



KDE Comprehensive School Improvement Plan

Cumberland County Middle 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 Middle School serves grades 6-8 with approximately 205 students. It is located in the heart of Burkesville, a small, rural town, the county seat of Cumberland County. An estimated 75% of our students are on free/reduced lunch and diversity is very limited. We have a small minority of African American children and 1 Hispanic student. Nearly 10% of the student body has an IEP. Our staff changes this year include a new language arts department with 2.5 teachers added and a new guidance counselor. At the district level we have a new superintendent. A unique challenge for CCMS is dealing with the growing gap in reading and math skills of our free/reduced students. Many of our students are two years or more behind in reading and math, but as our elementary progresses and our RTI program continues to make gains, we expect that number decrease.

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.

The mission of Cumberland County Middle School is for all students to be educated in a high performing school with a goal of academic excellence and equity. The vision of Cumberland County Middle School is to develop a well-rounded 21st century learner by a rigorous curriculum and exposure to the Arts and Humanities, Practical Living, and Literacy along with the tools to become lifelong learners and leaders through responsibility, respect, effort, and a positive attitude. The vision of the school ties directly to a school acronym that drives behavior expectations based on our positive behavior supports system. It reads as follows:

I Have Panther Pride!

P-I show a POSITIVE attitude.

R-I am RESPECTFUL to myself and others.

I-I demonstrate INTEGRITY.

D-I am DEDICATED and DEPENDABLE.

E-I strive for EXCELLENCE.

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.

Over the past three years, we have developed a strong vision with the leadership and faculty within our school. A dedication to rigorous standards based instruction and a strong RTI program has led to the reduction of novices. This year we have seen record highs with our eighth grade students on their last year's science scores and Explore scores. We are striving to continue those gains with all the grade levels this upcoming year. Our math program continues to make gains and with a new ELA department we hope to see the same for this content. Our social studies scores as well as our writing remain consistent. We have been very close to being a proficient school the last two years and we are very optimistic to reaching that goal this year. We are striving to increase achievement for all students and close our free/reduced lunch gap. We also strive to have a more partner relationship with our parents and increase their involvement in our school.

Additional Information

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

The small size of our school as well as the size of our community makes it conducive to increased parental communication/involvement.

Teachers/staff generally know each student by name, even before they have that student in class. This is a positive that if channeled properly could impact student achievement.

We have received the Gear Up Grant which will follow the classes of 2020 and 2021 throughout their middle school and high school career. We are very excited and the impact that this could have on our students and school district.

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

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

2014-15 CSIP

Overview

Plan Name

2014-15 CSIP

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 averaged combined reading and math K-Prep scores for elementary and middle school students to 72% in 2017.	Objectives: 1 Strategies: 8 Activities: 14	Organizational	\$31150
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$12500
3	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$200
4	Increase the average combined Writing, PLCS, and Arts & Humanities Program Review scores for Cumberland County Middle School from 8.0 to Distinguished by 2017.	Objectives: 3 Strategies: 3 Activities: 15	Organizational	\$8000
5	At CCMS we will effectively use resources and maintain a safe school environment.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$450
6	Increase the percentage of students who are college-and career ready from 36.1 to 47.8 percent by 2015.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$3000

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the overall reading and math for Cumberland County Middle School from 45.6% to 60.2%. by 05/29/2015 as measured by K-Prep.

Strategy 1:

Curriculum Assessment & Alignment - Teachers will work to ensure curriculum and assessment is aligned at all grade levels and content areas.

Category: Continuous Improvement

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze curriculum to identify gaps and make necessary adjustments to curriculum and assessment. Teachers will meet every other Wednesday as a whole group. Teachers meet in content groups each week. Individual teachers meet with the instructional specialist or principal for weekly planning meetings.	Professional Learning	08/01/2014	05/29/2015	\$0	No Funding Required	Teachers, Instructional specialist, Principal, Assistant Principal, Guidance Counselor

Activity - PGP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet monthly with the Principal and Assistant Principal as part of the TPGES process as needed.	Academic Support Program	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Strategy 2:

CIITS - Teachers receive annual PD, continual support and updates on the usage of CIITS and data as needed.

Category: Continuous Improvement

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use CIITS to submit lesson plans and pacing guides. All teachers will receive PD on the assessment portion to use CIITS for assessments. Assessments in ELA and Math are encouraged to be created in CIITS.	Policy and Process	08/01/2014	05/29/2015	\$0	No Funding Required	Administration and classroom teachers.

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Strategy 3:

RTI - RTI team meets in six week intervals to review academic and behavioral data for the school.

Category: Continuous Improvement

Activity - Academic 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 instruction in the classroom, and tier 2 and 3 interventions during daily RTI period. Tutoring will also be available before and after school through 21st Century and ESS funds.	Academic Support Program	08/01/2014	05/29/2015	\$25000	Title I SIG	Principal, Instructional Specialist, All Teachers, RTI teachers, RTI committee.

Strategy 4:

Math Program - Using KREP, PAS, formative, and summative data; CCMS will continue to work to lead students to proficiency in mathematics.

Category: Continuous Improvement

Activity - Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use the math programs Study Island and IXL to increase math achievement. These programs are used in a 9-week class called X-Math and tier 2 and tier 3 RTI. Teachers will also work with students 1 to 1 and in small groups for further instruction based on individual needs.	Direct Instruction	08/01/2014	05/29/2015	\$1000	Title I Part A	Principal, Instructional Specialist, Math Teachers, RIT teachers, Exceptional Ed. Teachers

Activity - Math Grants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The middle school math teachers attend regional meetings that involve professional development and resources to aid in making a proficient classroom. A vertical alignment team is formed to become more uniformed in our instruction and assessment between grade levels.	Academic Support Program	08/01/2014	05/29/2015	\$0	No Funding Required	Math teachers, GRREC staff, administration

Strategy 5:

ELA Program - Using data from KPREP, PAS, formative, and summative assessments, CCMS will continue to work to lead students to proficiency in ELA.

Category: Continuous Improvement

Activity - ELA Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students use the ELA programs Study Island, Reading Plus, and Lexia Core 5 to help increase comprehension and fluency. These programs are used in a 9-week class and during tier 2 and tier 3 RTI. Teachers will also work with students 1 to 1 and in small groups for further instruction based on individual needs. Teachers will also work on students 1 to 1 and in small groups in further instruction based on individual needs. Students are also required to take the STAR reading test and AR goals will be set upon completion. Students will be asked to earn 10 AR points per 9 weeks, students who attain their individual goal will be rewarded each 9-weeks. The STAR reading test will be administered each 9-weeks to check for progress.	Direct Instruction	08/01/2014	05/29/2015	\$3000	Title I Part A	Principal, Instructional Specialist, Librarian, ELA teachers, AR/Reading Plus teachers, RTI teachers
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Activity - Language Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help support and improve Language Mechanics scores, one RTI period a week for 6th graders will be dedicated to Language Mechanics instruction. Scrimmage testing each 9-weeks will include Language Mechanics and instruction will be directed by this data.	Direct Instruction	11/03/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal, 6th Grade ELA teacher, Instructional Specialist

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take an On-Demand scrimmage once per 9 weeks. Students will get detailed feedback conference one-on-one with a faculty member to score and discover goals and strategies to improve their writing. Students will also use the SPAM packet to learn the writing process and organize writing pieces.	Direct Instruction	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal, Instructional Specialist, ELA teachers

Strategy 6:

Professional Development - Professional development is planned with the needs and wants of teachers and students. Data is used to see where our needs exist.

Teachers have input through surveys on what will be the best support of their instruction and assessment in the classroom.

Category: Professional Learning & Support

Activity - PD Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A PD plan is created through data analysis and teacher surveys of what is needed to push our school to proficiency.	Academic Support Program	08/02/2013	06/02/2014	\$0	No Funding Required	Principal, Instructional Specialist, School Leadership Team, District Leadership Team, Staff

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Activity - KLA/ISLN/Standards Roll-out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Instructional Specialist will attend professional learning to learn what is to be implemented to meet KDE requirements. Teachers have and will attend workshops on unpacking and breaking down standards in each subject area as the new standards are released.	Academic Support Program	08/01/2014	05/29/2015	\$0	Race to the Top	Principal, Instructional Specialist, Teacher Leaders

Strategy 7:

GT - Gifted and Talented services are offered to meet the needs of qualifying students and to give them opportunities to resources leading them to proficiency and beyond.

Category: Stakeholder Engagement

Activity - RTI/GT Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GT students will have the opportunity to increase their knowledge in their prescribed GT area along with additional enrichment. Students who are proficient and distinguished on the KPREP and remain achieving with scores on the PAS will receive acceleration opportunities during RTI time. GT leadership students engage in service learning each month.	Direct Instruction	08/01/2014	05/29/2015	\$150	General Fund	Principal, GT Supervisor, Instructional Specialist, RTI instructors

Strategy 8:

Progress Monitoring - Teachers and students collaborate to share progress and achievement from assessments.

Category: Continuous Improvement

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will record grades received on progress reports, 9 weeks grade card, KPREP and PAS assessments. They will set goals for what they want to achieve and collaborate with advisers and teachers on their progress.	Academic Support Program	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Specialist, Advisers, Teachers

Activity - PAS Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the PAS assessment three/four times a year to monitor advancement to proficiency on KPREP assessed areas.	Academic Support Program	08/02/2013	06/02/2014	\$2000	General Fund	Principal, Instructional Specialist, Teachers

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to improve the overall achievement gap from 33.8% to 53.9% overall achievement gap at Cumberland County Middle School as measured by GAP Score. by 05/29/2015 as measured by school report card..

Strategy 1:

Progress Monitoring - Teachers and administrators will consistently monitor student progress over the course of the middle school experience. Students who fall into our GAP group of Free/Reduced Lunch category of 75%, will have an adult who has "named and claimed" them to specifically follow their progress and needs.

Category: Continuous Improvement

Activity - Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will use a data wall to monitor student progress through standardized test data. This data will be used to make instructional and advisory decisions. The wall is updated by using KPREP, PAS, and EXPLORE data.	Academic Support Program	08/01/2014	05/29/2015	\$500	Title I Schoolwide	Teachers, Principal, Assistant Principal, Instructional Specialist, Guidance Counselor

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. The PAS assessment will be used along with self-directed learning checks using KDE and CIITS released items. Classroom instruction needs as well as RTI groups will be formed using that data.	Direct Instruction	08/01/2014	05/29/2015	\$2000	General Fund	Teachers, Principal, Assistant Principal, Instructional Specialist

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	08/01/2014	05/29/2015	\$0	No Funding Required	Teachers, Principal, Assistant Principal, Instructional Specialist

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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 instruction in the classroom, and tier 2 and tier 3 interventions during daily RTI. Tutoring will also be available before and after school through 21st century and ESS funding.	Academic Support Program	08/01/2014	05/29/2015	\$10000	Other	ESS coordinator, ESS instructor, Instructional Specialist, RTI instructors, teachers

Goal 3: Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to Goal and objective data will be set after the baseline data has been received for the first year of implementation by 05/29/2015 as measured by TPGES- data is currently unavailable.

Strategy 1:

TPGES - Collaboration between Superintendent, Central Office Staff, Principals and teachers to develop an implementation plan for TPGES for 2014-15 statewide implementation.

Category:

Research Cited: KDE recommended guidelines

Activity - Recalibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observation recalibration-pass proficiency in the Danielson Framework and share with teachers. Perform teacher observations for growth and development of teachers.	Professional Learning	07/01/2014	05/29/2015	\$200	General Fund	Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have been selected to participate in the TPGES process and all teachers will serve as peer reviewers.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal, Teachers, Peer Observers

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Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor that teachers implement the curriculum using best practices for instruction and assessment. Walkthroughs are continued and the TPGES format is used for evidence and communication.	Policy and Process	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal, All Faculty
Activity - Peer Observer Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers complete the Peer Observer Module training through PBS teacher-line.	Professional Learning	08/06/2014	11/05/2014	\$0	No Funding Required	All teachers
Activity - SGG	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete a student growth goal through examination of enduring skills. Teachers will give a pre-assessment and post-assessment with applied rubric.	Professional Learning	08/01/2014	05/29/2015	\$0	No Funding Required	Instructional Supervisor, Principal, Instructional Specialist, All teachers

Goal 4: Increase the average combined Writing, PLCs, and Arts & Humanities Program Review scores for Cumberland County Middle School from 8.0 to Distinguished by 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase our school's Writing Program review from 8.8 to Distinguished by 06/01/2017 as measured by KDE released data (School Report Card).

Strategy 1:

Writing Program Review - Within PLC's, the Writing Program Review committee has 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	08/08/2013	11/14/2013	\$0	Other	Principal, Instructional Specialist, Program Advisory Council, Writing Program Review Committee
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Activity - Scrimmage Testing/Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During each 9-weeks the School Leadership team helps to score and give feedback in classrooms when they are doing Constructed Responses and On-Demand Writing.	Direct Instruction	08/08/2013	06/02/2014	\$0	No Funding Required	Principal, Assistant Principal, Instructional Specialist, Guidance Counselor, Librarian

Activity - Student Writing Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete a writing portfolio that includes demonstrating to learn, demonstrate, authenticate. Students complete writing pieces in all classrooms. At the end of the year they choose what best represents them as a writer and it is double-blind scored by the entire faculty.	Academic Support Program	08/01/2014	05/29/2015	\$0	No Funding Required	All staff

Activity - Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Policy dictates and makes accountable that all students and teachers include a vast scope and differentiated writing and instruction.	Policy and Process	08/01/2011	06/02/2014	\$0	No Funding Required	Principal, Assistant Principal, Instructional Specialist, Writing Committee, all staff.

Measurable Objective 2:

collaborate to increase our school's Arts & Humanities Program Review from 8.0 to Distinguished by 06/01/2017 as measured by KDE released data (School Report Card).

Strategy 1:

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

Category:

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Activity - Music Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th Graders will get an introduction to music instruments and history with a chance to create, perform, and evaluate.	Direct Instruction	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Specialist, Music Teacher
Activity - Drama Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th graders will be exposed to Drama through direct instruction. (Unless in Band Class) Students will create, perform, and respond to the arts.	Direct Instruction	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Specialist, Drama Teacher
Activity - Art Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every 8th graders will be exposed to the Arts. Students will create, perform, and evaluate by using the Arts.	Direct Instruction	08/01/2013	06/02/2014	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Specialist, Art teacher
Activity - Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are able to observe and participate in Dramas. The entire Cumberland County student population was able to audition for both Missoula. The Lexington Children's Theater also comes biannually and not only performs but instructs.	Community Engagement	08/01/2014	05/29/2015	\$6500	FRYSC	FRYSC
Activity - Arts Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On Arts Day, community experts come and let students create, perform, and evaluate all aspects of the Arts. Students fill out an inventory for their preferences. Students will be exposed to experts and will be able to display their art for a gallery walk. Those who perform, will do it live or be recorded.	Direct Instruction	08/01/2014	12/19/2014	\$500	FRYSC, General Fund	FRYSC, CCMS Leadership Committee, Program Advisory Council, all staff.

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Activity - Dance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance is taught in a two week unit within the PE Curriculum. Students receive dance instruction at the 6th, 7th, and 8th grade level. They have the opportunity to create, perform, and evaluate.	Direct Instruction	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Specialist, P.E. teacher

Measurable Objective 3:

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

Strategy 1:

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

Category:

Activity - Career & Consumerism Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 8th grader will participate in careers and consumerism. Students will understand their strengths through inventories. Students will work through activities and requirements through their ILP. Students will learn the basics of consumerism.	Direct Instruction	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Specialist, Careers & Consumerism Teacher

Activity - Health/P.E.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receive at least 1-12 weeks of Health/P.E. each year. Students build on skills and work on creating, performing, and evaluating skills and standards.	Direct Instruction	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Specialist, PE/Health Teacher

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in 6, 7, 8th grades are required to complete the ILP. Teachers will work collaboratively with the guidance counselor to complete requirements and research disciplines and careers. Students will also use this to account for achievements. Students utilized the ILP in Careers and Consumerism Class as well. Advisory teachers will meet with students and encourage and advise students with their ILP.	Academic Support Program	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor, All teachers

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Activity - Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members set up a mock society where students are given a profession and salary and must act as an adult would. They must pay bills, insurance, tuition, etc. Students must make choices in housing and transportation, etc. Students are prepped before the day, and also have guest speakers who give insight. Students reflect on the days events when finished.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$500	FRYSC	FRYSC, Principal, Assistant Principal, Guidance Counselor, 8th Grade teachers

Activity - Jr. Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community partners use the Jr. Achievement program teaching World Economics.	Direct Instruction	08/01/2014	05/29/2015	\$500	FRYSC	FRYSC, Principal, Guidance Counselor, 6th Grade teachers, local businesses

Goal 5: At CCMS we will effectively use resources and maintain a safe school environment.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to effectively use resources and maintain a safe school environment by 05/29/2015 as measured by surveys.

Strategy 1:

Advisor-Advisee - All students will be assigned an adult advocate that they will meet with daily. The advisor will make a purposeful intention to connect with students assigned to him or her.

Category: Stakeholder Engagement

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities in this class include Chit Chat day where personal connections are made between students and teachers. Game Day Fridays help to further build rapport, connections, and teamwork skills. Other topics vary week by week and by the month. Such as bullying, drug free schools, study skills, technology, ILP, careers, and other connections of the programs reviews, etc.	Class Size Reduction	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, FRYSC, all teachers

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

Cumberland County Middle School

All students will be part of a club. All teachers will sponsor a club of their choosing or by student request. Collaborative agencies such as 21st Century and 4-H will also be involved. This is an effort to keep a positive, safe culture where everyone has a place and feels comfortable. It continues to build rapport with teachers and students. Club day takes place once a month.	Academic Support Program	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, all teachers
Activity - STOP Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FYRSC aligns community members with students to simulate possible situations that can lead students down the wrong road. Pseudo-parents escort students through consequences to given situations. The situations vary and include truancy, broken laws, classroom situations, etc. This helps students to realize consequences of their choices.	Behavioral Support Program	08/01/2014	05/29/2015	\$300	FRYSC	FRYSC, community partners, central office, 7th grade teachers, Principal, Assistant Principal
Activity - Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through collaboration with the local churches and other community members, mentors are trained to meet with targeted students who need extra support in and out of school. Mentoring training is required.	Behavioral Support Program	08/29/2014	05/29/2015	\$0	No Funding Required	Principal, Ministerial Association, Mentors
Activity - Back To School Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An orientation night is held so students and parents can meet teachers. It is a night to go over expectations and become familiar with the building. It is a chance to break the ice and kick off a new year.	Parent Involvement	07/01/2013	06/02/2014	\$0	No Funding Required	Principal, Assistant Principal, Guidance Counselor, All teachers
Activity - 9-Weeks Awards Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 9-weeks students receive awards for various achievements such as honor roll, attendance, 21st century awards, assessment achievements, etc. Parents are encouraged to attend.	Academic Support Program	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Assistant Principal, Guidance Counselor, 21st Century, Librarian
Activity - Tween Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Community leaders lead and discuss ways to cope with becoming a teenager. Topics include things students will face emotionally, physically, and behaviorally. Technology is also discussed and how it can impact their lives in both a positive and negative way.	Behavioral Support Program	08/01/2014	05/29/2015	\$150	FRYSC	FRYSC
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Strategy 2:

Parent Involvement - Parent involvement is an important part to the success of each individual student. Are goal is to make parents welcome and a partner in each students academic achievement.

Category: Stakeholder Engagement

Activity - Parent/Teacher Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two schedule Parent/Teacher conference nights are scheduled for parents to meet and discuss with teachers about students progress.	Parent Involvement	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, All Staff

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCMS works to communicate with parents in various ways. CCMS communicates through monthly newsletters, Remind, One Call, Cumberland County Newspaper, district and school webpage, teacher websites, and Talk Around Town.	Parent Involvement	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Instructional Specialist, All staff

Goal 6: Increase the percentage of students who are college-and career ready from 36.1 to 47.8 percent by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

65% of Eighth grade students will demonstrate a proficiency reaching in English, Math, and Reading in Career & Technical by 09/30/2014 as measured by meeting benchmark on the ACT Explore. .

Strategy 1:

Explore Prep - Students will practice testing taking skills by using ACT Explore practice items.

Category: Career Readiness Pathways

Activity - Explore Rotation Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All 8th grade students will circulate through Explore prep by practicing released items and test taking strategies.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers, Instructional Specialist, Guidance Counselor, Principal
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Activity - Incentives/Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students were challenged to shatter Explore incentives and assemblies were to given to motivate and reward students.	Behavioral Support Program	08/06/2014	09/30/2014	\$3000	Other	Principal, Asst. Principal, Guidance Counselor, Instructional Specialist, Teachers

Strategy 2:

College & Career Preparation - Students will be exposed to curriculum, experiences, and events to lead them to become college and career ready.

Category: Career Readiness Pathways

Activity - Operaton Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a week in March, guest speakers meet with 8th graders in the career field they have chosen to discuss their education, job experiences, and related jobs to help determine career paths.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$0	No Funding Required	FRYSC, Guidance Counselor, Principal, 8th Grade teachers

Activity - College & Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend the college and career fair held annually at the high school. Students will tour booths and may discuss college and career options with vendors.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$0	No Funding Required	FRYSC, Guidance Counselor, Principal, Staff

Activity - High School Transition Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will be oriented through a transition course at the end of the school year to prepare them for high school. Finishing ILPs, goal setting for college and career paths, and scheduling will be addressed. Collaboration with the middle school and high school counselor will help reduce anxiety and address questions and concerns incoming freshman have.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Guidance Counselor

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Activity - Counselor's Career Corner	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have an opportunity to participate in a Career Cafe', where they eat lunch and can discuss job opportunities with local businessmen and women. Multiple career and advisory activities will start in January and continue until the end of the year. This is an effort to expose students to opportunities and help with goal setting. The counselor will continue the ILP schedule and meet with students to complete this requirement.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$0	No Funding Required	Guidance Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives/Rewards	Students were challenged to shatter Explore incentives and assemblys were to given to motivate and reward students.	Behavioral Support Program	08/06/2014	09/30/2014	\$3000	Principal, Asst. Principal, Guidance Counselor, Instructional Specialist, Teachers
Committee/PLC Meetings	Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/08/2013	11/14/2013	\$0	Principal, Instructional Specialist, Program Advisory Council, Writing Program Review Committee
RTI	A variety of data will be analyzed to identify students in need of RTI. Students will receive tier 1 instruction in the classroom, and tier 2 and tier 3 interventions during daily RTI. Tutoring will also be available before and after school through 21st century and ESS funding.	Academic Support Program	08/01/2014	05/29/2015	\$10000	ESS coordinator, ESS instructor, Instructional Specialist, RTI instructors, teachers
Total					\$13000	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Academic RTI	A variety of data will be analyzed to identify students in need of RTI. Students will receive tier 1 instruction in the classroom, and tier 2 and 3 interventions during daily RTI period. Tutoring will also be available before and after school through 21st Century and ESS funds.	Academic Support Program	08/01/2014	05/29/2015	\$25000	Principal, Instructional Specialist, All Teachers, RTI teachers, RTI committee.
Total					\$25000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recalibration	Observation recalibration-pass proficiency in the Danielson Framework and share with teachers. Perform teacher observations for growth and development of teachers.	Professional Learning	07/01/2014	05/29/2015	\$200	Superintendent, Central Office Staff, Principals, Assistant Principals
Arts Day	On Arts Day, community experts come and let students create, perform, and evaluate all aspects of the Arts. Students fill out an inventory for their preferences. Students will be exposed to experts and will be able to display their art for a gallery walk. Those who perform, will do it live or be recorded.	Direct Instruction	08/01/2014	12/19/2014	\$500	FRYSC, CCMS Leadership Committee, Program Advisory Council, all staff.
PAS Assessment	Students will take the PAS assessment three/four times a year to monitor advancement to proficiency on KPREP assessed areas.	Academic Support Program	08/02/2013	06/02/2014	\$2000	Principal, Instructional Specialist, Teachers
RTI/GT Enrichment	GT students will have the opportunity to increase their knowledge in their prescribed GT area along with additional enrichment. Students who are proficient and distinguished on the KPREP and remain achieving with scores on the PAS will receive acceleration opportunities during RTI time. GT leadership students engage in service learning each month.	Direct Instruction	08/01/2014	05/29/2015	\$150	Principal, GT Supervisor, Instructional Specialist, RTI instructors
Benchmark Assessments	Teachers and administrators will use benchmark assessments to monitor student learning and make instructional and advisory decisions. The PAS assessment will be used along with self-directed learning checks using KDE and CIITS released items. Classroom instruction needs as well as RTI groups will be formed using that data.	Direct Instruction	08/01/2014	05/29/2015	\$2000	Teachers, Principal, Assistant Principal, Instructional Specialist
Total					\$4850	

Title I Schoolwide

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Wall	Teachers and administrators will use a data wall to monitor student progress through standardized test data. This data will be used to make instructional and advisory decisions. The wall is updated by using KPREP, PAS, and EXPLORE data.	Academic Support Program	08/01/2014	05/29/2015	\$500	Teachers, Principal, Assistant Principal, Instructional Specialist, Guidance Counselor
Total					\$500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Resources	Students use the ELA programs Study Island, Reading Plus, and Lexia Core 5 to help increase comprehension and fluency. These programs are used in a 9-week class and during tier 2 and tier 3 RTI. Teachers will also work with students 1 to 1 and in small groups for further instruction based on individual needs. Teachers will also work on students 1 to 1 and in small groups in further instruction based on individual needs. Students are also required to take the STAR reading test and AR goals will be set upon completion. Students will be asked to earn 10 AR points per 9 weeks, students who attain their individual goal will be rewarded each 9-weeks. The STAR reading test will be administered each 9-weeks to check for progress.	Direct Instruction	08/01/2014	05/29/2015	\$3000	Principal, Instructional Specialist, Librarian, ELA teachers, AR/Reading Plus teachers, RTI teachers
Math Resources	Students use the math programs Study Island and IXL to increase math achievement. These programs are used in a 9-week class called X-Math and tier 2 and tier 3 RTI. Teachers will also work with students 1 to 1 and in small groups for further instruction based on individual needs.	Direct Instruction	08/01/2014	05/29/2015	\$1000	Principal, Instructional Specialist, Math Teachers, RTI teachers, Exceptional Ed. Teachers
Total					\$4000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KLA/ISLN/Standards Roll-out	Principal and Instructional Specialist will attend professional learning to learn what is to be implemented to meet KDE requirements. Teachers have and will attend workshops on unpacking and breaking down standards in each subject area as the new standards are released.	Academic Support Program	08/01/2014	05/29/2015	\$0	Principal, Instructional Specialist, Teacher Leaders

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Total \$0

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career & Consumerism Class	Each 8th grader will participate in careers and consumerism. Students will understand their strengths through inventories. Students will work through activities and requirements through their ILP. Students will learn the basics of consumerism.	Direct Instruction	08/01/2014	05/29/2015	\$0	Principal, Guidance Counselor, Instructional Specialist, Careers & Consumerism Teacher
Parent/Teacher Conference	Two schedule Parent/Teacher conference nights are scheduled for parents to meet and discuss with teachers about students progress.	Parent Involvement	08/01/2014	05/29/2015	\$0	Principal, All Staff
CIITS	All teachers will use CIITS to submit lesson plans and pacing guides. All teachers will receive PD on the assessment portion to use CIITS for assessments. Assessments in ELA and Math are encouraged to be created in CIITS.	Policy and Process	08/01/2014	05/29/2015	\$0	Administration and classroom teachers.
Art Class	Every 8th graders will be exposed to the Arts. Students will create, perform, and evaluate by using the Arts.	Direct Instruction	08/01/2013	06/02/2014	\$0	Principal, Guidance Counselor, Instructional Specialist, Art teacher
Club Day	All students will be part of a club. All teachers will sponsor a club of their choosing or by student request. Collaborative agencies such as 21st Century and 4-H will also be involved. This is an effort to keep a positive, safe culture where everyone has a place and feels comfortable. It continues to build rapport with teachers and students. Club day takes place once a month.	Academic Support Program	08/01/2014	05/29/2015	\$0	Principal, all teachers
Communication	CCMS works to communicate with parents in various ways. CCMS communicates through monthly newsletters, Remind, One Call, Cumberland County Newspaper, district and school webpage, teacher websites, and Talk Around Town.	Parent Involvement	08/01/2014	05/29/2015	\$0	Principal, Instructional Specialist, All staff
Advisory	Activities in this class include Chit Chat day where personal connections are made between students and teachers. Game Day Fridays help to further build rapport, connections, and teamwork skills. Other topics vary week by week and by the month. Such as bullying, drug free schools, study skills, technology, ILP, careers, and other connections of the programs reviews, etc.	Class Size Reduction	08/01/2014	05/29/2015	\$0	Principal, FRYSC, all teachers

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PD Plan	A PD plan is created through data analysis and teacher surveys of what is needed to push our school to proficiency.	Academic Support Program	08/02/2013	06/02/2014	\$0	Principal, Instructional Specialist, School Leadership Team, District Leadership Team, Staff
Scrimmage Testing/Live Scoring	During each 9-weeks the School Leadership team helps to score and give feedback in classrooms when they are doing Constructed Responses and On-Demand Writing.	Direct Instruction	08/08/2013	06/02/2014	\$0	Principal, Assistant Principal, Instructional Specialist, Guidance Counselor, Librarian
College & Career Fair	Students will attend the college and career fair held annually at the high school. Students will tour booths and may discuss college and career options with vendors.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$0	FRYSC, Guidance Counselor, Principal, Staff
PGP	Teachers meet monthly with the Principal and Assistant Principal as part of the TPGES process as needed.	Academic Support Program	08/01/2014	05/29/2015	\$0	Principal, Assistant Principal, Teachers
SGG	All teachers will complete a student growth goal through examination of enduring skills. Teachers will give a pre-assessment and post-assessment with applied rubric.	Professional Learning	08/01/2014	05/29/2015	\$0	Instructional Supervisor, Principal, Instructional Specialist, All teachers
Math Grants	The middle school math teachers attend regional meetings that involve professional development and resources to aid in making a proficient classroom. A vertical alignment team is formed to become more uniformed in our instruction and assessment between grade levels.	Academic Support Program	08/01/2014	05/29/2015	\$0	Math teachers, GRREC staff, administration
ILP	All students in 6, 7, 8th grades are required to complete the ILP. Teachers will work collaboratively with the guidance counselor to complete requirements and research disciplines and careers. Students will also use this to account for achievements. Students utilized the ILP in Careers and Consumerism Class as well. Advisory teachers will meet with students and encourage and advise students with their ILP.	Academic Support Program	08/01/2014	05/29/2015	\$0	Principal, Guidance Counselor, All teachers

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Writing Policy	The Writing Policy dictates and makes accountable that all students and teachers include a vast scope and differentiated writing and instruction.	Policy and Process	08/01/2011	06/02/2014	\$0	Principal, Assistant Principal, Instructional Specialist, Writing Committee, all staff.
Counselor's Career Corner	Students will have an opportunity to participate in a Career Cafe', where they eat lunch and can discuss job opportunities with local businessmen and women. Multiple career and advisory activities will start in January and continue until the end of the year. This is an effort to expose students to opportunities and help with goal setting. The counselor will continue the ILP schedule and meet with students to complete this requirement.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$0	Guidance Counselor
Mentoring Program	Through collaboration with the local churches and other community members, mentors are trained to meet with targeted students who need extra support in and out of school. Mentoring training is required.	Behavioral Support Program	08/29/2014	05/29/2015	\$0	Principal, Ministerial Association, Mentors
Dance	Dance is taught in a two week unit within the PE Curriculum. Students receive dance instruction at the 6th, 7th, and 8th grade level. They have the opportunity to create, perform, and evaluate.	Direct Instruction	08/01/2014	05/29/2015	\$0	Principal, Guidance Counselor, Instructional Specialist, P.E. teacher
Music Class	All 6th Graders will get an introduction to music instruments and history with a chance to create, perform, and evaluate.	Direct Instruction	08/01/2014	05/29/2015	\$0	Principal, Guidance Counselor, Instructional Specialist, Music Teacher
Peer Observer Module	All teachers complete the Peer Observer Module training through PBS teacher-line.	Professional Learning	08/06/2014	11/05/2014	\$0	All teachers
Walkthroughs	Monitor that teachers implement the curriculum using best practices for instruction and assessment. Walkthroughs are continued and the TPGES format is used for evidence and communication.	Policy and Process	08/01/2014	05/29/2015	\$0	Principal, Assistant Principal, All Faculty
Language Mechanics	To help support and improve Language Mechanics scores, one RTI period a week for 6th graders will be dedicated to Language Mechanics instruction. Scrimmage testing each 9-weeks will include Language Mechanics and instruction will be directed by this data.	Direct Instruction	11/03/2014	05/29/2015	\$0	Principal, Assistant Principal, 6th Grade ELA teacher, Instructional Specialist

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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	08/01/2014	05/29/2015	\$0	Teachers, Principal, Assistant Principal, Instructional Specialist
High School Transition Course	8th grade students will be oriented through a transition course at the end of the school year to prepare them for high school. Finishing ILPs, goal setting for college and career paths, and scheduling will be addressed. Collaboration with the middle school and high school counselor will help reduce anxiety and address questions and concerns incoming freshman have.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$0	Principal, Guidance Counselor
Evaluation	All teachers have been selected to participate in the TPGES process and all teachers will serve as peer reviewers.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Assistant Principal, Teachers, Peer Observers
PLC	Teachers will collaborate to analyze curriculum to identify gaps and make necessary adjustments to curriculum and assessment. Teachers will meet every other Wednesday as a whole group. Teachers meet in content groups each week. Individual teachers meet with the instructional specialist or principal for weekly planning meetings.	Professional Learning	08/01/2014	05/29/2015	\$0	Teachers, Instructional specialist, Principal, Assistant Principal, Guidance Counselor
Explore Rotation Class	All 8th grade students will circulate through Explore prep by practicing released items and test taking strategies.	Academic Support Program	08/06/2014	05/29/2015	\$0	Teachers, Instructional Specialist, Guidance Counselor, Principal
Back To School Orientation	An orientation night is held so students and parents can meet teachers. It is a night to go over expectations and become familiar with the building. It is a chance to break the ice and kick off a new year.	Parent Involvement	07/01/2013	06/02/2014	\$0	Principal, Assistant Principal, Guidance Counselor, All teachers
9-Weeks Awards Assembly	Each 9-weeks students receive awards for various achievements such as honor roll, attendance, 21st century awards, assessment achievements, etc. Parents are encouraged to attend.	Academic Support Program	08/01/2014	05/29/2015	\$0	Principal, Assistant Principal, Guidance Counselor, 21st Century, Librarian

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Goal Setting	Students will record grades received on progress reports, 9 weeks grade card, KPREP and PAS assessments. They will set goals for what they want to achieve and collaborate with advisers and teachers on their progress.	Academic Support Program	08/01/2014	05/29/2015	\$0	Principal, Guidance Counselor, Instructional Specialist, Advisers, Teachers
Student Writing Portfolio	Students complete a writing portfolio that includes demonstrating to learn, demonstrate, authenticate. Students complete writing pieces in all classrooms. At the end of the year they choose what best represents them as a writer and it is double-blind scored by the entire faculty.	Academic Support Program	08/01/2014	05/29/2015	\$0	All staff
Health/P.E.	All students receive at least 1-12 weeks of Health/P.E. each year. Students build on skills and work on creating, performing, and evaluating skills and standards.	Direct Instruction	08/01/2014	05/29/2015	\$0	Principal, Guidance Counselor, Instructional Specialist, PE/Health Teacher
On Demand Writing	Students will take an On-Demand scrimmage once per 9 weeks. Students will get detailed feedback conference one-on-one with a faculty member to score and discover goals and strategies to improve their writing. Students will also use the SPAM packet to learn the writing process and organize writing pieces.	Direct Instruction	08/01/2014	05/29/2015	\$0	Principal, Assistant Principal, Instructional Specialist, ELA teachers
Operaton Preparation	During a week in March, guest speakers meet with 8th graders in the career field they have chosen to discuss their education, job experiences, and related jobs to help determine career paths.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$0	FRYSC, Guidance Counselor, Principal, 8th Grade teachers
Drama Class	All 7th graders will be exposed to Drama through direct instruction. (Unless in Band Class) Students will create, perform, and respond to the arts.	Direct Instruction	08/01/2014	05/29/2015	\$0	Principal, Guidance Counselor, Instructional Specialist, Drama Teacher
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Performances	Students are able to observe and participate in Dramas. The entire Cumberland County student population was able to audition for both Missoula. The Lexington Children's Theater also comes biannually and not only performs but instructs.	Community Engagement	08/01/2014	05/29/2015	\$6500	FRYSC

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STOP Program	FYRSC aligns community members with students to simulate possible situations that can lead students down the wrong road. Pseudo-parents escort students through consequences to given situations. The situations vary and include truancy, broken laws, classroom situations, etc. This helps students to realize consequences of their choices.	Behavioral Support Program	08/01/2014	05/29/2015	\$300	FRYSC, community partners, central office, 7th grade teachers, Principal, Assistant Principal
Arts Day	On Arts Day, community experts come and let students create, perform, and evaluate all aspects of the Arts. Students fill out an inventory for their preferences. Students will be exposed to experts and will be able to display their art for a gallery walk. Those who perform, will do it live or be recorded.	Direct Instruction	08/01/2014	12/19/2014	\$0	FRYSC, CCMS Leadership Committee, Program Advisory Council, all staff.
Tween Program	Community leaders lead and discuss ways to cope with becoming a teenager. Topics include things students will face emotionally, physically, and behaviorally. Technology is also discussed and how it can impact their lives in both a positive and negative way.	Behavioral Support Program	08/01/2014	05/29/2015	\$150	FRYSC
Jr. Achievement	Community partners use the Jr. Achievement program teaching World Economics.	Direct Instruction	08/01/2014	05/29/2015	\$500	FRYSC, Principal, Guidance Counselor, 6th Grade teachers, local businesses
Reality Store	Community members set up a mock society where students are given a profession and salary and must act as an adult would. They must pay bills, insurance, tuition, etc. Students must make choices in housing and transportation, etc. Students are prepped before the day, and also have guest speakers who give insight. Students reflect on the days events when finished.	Career Preparation/Orientation	08/01/2014	05/29/2015	\$500	FRYSC, Principal, Assistant Principal, Guidance Counselor, 8th Grade teachers
Total					\$7950	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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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 decreasing the achievement gap by addressing the needs of students?

The data lets us know that although we are increasing, we are still not at proficiency. We have cut novice by more than half, but we still need to close gaps, and strive further in a reach to proficiency.

Questions that we have that the data does not tell us:

3. Are we teaching the new common core standards as they are intended and at the level intended? Are our reading and math scores a reflection of gaps between the core content and common core standards?

These answers are not obvious in the data provided. Through PAS assessments and walkthroughs, we are continually evaluating practices and working to refine. A new ELA department, we feel will have a positive impact on our achievement.

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?

Explore data for 2013-14 was not where it needed to be, and this year our students shattered school records with their achievement and focus on the Explore. These students also were in the 100th percentile with their 2013-14 Science KPREP scores. We have a strong 8th grade class. We need to sustain and build that for all of our classes. Our PAS data at this point is ahead of where we have previously been and the reduction of novice is over 50% school-wide. A strong RTI program and rigorous instructional standards are to be commended. Looking at the accountability calculator, even without the science accountability, we are knocking at proficiency's door.

Opportunities for Improvement

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

Our areas of improvement in the individual classrooms are the connection of our formative assessments to our summative assessments. Making sure that our formative data is driving our instruction and that the summative assessments are strong and standards aligned. Intervening with students early and re-teaching before falling short on the summative. We are meeting with individual teachers weekly to review assessments and data to give support and advice.

Our plans for improvement are the focus on Language Mechanics and On-Demand writing with additional RTI classes and also 1 to 1 feedback. We will continuously monitor all subjects achievements through benchmark assessments. Through PLC's and walkthroughs we will continue to hold teachers and students to high expectations.

Conclusion

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

Our teachers and students are working harder than ever. The success of our eighth grade is giving momentum to the entire school. We are able to look at details and fix the small things that will take our instruction and learning from good to great. Our job now is to put all of the pieces to the puzzle together.

The Missing Piece

Introduction

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

Stakeholders

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

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

Tim Parson, Principal

Angela Morrison, Assistant Principal

Michelle Murphy, Instructional Specialist

Nathalie Vincent, Guidance Counselor/Librarian

Amber Ferguson, SBDM Member/Teacher

Jerry Hall, SBDM Member/Teacher

Kristen Rowe, SBDM Member/Teacher

Tabetha Cooksey, Teacher

Brittany Smith, Teacher

Jordan Fillingham, Teacher

Michelle Dishman, Teacher

Josh Furkin, Teacher

Sue Elise Flowers, GT Coordinator/ESS Teacher

Marla Burns, Instructional Aid

Tiffany Davis, Teacher

Adam Davidson, Teacher

Patrick Crawley, Teacher

Rodney Smith, Teacher

Chasity Patterson, SBDM Member/Parent

Michelle Cash, Instructional Supervisor

Valerie Shelley, Instructional Specialist CCES

Tabatha Moons, Instructional Specialist CCHS

Relationship Building

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

Overall Rating: 3.71

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

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

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

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

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

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

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

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

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

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

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

Overall Rating: 3.71

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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	Statement or Question	Response	Rating
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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

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

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

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

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • 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
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p>	Distinguished

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

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

Community Partnerships

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

Overall Rating: 3.67

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

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

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

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

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

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

Reflection

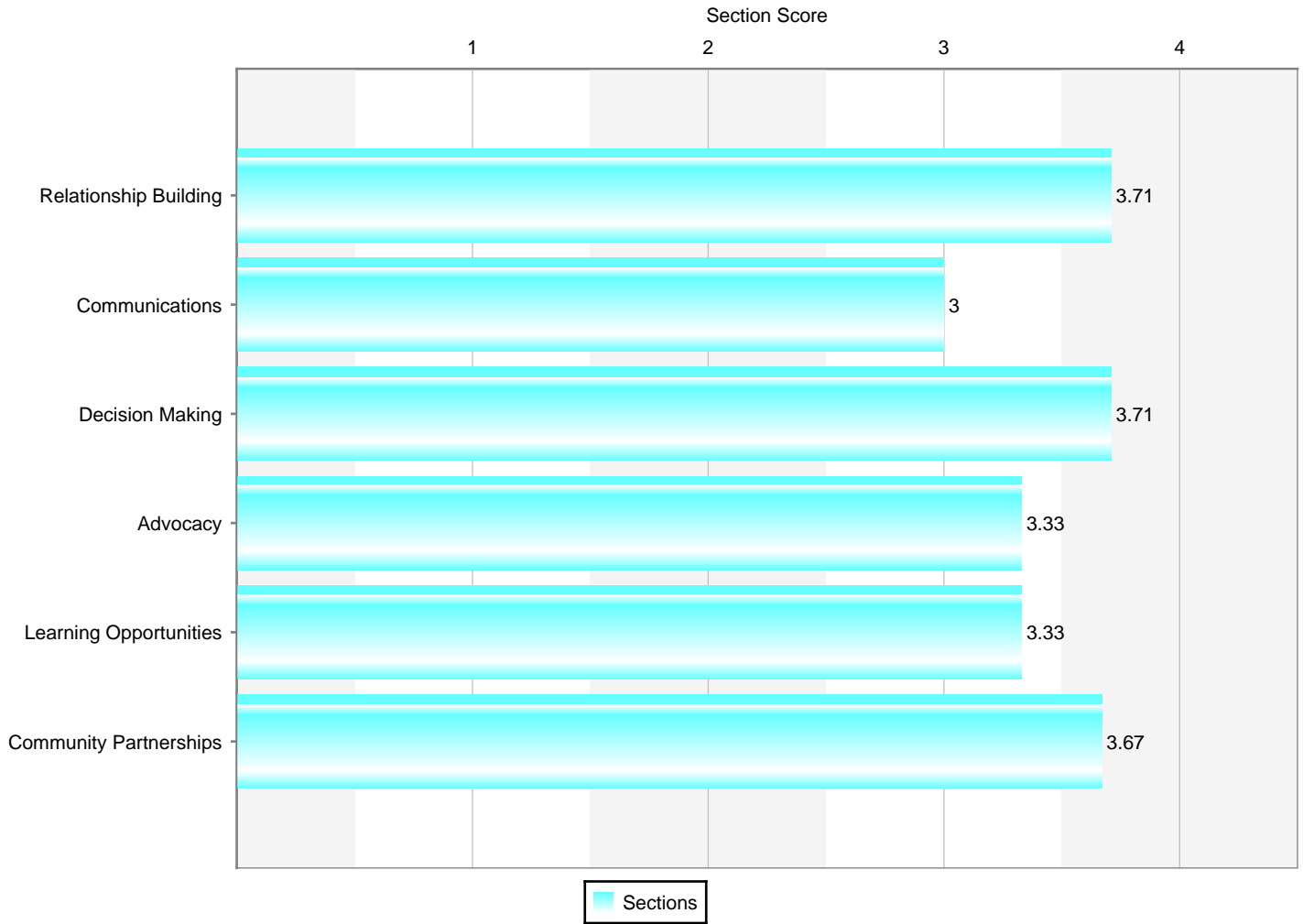
Reflect upon your responses to each of the Missing Piece objectives.

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

The strength is the fact we are welcoming and we do want parent involvement. Our FRYSC does a wonderful job reaching out to the community and coordinating activities for us, that is another strength. The weakness is that the students do want parents here, so space is usually give by the parents if things are going well. There are probably more creative ways we could involve parents, and we will continue to strive to attain that.

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.

In a PLC the teachers and administrators became stakeholders by participating in a rotation activity for each goal. Teachers were asked to reflect and made changes on each of last year goals, discuss and submit plans for improvement and parent involvement. Teachers began with the goal that impacted their role the most first and then rotated to all goals.

All parents have been invited to be stakeholders in the development of our CSIP. They were sent a letter and a One-Call message. Parents were also sent a survey to give their stakeholder opinion. The invitation was also extended on social media. Parents who attended were all given a copy of the goals and given time to respond to what we could do to meet those goals. The goals were discussed and specific questions were asked: How would you like to be more involved in our school? What would you like to see provided for our students? What are your major concerns? What is the best thing about CCMS?

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

All of our faculty was present. There was a scribe in each group. All stakeholders were provided with materials for each goal as they rotated. They made changes to the goals from 2013-14 and suggested changes that need to be made for this year, additions that needed to be made, and ideas for improving parent involvement. In the parent meeting we had 12 parents present who worked in groups, shared, recorded ways we could meet our 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 plan is posted on the website, along with the 30-60-90 plan, the CSIP is revisited monthly in leadership, PLC's and SBDM meetings. This is access was communicated on a newsletter and shared at a faculty meeting.

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	Program Needs Assessment RTI data meeting CSIP PLC CSIP Parent Stakeholder Meeting	

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	Data collecting programs: Reading Plus Core 5-Lexia Study Island IXL Content & Grade Level Data	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A	

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	RTI program, instituted under Senate Bill 1 (Copy of RTI program)	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Attended job fairs Contacted University professors	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	No	N/A	

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		

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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	Parent Compact Other pieces of communication include newsletters, website, newspaper, radio, Remind, One-Call, Facebook	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Located in the Executive Summary and Title I report	

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	PD and Work Day plans	

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	PLC-CSIP 30-60-90 Plans	

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	PLC-Common Planning	

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	RTI, Exceptional Ed, 504 Plans	

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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	All RTI and accommodations as needed.	

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	RTI logs and planning meetings	

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.	No	N/A	

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.	No	N/A	

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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	PD Plan	

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	PLC-CSIP	

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 and linked to our district website. (provide the website link below)	Yes	http://www.cland.k12.ky.us/content_page.aspx?cid=154&schoolID=2	

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	PD Needs assessment	

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

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	Only one aid-with one student, always in a collaborative setting.	

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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		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	No non-instructional duties required.	

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		

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		