algebra II, 10% in Biology, 13.4% in US History, 5.6% in Writing, and 10% in Language Mechanics by 05/28/2020 as measured by percentage of novice students.

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 periods, and through before and after school 21st Century and ESS programs.	Academic Support Program	08/05/2015	05/27/2016	\$500	District Funding	Teachers, Principal, 21st Century Coordinator, ESS Coordinator

Strategy 2:

Professional Learning - Teachers and administrators will collaborate to ensure novice reduction.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators collaborate to discuss student data as it relates to how to improve novice students.	Professional Learning	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Principal

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Strategy 3:

Progress Monitoring - Teachers and administrators consistently monitor student progress.

Category: Continuous Improvement

Activity - Student Mastery Trackers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators monitor student progress through mastery trackers which include standardized assessment data along with classroom assessment data to help make predictions of student mastery.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Principals
Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers constantly monitor classroom formative assessment data to ensure all students are mastering the content.	Academic Support Program	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Principal
Activity - Study Island/Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work on assignments in Study Island weekly during RTI. Students in 9th grade work on Reading Plus during regular class time. Special Education students are working daily on Study Island and Reading Plus.	Academic Support Program	08/05/2015	05/27/2016	\$300	District Funding	Teachers, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will be trained in effective strategies for intervention, differentiation, assessment, planning, and engagement.	Professional Learning	08/05/2015	05/27/2016	\$250	Instructional Supervisor, Instructional Specialist, Principal
Professional Development	Teachers will be trained in effective strategies for intervention, differentiation, assessment, planning and engagement.	Professional Learning	08/05/2015	05/27/2016	\$500	Instructional Supervisor, Instructional Specialist, Teachers, Principal
Total					\$750	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Road Trip	All students will be given the opportunity each year to visit a different college, university or technical school. Students are strongly encouraged to visit a different school each year.	Academic Support Program, Community Engagement, Field Trip	08/05/2015	05/27/2016	\$1250	Teachers, Guidance Counselor, Principal
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	11/11/2015	12/01/2015	\$1250	Principal, Guidance Counselor, FRYSC, Teachers
Total					\$2500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

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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	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, Principal
RTI Writing Prompts	Students who are not receiving intervention services on Mondays will participate in a Writing Prompt activity during RTI.	Academic Support Program	08/05/2015	05/27/2016	\$0	Instructional Specialist; Teachers
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
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
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	08/05/2015	05/27/2016	\$0	Teachers, Principal, Guidance Counselor, Instructional Specialist.
Formative Assessments	Teachers constantly monitor classroom formative assessment data to ensure all students are mastering the content.	Academic Support Program	08/05/2015	05/27/2016	\$0	Teachers, Principal
PLC	Teachers will participate in a professional learning community focused on developing engaging instructional activities and discussion of how to make learning accessible for all students.	Professional Learning	08/05/2015	05/27/2016	\$0	Teachers, Instructional Specialist, Principal
Transitional Courses	Students who have not met benchmark on the ACT during their junior year, will be enrolled in transitional reading and math classes. These classes enable students to prepare for additional ACT/COMPASS/KYOTE assessments to ensure college readiness.	Academic Support Program	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, Principal
Classroom Assessments	Teachers and administrators will use formative assessments to monitor student learning and make adjustments to classroom instruction. They will use summative assessments data to make instructional and advisory decisions. Both formative and summative data will be considered in the RTI process.	Direct Instruction	08/05/2015	05/27/2016	\$0	Teachers, Principal, Guidance Counselor
After School Events	Various after school events are held each year that are open to parents and community members. Those events include student showcase events, various CTE activities, informational meetings, and orientation events.	Parent Involvement	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, FRYSC, Principal

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Academic Guidance	Teachers and Guidance Counselor will discuss regularly with students to plan an academic course.	Academic Support Program	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, Principal
Committee/PLC Meetings	Meetings to discuss, implement, and write rationales for the Arts & Humanities Program Review.	Professional Learning	08/05/2015	05/27/2016	\$0	Principal, Instructional Specialist, Teachers, FRYSC
Curriculum Alignment	Teachers work collaboratively with administrators to ensure curriculum and assessments are aligned with KOSSA standards.	Professional Learning	08/05/2015	05/27/2016	\$0	CTE teachers, Principal, Instructional Specialist
District Walk Throughs	Administrators and teachers will participate in walk throughs to evaluate the effectiveness of direct instruction.	Academic Support Program	08/05/2015	12/01/2015	\$0	Administration, Teachers
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	08/05/2015	05/27/2016	\$0	Teachers, Administrators
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	08/05/2015	05/27/2016	\$0	CTE Teachers, Principal, Instructional Specialist
Committee/PLC Meetings	Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/05/2015	05/27/2016	\$0	Principal; Instructional Specialist; Teachers
PLC	Teachers will participate in a professional learning community focused on developing engaging instructional activities.	Professional Learning	08/05/2015	05/27/2016	\$0	Teachers, Principal, Instructional Specialist
World Language Cohort Meetings	Spanish teacher attended various meetings with other school districts to better understand the World Language Program Review.	Professional Learning	08/05/2015	05/27/2016	\$0	Principal, Spanish Teacher
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	08/05/2015	05/27/2016	\$0	Principal; Guidance Counselor; Teachers
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	08/05/2015	05/27/2016	\$0	Teachers, Principal, Instructional Specialist

KDE Comprehensive School Improvement Plan

Cumberland County High School

Student Mastery Trackers	Teachers and administrators monitor student progress through mastery trackers which include standardized assessment data along with classroom assessment data to help make predictions of student mastery.	Academic Support Program	08/05/2015	05/27/2016	\$0	Teachers, Principals
Data Analysis	Administrators and teachers will continually monitor student progress of assessments for College and Career Readiness. CTE teachers will also monitor preparatory students who will be able to take KOSSA exams.	Academic Support Program	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, Principal
PBIS	PBIS committee works to reward students for responsible behaviors.	Behavioral Support Program	08/08/2014	05/29/2015	\$0	Teachers, Assistant Principal
Curriculum Alignment	Administrators work collaboratively with teachers to ensure curriculum and assessment alignment to standards.	Professional Learning	08/05/2015	05/27/2016	\$0	Teachers, Principal, Instructional Specialist
Course Alignment	Utilize the ILP in order to place freshman in CTE courses aligned with their career interests.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0	Guidance Counselor, Principal
RTI	RTI time is also given to seniors who have not met ACT college readiness benchmarks. Those students work with math and English teachers to help prepare for upcoming ACT/COMPASS/KYOTE assessments to ensure college readiness.	Academic Support Program	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, Principal
ILP	Students will explore various careers as it relates to interests gathered from their ILP.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, Principal
Committee/PLC Meetings	Meetings to discuss, implement, and write rationales for the PL/CS Program Review.	Professional Learning	08/05/2015	05/27/2016	\$0	Principal; Instructional Specialist; Teachers
Technology Portfolio	Writing pieces are a requirement of the Technology Portfolio.	Direct Instruction	08/05/2015	05/27/2016	\$0	Principal; Instructional Specialist; Teachers
ILP	Students have regular access to advising using the ILP to communicate progress toward each students' educational and career goals.	Academic Support Program	08/05/2015	05/01/2016	\$0	Principal; Guidance Counselor; Teachers
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
World Language Professional Development	Professional Development was held in order to better understand components of the World Language Program Review as it relates to the entire school.	Professional Learning	08/05/2015	05/27/2016	\$0	Principal, Teachers

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Regular CCR Testing	Students will have various opportunities to test for College Readiness. Teachers will decide in RTI classes who are ready to test in COMPASS areas.	Academic Support Program	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, FRYSC, Principal
Committee/PLC Meetings	Meetings to discuss, implement, write, and review rationales for the World Language Program	Professional Learning	08/05/2015	05/27/2016	\$0	Principal, Teachers
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
Career Pathways	Entering freshman must choose a Career Pathway in order to become preparatory in a particular area of study.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0	Guidance Counselor, Principal
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
PLC Meetings	Teachers and administrators collaborate to discuss student data as it relates to how to improve novice students.	Professional Learning	08/05/2015	05/27/2016	\$0	Teachers, 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	08/05/2015	05/27/2016	\$0	Principal; Instructional Specialist; Teachers
Dual Credit Courses	Students are given various opportunities for Dual Credit classes. As a senior students have the opportunity to enroll in Dual Credit English, which is taught in house. Students are also given opportunities to take Dual Credit classes online through a nearby community college.	Academic Support Program	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, Principal
Guided Planning	Teachers will meet with administrators at various times each month to discuss student performance and curriculum alignment/pacing.	Professional Learning	08/05/2015	05/27/2016	\$0	Teachers, Principals
CTE Opportunities	Increase public relations activities including tours, presentations on careers, career fair, discussions on CTE opportunities, and ILP planning.	Community Engagement	08/05/2015	05/27/2016	\$0	Teachers, Guidance Counselor, FRYSC, Principal
CTE Consultation	CTE teachers will discuss and advise students based on course work completed to become preparatory for a CTE area.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0	CTE Teachers, Guidance Counselor, Principal

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Cumberland County High School

Total

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island/Reading Plus	Students work on assignments in Study Island weekly during RTI. Students in 9th grade work on Reading Plus during regular class time. Special Education students are working daily on Study Island and Reading Plus.	Academic Support Program	08/05/2015	05/27/2016	\$300	Teachers, Principal
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	08/05/2015	05/27/2016	\$500	Teachers, Principal, Guidance Counselor, 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 periods, and through before and after school 21st Century and ESS programs.	Academic Support Program	08/05/2015	05/27/2016	\$500	Teachers, Principal, 21st Century 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	08/05/2015	05/27/2016	\$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	08/05/2015	05/27/2016	\$500	Teachers, Principals, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator
Total					<input style="width: 80px;" type="text" value="\$2300"/>	

General Fund

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Cumberland County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	Develop, promote, and implement Operation Preparation for 10th grade students.	Community Engagement	01/04/2016	04/29/2016	\$250	Instructional Supervisor, Teachers, Principal, FRYSC
Benchmark Assessments	Teachers and administrators will use benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/05/2015	05/27/2016	\$300	Teachers, Principal
Benchmark Assessments	Teachers and administrators will use benchmark assessments to monitor student learning and make instructional and advisory decisions.	Direct Instruction	08/05/2015	05/27/2016	\$300	Teachers, Principal, Instructional Specialist
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
Total					\$900	

FRYSC

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	08/05/2015	05/27/2016	\$500	FRYSC; 21st Century Coordinator; Principal; Teachers
Total					\$500	

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 we continuing to decrease the achievement gap by addressing the needs of all students?
3. Are we providing a rigorous and aligned curriculum that will prepare all students for college and/or career?
4. Are we monitoring formative assessments in order to reduce novice percentages?

Classroom assessments and benchmark assessments tell us that we are not progressing toward reduction of novice students. Standardized test data show 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?

Cumberland County High School was named a Distinguished school this year ranking in the 91st percentile in the state.

Our overall score increased from 71.7% in 2013-14 to 75.8% in 2014-15. The overall score increased due to our work with Gap students, college and career readiness, and EOC courses.

CCHS scored at or above state average in our Achievement Score, Gap Score, Growth Score, CCR Score, and Graduation Score.

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. We are continuing to collaborate to create those instructional units.

We also 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 school-wide on creating standards based assessments and rubrics along with student centered activities.

We will continue our focus on GAP students. We have implemented a Student Mastery Tracker for all EOC courses, to ensure we are reaching all students.

We will also make a conscious effort to better prepare students for the ACT.

Our main opportunity for improvement this year is to focus on our novice percentages in reading, math, science, social studies, writing and language mechanics. We are working toward decreasing the number of novice students in each of those areas.

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 weekly. During those conferences we discuss 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.

KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

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.

Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

Increase the graduation rate

Measurable Objective 1:

collaborate to increase the graduation rate from 92.5% to 95% by 05/27/2016 as measured by the Graduation Rate.

Strategy1:

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

Category: Stakeholder Engagement

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Research Cited:

Activity - After School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various after school events are held each year that are open to parents and community members. Those events include student showcase events, various CTE activities, informational meetings, and orientation events.	Parent Involvement	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

N/A (this question does not apply)

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

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 32.4% in 2014 to 45.9% in 2016 by 05/31/2016 as measured by the GAP Score.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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Cumberland County High School

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	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Principal, Instructional Specialist

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	08/05/2015	05/27/2016	\$250 - Title I Part A	Instructional Supervisor, Instructional Specialist, Principal

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 - 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	08/05/2015	05/27/2016	\$300 - General Fund	Teachers, Principal, Instructional Specialist

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	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Principal, Guidance Counselor, 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	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Administrators

Strategy3:

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

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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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	08/05/2015	05/27/2016	\$500 - District Funding	Teachers, Principal, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator

Goal 2:

Reduce novice scores by 50% by 2020

Measurable Objective 1:

collaborate to reduce novice scores to 16.5% in English II, 19.5% in Algebra II, 10% in Biology, 13.4% in US History, 5.6% in Writing, and 10% in Language Mechanics by 05/28/2020 as measured by percentage of novice students.

Strategy1:

Progress Monitoring - Teachers and administrators consistently monitor student progress.

Category: Continuous Improvement

Research Cited:

Activity - Study Island/Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work on assignments in Study Island weekly during RTI. Students in 9th grade work on Reading Plus during regular class time. Special Education students are working daily on Study Island and Reading Plus.	Academic Support Program	08/05/2015	05/27/2016	\$300 - District Funding	Teachers, Principal

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers constantly monitor classroom formative assessment data to ensure all students are mastering the content.	Academic Support Program	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Principal

Activity - Student Mastery Trackers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators monitor student progress through mastery trackers which include standardized assessment data along with classroom assessment data to help make predictions of student mastery.	Academic Support Program	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Principals

Strategy2:

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

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Cumberland County High School

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 periods, and through before and after school 21st Century and ESS programs.	Academic Support Program	08/05/2015	05/27/2016	\$500 - District Funding	Teachers, Principal, 21st Century Coordinator, ESS Coordinator

Strategy3:

Professional Learning - Teachers and administrators will collaborate to ensure novice reduction.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators collaborate to discuss student data as it relates to how to improve novice students.	Professional Learning	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Principal

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

Goal 1:

Increase the graduation rate

Measurable Objective 1:

collaborate to increase the graduation rate from 92.5% to 95% by 05/27/2016 as measured by the Graduation Rate.

Strategy1:

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 students ILP's.

Category: Career Readiness Pathways

Research Cited:

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	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal

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Cumberland County High School

Activity - Course Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP in order to place freshman in CTE courses aligned with their career interests.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0 - No Funding Required	Guidance Counselor, Principal

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will explore various careers as it relates to interests gathered from their ILP.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal

Strategy2:

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

Category: Stakeholder Engagement

Research Cited:

Activity - After School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various after school events are held each year that are open to parents and community members. Those events include student showcase events, various CTE activities, informational meetings, and orientation events.	Parent Involvement	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal

Strategy3:

College Readiness Preparation - Students will have various opportunities to obtain college readiness.

Category: Integrated Methods for Learning

Research Cited:

Activity - Dual Credit Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given various opportunities for Dual Credit classes. As a senior students have the opportunity to enroll in Dual Credit English, which is taught in house. Students are also given opportunities to take Dual Credit classes online through a nearby community college.	Academic Support Program	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal

Activity - College Road Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be given the opportunity each year to visit a different college, university or technical school. Students are strongly encouraged to visit a different school each year.	Community Engagement Academic Support Program Field Trip	08/05/2015	05/27/2016	\$1250 - Grant Funds	Teachers, Guidance Counselor, Principal

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Cumberland County High School

Activity - Transitional Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have not met benchmark on the ACT during their junior year, will be enrolled in transitional reading and math classes. These classes enable students to prepare for additional ACT/COMPASS/KYOTE assessments to ensure college readiness.	Academic Support Program	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI time is also given to seniors who have not met ACT college readiness benchmarks. Those students work with math and English teachers to help prepare for upcoming ACT/COMPASS/KYOTE assessments to ensure college readiness.	Academic Support Program	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal

Strategy4:

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	08/05/2015	05/27/2016	\$500 - District Funding	Teachers, Principals, Instructional Specialist, 21st Century Grant Coordinator, ESS Coordinator

Strategy5:

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

Category: Career Readiness Pathways

Research Cited:

Activity - CTE Consultation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will discuss and advise students based on course work completed to become preparatory for a CTE area.	Career Preparation/Orientation	08/05/2015	05/27/2016	\$0 - No Funding Required	CTE Teachers, Guidance Counselor, Principal

Activity - Academic Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Guidance Counselor will discuss regularly with students to plan an academic course.	Academic Support Program	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal

KDE Comprehensive School Improvement Plan

Cumberland County High School

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

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 67.6% to 70% by 05/27/2016 as measured by the College and Career Readiness Score.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

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	08/05/2015	05/27/2016	\$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	08/05/2015	05/27/2016	\$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	08/05/2015	12/01/2015	\$0 - No Funding Required	Administration, Teachers

Strategy2:

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	08/05/2015	05/27/2016	\$0 - No Funding Required	Guidance Counselor, Principal

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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	01/04/2016	04/29/2016	\$250 - General Fund	Instructional Supervisor, Teachers, Principal, FRYSC

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work collaboratively with administrators to ensure curriculum and assessments are aligned with KOSSA standards.	Professional Learning	08/05/2015	05/27/2016	\$0 - No Funding Required	CTE teachers, Principal, Instructional Specialist

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	08/05/2015	05/27/2016	\$0 - No Funding Required	CTE Teachers, Principal, Instructional Specialist

Strategy3:

Progress Monitoring - Teachers and administrators will monitor progress of students who are or will become college and/or career ready.

Category: Continuous Improvement

Research Cited:

Activity - Regular CCR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have various opportunities to test for College Readiness. Teachers will decide in RTI classes who are ready to test in COMPASS areas.	Academic Support Program	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, FRYSC, Principal

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers will continually monitor student progress of assessments for College and Career Readiness. CTE teachers will also monitor preparatory students who will be able to take KOSSA exams.	Academic Support Program	08/05/2015	05/27/2016	\$0 - No Funding Required	Teachers, Guidance Counselor, Principal

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, Arts & Humanities, and World Language Program Reviews scores for Cumberland County

KDE Comprehensive School Improvement Plan

Cumberland County High School

High School to proficiency by 2017.

Measurable Objective 1:

collaborate to increase our school's Arts & Humanities Program Review to Proficiency 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	08/05/2015	05/27/2016	\$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 Arts & Humanities Program Review.	Professional Learning	08/05/2015	05/27/2016	\$0 - No Funding Required	Principal, Instructional Specialist, Teachers, FRYSC

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	08/05/2015	05/27/2016	\$500 - FRYSC	FRYSC; 21st Century Coordinator; Principal; Teachers

Measurable Objective 2:

collaborate to increase our school's PL/CS Program Review to Proficiency 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:

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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	08/05/2015	05/01/2016	\$0 - No Funding Required	Principal; Guidance Counselor; 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	08/05/2015	05/27/2016	\$0 - No Funding Required	Principal; Instructional Specialist; 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	08/05/2015	05/27/2016	\$0 - No Funding Required	Principal; Instructional Specialist; Teachers

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	11/11/2015	12/01/2015	\$1250 - Grant Funds	Principal, Guidance Counselor, FRYSC, Teachers

Measurable Objective 3:

collaborate to increase our school's Writing Program Review to Proficiency 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 - Technology Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing pieces are a requirement of the Technology Portfolio.	Direct Instruction	08/05/2015	05/27/2016	\$0 - No Funding Required	Principal; Instructional Specialist; Teachers

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	08/05/2015	05/27/2016	\$0 - No Funding Required	Principal; Instructional Specialist; Teachers

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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	08/05/2015	05/27/2016	\$0 - No Funding Required	Instructional Specialist; Teachers

Measurable Objective 4:

collaborate to increase our school's World Language Program review to Proficiency by 06/01/2017 as measured by KDE Released Data (School Report Card).

Strategy1:

World Language Program Review - Within PLC's, the World Language Program Review committee has been formed to lead the World Language Program Review within our school.

Category: Continuous Improvement

Research Cited:

Activity - World Language Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development was held in order to better understand components of the World Language Program Review as it relates to the entire school.	Professional Learning	08/05/2015	05/27/2016	\$0 - No Funding Required	Principal, Teachers

Activity - World Language Cohort Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spanish teacher attended various meetings with other school districts to better understand the World Language Program Review.	Professional Learning	08/05/2015	05/27/2016	\$0 - No Funding Required	Principal, Spanish Teacher

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 World Language Program	Professional Learning	08/05/2015	05/27/2016	\$0 - No Funding Required	Principal, Teachers

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.	N/A	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
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

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Label	Assurance	Response	Comment	Attachment
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		

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

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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.	

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.	

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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
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		

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

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Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.cland.k12.ky.us/userfiles/30/my%20files/cchs%20csip%20%20final%20dec%202013.pdf?id=3330	

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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.	

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
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.	

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

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

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Angela Morrison, Principal

Site Base Member, Diane Poindexter

Site Base Member, Anthony Smith

Site Base Member, Heidi Smith

Site Base Parent Member, Kim Alexander

Site Base Parent Member, Arlene Young

Instructional Specialists: Tabatha Moons and Valerie Shelley

Instructional Supervisor: Michelle Cash

Priscialla Schwartz, FRYSC

Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	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
2.3	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
2.4	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
2.5	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
2.6	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
2.7	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

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	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
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	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
3.4	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
3.5	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).	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, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	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

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	Statement or Question	Response	Rating
3.7	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

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	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
4.2	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
4.3	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
4.4	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
4.5	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
4.6	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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	Statement or Question	Response	Rating
4.7	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

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	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
5.2	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
5.3	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
5.4	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
5.5	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
5.6	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

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • 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. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	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.	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.	Proficient

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

	Statement or Question	Response	Rating
6.6	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

Overall Rating: 3.67

	Statement or Question	Response	Rating
7.1	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
7.2	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
7.3	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
7.4	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
7.5	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
7.6	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

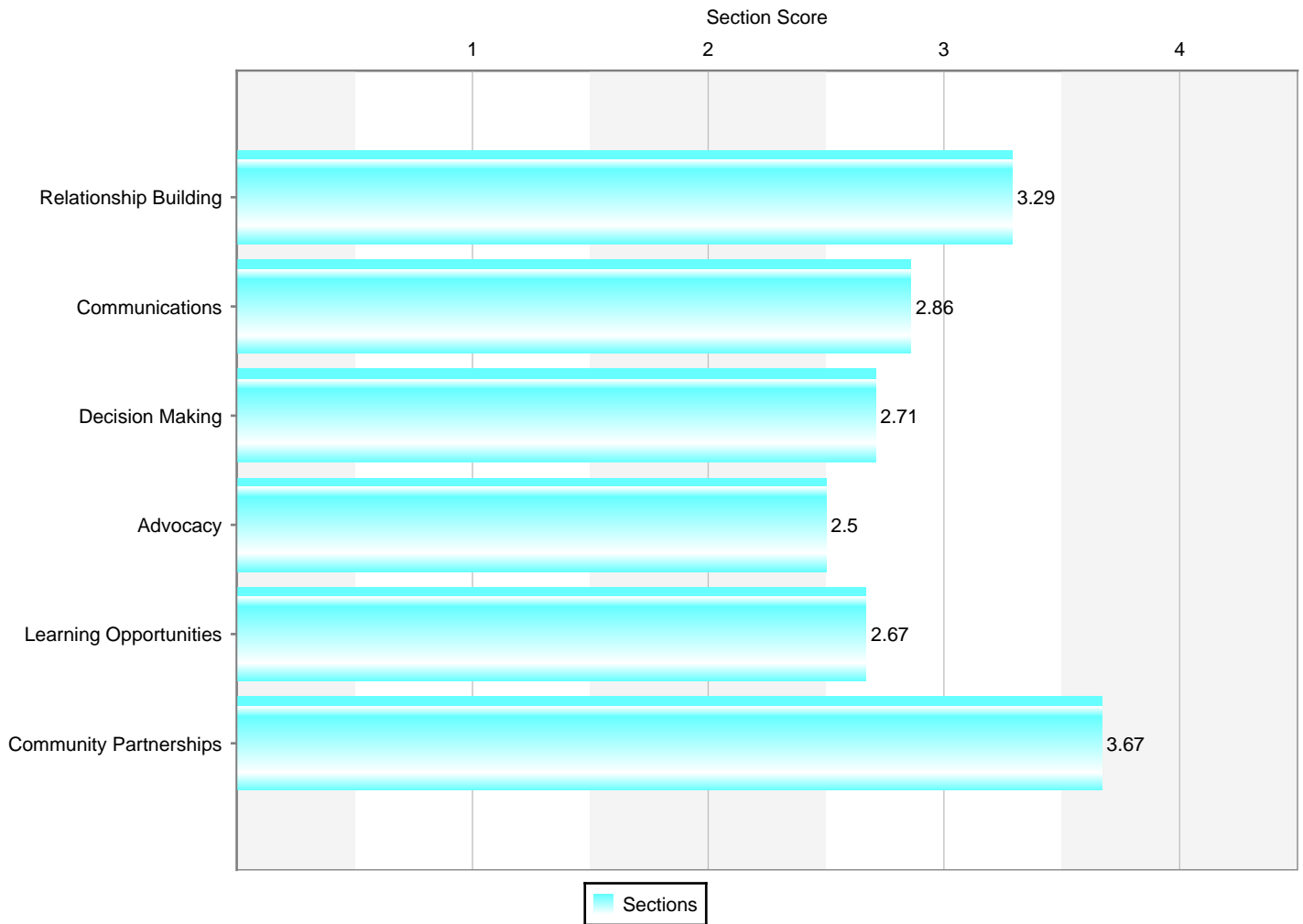
Reflect upon your responses to each of the Missing Piece objectives.

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 participate 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 began 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.

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 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.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Revised and Reviewed yearly since adoption.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Yearly reviewed	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Since we are such a small school with a very few teachers, students have equal access to all teachers. For example, we have one teacher for Geometry, so all students have the same access to all of the teachers in the building.

What sources of data were used to determine the barriers?

Since we really don't have any barriers because of our schedule we only use student schedules as our data.

What are the root causes of those identified barriers?

We only have 260 students in our entire building, so we can only hire so many teachers. All students have equal access to all teachers.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

All teachers in our building we accomplished and some developing in some areas.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

All students in our building are assigned to teachers based on what classes they need. All students could at times have a first year teacher, but it has nothing to do with being low income or minority students. It goes back to how many teachers we have.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Data is used based upon what classes students need, not based on inexperienced, ineffective or out-of-field teachers. We have one English I teacher, so all freshman will take that particular teacher.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Since we are such a small school in a very small district it is sometimes difficult to recruit diverse teachers. Our district office will attend various career fairs at surrounding colleges to recruit effective and diverse teachers.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

We have very few minority students and have no Limited English Proficient students. We have a very high free and reduced lunch rate. Since we have such a rate we are very limited in the number of applicants we receive for various positions.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Incentives for the school to retain effective teachers really goes back to our student body. We have a really good group of students at CCHS. We believe that is the best possible incentive for our teachers.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

First year teachers have a mentor teacher who works with them throughout the year. Administrators are also available for those teachers at any time.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Those teachers will work on the areas they are not accomplished in during PLC meetings, through Professional Development and mentoring with an administrator.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Administrators are working harder than ever to make sure all teachers have a voice. This voice includes any new developments are discussed with the staff to ensure understanding and to discuss how various items will affect our school.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Our goal is to make sure we retain experienced and effective teachers and continue to give students equitable access to all teachers.