



# **Comprehensive School Improvement Plan**

**Cumberland County Middle School**  
**Cumberland County**

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## Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

CCMS has little diversity, as evidenced by the 7% of minority students reported on the survey. We have a relatively young staff, with few teachers nearing retirement, as well as experienced administration. The number of students with disabilities is average, and the number of ELL is less than average. Our students of free/reduced lunch continue to perform at lower levels compared to their peers.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Our biggest barrier to equitable access is the size and location of our district. We have limited flexibility to place students (for example we only have one teacher teaching 6th grade language arts). We have a small applicant pool and applicants are not willing to move to our community due to limited employment opportunities (for spouse, etc.). We only had 21 applicants for 9 available positions last year. The majority of our teachers rated accomplished or above on the PGES system. We attempt to provide the best teachers possible for all students. We also provide many professional development opportunities to increase teacher effectiveness for all students. Due to the size of free and reduced lunch category, we make every attempt to expose all students to all opportunities and increase the effectiveness of all staff, in order to benefit all students.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

**Goal 1:**

Increase the percentage of effective teachers to 100% through the work of PGES by 2020.

**Measurable Objective 1:**

collaborate to retain and recruit effective teachers and leaders by 06/30/2020 as measured by PGES and teacher turnover reports .

**Strategy1:**

Retention - We will retain teachers through capacity building activities and professional learning support.

Category: Professional Learning & Support

Research Cited:

Activity - PD and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will address individual professional development needs by allowing teachers to flexibility in professional development and planning activities.	Professional Learning	08/11/2016	06/30/2020	\$1200 - Grant Funds	administration

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will be utilized to provide individual support	Professional Learning	08/11/2016	06/30/2020	\$0 - No Funding Required	administration

Activity - Leadership Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retreat will be held annually to encourage leadership advancement and professional growth	Professional Learning	08/11/2016	06/30/2020	\$1000 - Grant Funds	district personnel

## Strategy2:

Recruitment - increase access of administration to possible applicants and expand the applicant pool for available positions within the district

Category: Teacher PGES

Research Cited:

Activity - Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advertise job postings on multiple websites.	Recruitment and Retention	08/11/2017	06/30/2020	\$0 - No Funding Required	District Personally

Activity - Job Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will attend job fairs annually.	Recruitment and Retention	08/11/2017	06/30/2020	\$50000 - General Fund	administration

Activity - Online Application Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a user friendly system for applicants to apply at Cumberland County Schools.	Recruitment and Retention	08/11/2017	06/30/2020	\$0 - No Funding Required	Central Office

Activity - KEPS System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the KEPS system to locate viable applicants for positions.	Recruitment and Retention	08/11/2017	06/30/2020	\$0 - No Funding Required	Administration

## Measurable Objective 2:

demonstrate a proficiency in teacher effectiveness to be at 100% by 06/30/2020 as measured by TPGES/OPGES system..

## Strategy1:

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TPGES - Collaboration between Superintendent, Central Office Staff, Principals and teachers to utilize the TPGES/OPGES to maximize teacher effectiveness.

Category: Professional Learning & Support

Research Cited: KDE recommended guidelines

Activity - Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in the TPGES process and all teachers will serve as peer reviewers.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers, Peer Observers

Activity - SGG	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2016	05/31/2017	\$0 - No Funding Required	Instructional Supervisor, Principal, Instructional Specialist, All teachers

Activity - Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will attend along with district staff the bi-annual job fairs to recruit quality teachers at CCMS and the entire district.	Recruitment and Retention	08/11/2016	05/31/2017	\$0 - No Funding Required	Instructional Supervisor, Principals

Activity - Peer Observer Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers complete the Peer Observer Module training through PBS teacher-line.	Professional Learning	08/11/2016	05/31/2017	\$0 - No Funding Required	All teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	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 along with using a new tool called ELEOT to also measure teacher effectiveness.	Policy and Process	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Faculty

# **Phase I - The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

Using a two-fold approach of a school meeting during a home basketball game and an online Google survey for feedback, we received feedback from approximately 25% of our parents/guardians and some community partners/businesses.

**Relationship Building**

Overall Rating: 3.71

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.4	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

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

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

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

## Communications

Overall Rating: 3.29

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

**Decision Making**

Overall Rating: 3.14

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.1</b>	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.2</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.3</b>	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.6</b>	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

**Advocacy**

Overall Rating: 3.0

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	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.	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

## Learning Opportunities

Overall Rating: 2.67

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

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

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

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

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

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

## Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

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

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

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

## Reflection

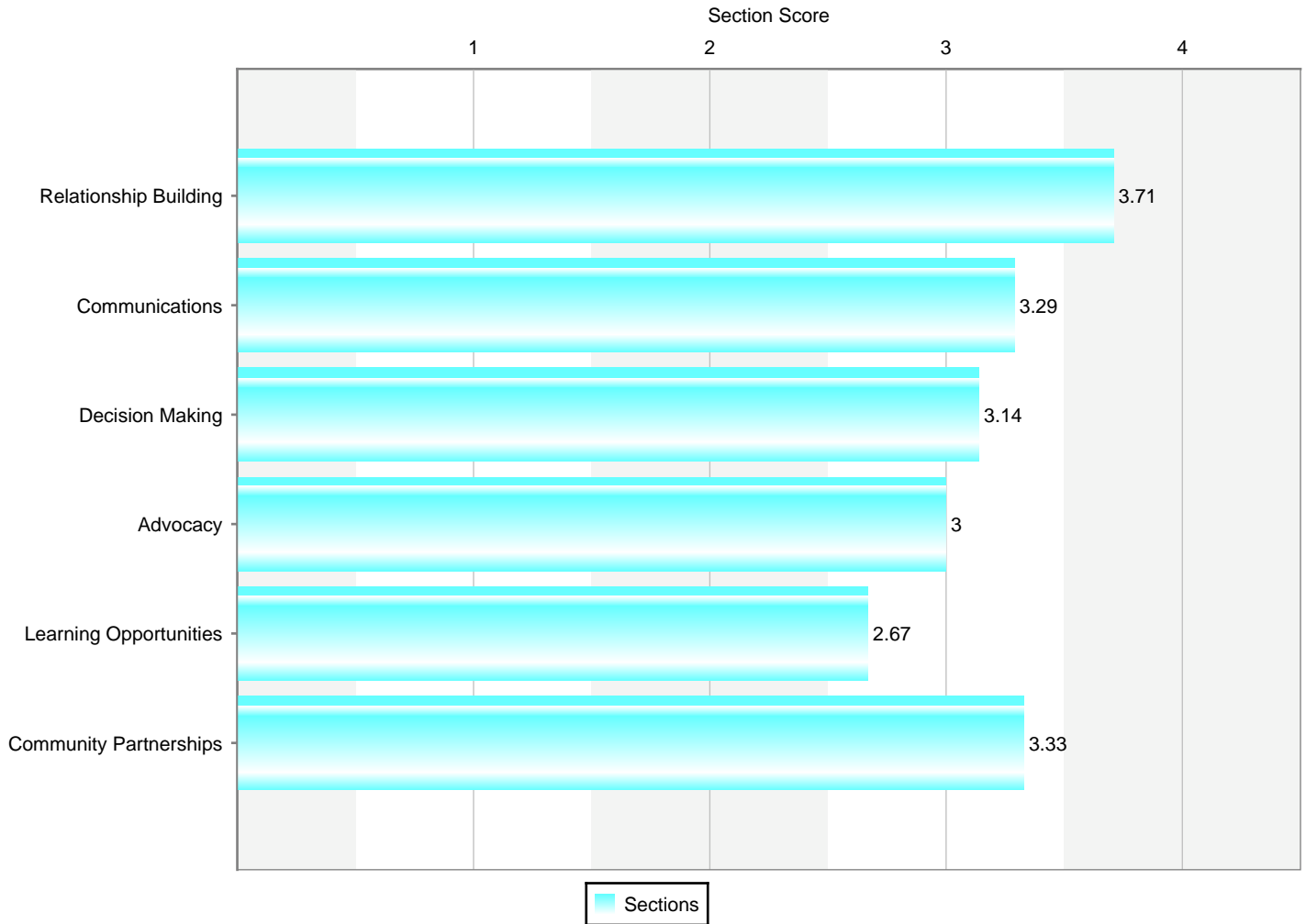
**Reflect upon your responses to each of the Missing Piece objectives.**

CCMS actively provides various events and collaborates with stakeholders to keep the school community informed about school.

Collaboration from FRYSC, GEARUP, and community members allow such events possible to keep communication and supports readily available for parents and guardians.

## 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.**

We utilized a two-fold approach to reach stakeholders. We broadcasted and advertised an online Google Survey through Facebook, REMIND, and OneCalls were made to advertise for the survey and for our meeting during a home boys basketball game to accommodate every parent. We took any and all who were willing to contribute to the conversation of school improvement and we reached around 25% of our parents for input.

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

We had community and business partners, parents, as well as school and district personnel and SBDM members to contribute to the process. All were asked to contribute to the conversation in ways they felt comfortable and equipped. All were given anonymous surveys to voice any opinions they have for improvement. School staff as well as SBDM members put together the facets of school improvement based on this feedback.

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

It was first communicated in a faculty meeting, followed by approval in an open SBDM meeting. We will monitor progress monthly and communicate to faculty and staff through SBDM minutes/meetings.

# **Phase I - 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?**

Based on the school report card data, we have certain areas in math and reading that still need work. In the non-duplicated sub-group, continued focus work needs to focus on males and the free and reduced lunch population. Overall, language mechanics and on-demand writing still continue to be a weakness for us to target with students. Our data shows us that we are on track to reduce novice in reading and math by 2020. Data did show from Program Review that more work needs to be done to get us to a distinguished rating in each category, however, writing and arts/humanities scores dropped from last year. We need to work on putting arts more into the program. All students having STEAM class has helped gain more ground in this area. Data also suggested we should take more time in teaching parents how to utilize the technology/programs in which our students use on a day-to-day basis. Tech Tools Night and more communication through Remind will help this process. Data also tells us we need to work on teacher improvement, retention and recruitment. Various means have been put in place to help with that particular goal in collaboration with district personnel. Data from KPREP does not tell us specific skills in a particular content to focus on to improve student achievement. Due to limited parent/community involvement, data does not tell us how or the best way to reach out to gain more participation.

## **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?**

CCMS is on the move as we are continuously improving by becoming a school of distinction this year. Our overall goal this year is to become part of the top 10 performing schools in the state with a goal of 80 on the KPREP. In Program Review, Practical Living and Career Studies is an area of strength for us. We will continue the same strategies and activities alongside adding Career Cafe this year to enhance student/parent career cluster exposure. Reading and Math scores overall continue to be a strength. Individualized learning and a more systematic approach to RTI using different programs is how we will sustain and continue our growth. According to our surveys, parents provided positive feedback about the culture and climate of the school. We are on track to reducing the amount of novice by 50% by 2020!

## **Opportunities for Improvement**

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

Areas for improvement are the males and free/reduced lunch students in math to meet their specified delivery targets for the coming year. STAR Math Program will help in making RTI more effective by honing in on specific targeted skills each individual student needs to work on and the flexibility the program gives for retesting. For Language Mechanics and Writing, students are being given more choice for their writing pieces and common core standards alongside Study Island will help bring up Language Mechanics. These skills will be taught within each lesson each day to allow students continued practice. More work needs to be done to help parents understand how to use these specified programs at home and how to access them to help their child with assignments. Tech Tools Night will continue and be adjusted to help the needs of parents.

## **Conclusion**

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

Next steps in addressing our areas of concern are using collaborative efforts in the school community to generate ideas and do continued research on utilizing best practices with students based on their needs. Focus will need to be on individualized learning in which our technology makes that allowable. We are doing great things here at CCMS, however more work needs to be done in our focus areas of weaknesses in order to push us forward towards our goal of 80.

# **2016-17 Comprehensive School Improvement Plan**

## Overview

### Plan Name

2016-17 Comprehensive School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 67.1% in 2018-19.	Objectives: 3 Strategies: 2 Activities: 5	Organizational	\$15000
2	Increase the percentage of effective teachers to 100% through the work of PGES by 2020.	Objectives: 2 Strategies: 3 Activities: 12	Organizational	\$52200
3	Increase the average combined Writing, PLCS, Arts & Humanities, and World Language Program Review scores for Cumberland County Middle School from Proficient to Distinguished by 2018.	Objectives: 4 Strategies: 4 Activities: 17	Organizational	\$8500
4	At CCMS we will effectively use resources and maintain a safe and welcoming school environment.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$850
5	Reduce the number of students scoring novice in reading and math by 50% by 2020.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0

## **Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 67.1% in 2018-19.**

**Measurable Objective 1:**

collaborate to improve the overall achievement gap from 47.9% to 60.5% overall achievement gap at Cumberland County Middle School by 06/29/2018 as measured by GAP score by KDE on the school report card..

**Strategy 1:**

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

Category: Continuous Improvement

Activity - Data Tracker	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 using MAP and CPA's as well as daily formative/summative assessment using Google Sheets. This data will be used to make instructional, RTI, and advisory decisions. The data is updated by using KPREP, MAP and CPA's.	Academic Support Program	08/11/2016	06/30/2017	\$500	Title I Schoolwide	Teachers, Principal, Assistant Principal, Guidance Counselor
Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will use benchmark assessments (MAP, STAR Math/Reading and CPA) to monitor student learning and make instructional and advisory decisions. Classroom instruction needs as well as RTI groups will formed using that data. Students will use STAR Math and Reading along with Reading Plus, IXL, and Study Island to address specific student needs during RTI work. Daily formative and/or summative assessments will also be used to adjust instruction and monitor students progress.	Direct Instruction	08/11/2016	06/30/2017	\$2000	General Fund	Teachers, Principal, Assistant Principal
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. Students receiving RTI services based on their performance from KPREP and MAP assessment will be placed based on their specific needs in reading and math. Programs like STAR Math and Reading help make this a more systematic process to target specific skills to move students forward in their own learning.	Academic Support Program	08/11/2016	06/30/2017	\$10000	Other	ESS coordinator, ESS instructor, RTI instructors, teachers

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Activity - Support Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the new STAR Math and Reading Program as a systematic approach specific targeted skills for each individual student. Teachers will use Reading Plus, Lexia, IXL, Think Through Math, and Study Island as a means to support instruction and deliver feedback for student progress. These programs have goals that are set, such as reaching all Study Island Blue Ribbons this school year, meeting weekly usage requirements on Reading Plus/Lexia, etc. to help advance students in the learning process. This opportunity allows for individualized instruction to meet the needs of students.	Academic Support Program	08/11/2016	06/30/2017	\$0	General Fund	All Administration and Teachers

### Measurable Objective 2:

demonstrate a proficiency by collaborating to increase the male subgroup performance in the non-duplicated gap group for mathematics to 63.5% by 06/29/2018 as measured by the KPREP assessment.

### (shared) Strategy 1:

Response to Intervention (RTI) - RTI is a strategy used to target students based on their needs. This allows teachers to deliver personalized learning for individual students based on their academic needs.

Category: Continuous Improvement

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Math program has been purchased to target those tier 2 and 3 students in math. This program the flexibility for these students to be assessed anytime throughout the year, multiple times, to find specific skills they need to focus on. These students will then work individually and in small groups with teachers to master their weaknesses. Once a student has been retaught they immediately retest. This then becomes a systematic approach as they advance their learning through targeted intervention.	Academic Support Program	08/11/2016	06/30/2017	\$2500	CCR Grant	Administration and math/intervention teachers

### Measurable Objective 3:

demonstrate a proficiency by collaborating to increase the free/reduced lunch subgroup in the non-duplicated gap group for mathematics to 58.4% by 06/29/2018 as measured by the KPREP assessment.

### (shared) Strategy 1:

Response to Intervention (RTI) - RTI is a strategy used to target students based on their needs. This allows teachers to deliver personalized learning for individual students based on their academic needs.

Category: Continuous Improvement

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

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STAR Math program has been purchased to target those tier 2 and 3 students in math. This program the flexibility for these students to be assessed anytime throughout the year, multiple times, to find specific skills they need to focus on. These students will then work individually and in small groups with teachers to master their weaknesses. Once a student has been retaught they immediately retest. This then becomes a systematic approach as they advance their learning through targeted intervention.	Academic Support Program	08/11/2016	06/30/2017	\$2500	CCR Grant	Administration and math/intervention teachers
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## Goal 2: Increase the percentage of effective teachers to 100% through the work of PAGES by 2020.

### Measurable Objective 1:

demonstrate a proficiency in teacher effectiveness to be at 100% by 06/30/2020 as measured by TPGES/OPGES system..

### Strategy 1:

TPGES - Collaboration between Superintendent, Central Office Staff, Principals and teachers to utilize the TPGES/OPGES to maximize teacher effectiveness.

Category: Professional Learning & Support

Research Cited: KDE recommended guidelines

Activity - Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in the TPGES process and all teachers will serve as peer reviewers.	Academic Support Program	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Teachers, Peer Observers

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 along with using a new tool called ELEOT to also measure teacher effectiveness.	Policy and Process	08/11/2016	05/31/2017	\$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	08/11/2016	05/31/2017	\$0	No Funding Required	All teachers

Activity - SGG	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/11/2016	05/31/2017	\$0	No Funding Required	Instructional Supervisor, Principal, Instructional Specialist, All teachers
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Activity - Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will attend along with district staff the bi-annual job fairs to recruit quality teachers at CCMS and the entire district.	Recruitment and Retention	08/11/2016	05/31/2017	\$0	No Funding Required	Instructional Supervisor, Principals

### Measurable Objective 2:

collaborate to retain and recruit effective teachers and leaders by 06/30/2020 as measured by PGES and teacher turnover reports .

### Strategy 1:

Recruitment - increase access of administration to possible applicants and expand the applicant pool for available positions within the district

Category: Teacher PGES

Activity - Job Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will attend job fairs annually.	Recruitment and Retention	08/11/2017	06/30/2020	\$50000	General Fund	administration

Activity - Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advertise job postings on multiple websites.	Recruitment and Retention	08/11/2017	06/30/2020	\$0	No Funding Required	District Personally

Activity - Online Application Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a user friendly system for applicants to apply at Cumberland County Schools.	Recruitment and Retention	08/11/2017	06/30/2020	\$0	No Funding Required	Central Office

Activity - KEPS System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the KEPS system to locate viable applicants for positions.	Recruitment and Retention	08/11/2017	06/30/2020	\$0	No Funding Required	Administration

### Strategy 2:

Retention - We will retain teachers through capacity building activities and professional learning support.

Category: Professional Learning & Support

**Comprehensive School Improvement Plan**

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Activity - Leadership Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Retreat will be held annually to encourage leadership advancement and professional growth	Professional Learning	08/11/2016	06/30/2020	\$1000	Grant Funds	district personnel
Activity - PD and Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will address individual professional development needs by allowing teachers to flexibility in professional development and planning activities.	Professional Learning	08/11/2016	06/30/2020	\$1200	Grant Funds	administration
Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will be utilized to provide individual support	Professional Learning	08/11/2016	06/30/2020	\$0	No Funding Required	administration

### **Goal 3: Increase the average combined Writing, PLCS, Arts & Humanities, and World Language Program Review scores for Cumberland County Middle School from Proficient to Distinguished by 2018.**

**Measurable Objective 1:**

collaborate to increase our school's Writing Program review from 9.9 to Distinguished by 06/29/2018 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
Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/11/2016	06/30/2017	\$0	Other	Principal, Program Advisory Council, Writing Program Review Committee
Activity - Scrimmage Testing/Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Guidance Counselor, Librarian
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Activity - Student Writing Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete a writing portfolio that includes writing 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	08/11/2016	05/31/2017	\$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	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Writing Committee, all staff.

### Measurable Objective 2:

collaborate to increase our school's Arts & Humanites Program Review from 8.8 to Distinguished by 06/01/2018 as measured by KDE released data (School Report Card).

### Strategy 1:

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

Category:

Activity - Music Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th Graders will get an introduction to musical instruments and history with a chance to create, perform, and evaluate.	Direct Instruction	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor, 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	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor, Drama Teacher

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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 Lexington Children's Theater also comes biannually and not only performs but instructs.	Community Engagement	08/11/2016	05/31/2017	\$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. This years Arts day will have a Mexican focus to incorporate World Language into the event. 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. Students are able to reflect and evaluate the performances from the day at the conclusion of the event.	Direct Instruction	08/11/2016	05/31/2017	\$500	General Fund, FRYSC	FRYSC, administration, and staff

Activity - Dance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance is taught in a 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	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor, P.E. teacher

Activity - STEAM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEAM is a class in which all middle school students take. In STEAM class students design, build, analyze various types of work through the engineering and design process. Various types of artwork will be composed with students.	Academic Support Program	08/11/2016	06/30/2017	\$1000	Grant Funds	STEAM teachers and 21st Century Staff

### Measurable Objective 3:

collaborate to increase our school's PLCS Program Review from a 10.5 to Distinguished by 06/01/2018 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: Continuous Improvement

Activity - Career Choices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have a 9 weeks class based on KDE's curriculum "Career Choices." Embedded into the class is the Spanish speaking app Duo Lingo, which provides students opportunities to speak, hear, and write in Spanish. It also allows multiple opportunities for students to present and collaborate to produce products and performances.	Direct Instruction	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor, Careers & Consumerism Teacher

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Activity - Health/P.E.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receive at least 9 weeks of Health/P.E. each year. Students build on skills and work on creating, performing, and evaluating skills and standards.	Direct Instruction	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor, 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 Career Choices Class as well. Advisory teachers will meet with students and encourage and advise students with their ILP.	Academic Support Program	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor, All teachers

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	08/11/2016	05/31/2017	\$500	FRYSC	FRYSC, Principal, Assistant Principal, Guidance Counselor, 8th Grade teachers

## Measurable Objective 4:

collaborate to build and implement World Language/Global Competency cross-curricular activities to move from an 8 to a distinguished rating by 06/01/2020 as measured by utilizing the program review rubric for this area..

## Strategy 1:

World Language/Global Competency Program Review - Teachers will incorporate various types of readings from Newsela, Discovery Education Magazine, CNN news and other current events items within lessons to enhance learning from different areas around the Globe.

Category: Continuous Improvement

Activity - Cross-Curricular Reading Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate various types of readings from CNN News, Newsela, Discovery Education Magazines and other current events items within lessons to enhance learning from different areas around the Globe.	Direct Instruction	08/11/2016	05/31/2017	\$0	No Funding Required	All Teachers

Activity - Career Choices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Embedded into the career choices program is our World Language curriculum, which includes Duo Lingo. It provides students multiple opportunities for students to present, to collaborate, and to reflect on progress in Spanish speaking fluency.	Direct Instruction	08/11/2016	05/31/2017	\$0	No Funding Required	All teachers
<b>Activity - World Language/Global Competency Marathon</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students earn 1000XP as they race to get finished first in duo-lingo competition. Students must complete various types of lessons to earn different levels of mastery as they work to become more fluent in a language.	Direct Instruction	08/11/2016	05/31/2017	\$0	No Funding Required	All Teachers

## Goal 4: At CCMS we will effectively use resources and maintain a safe and welcoming school environment.

### Measurable Objective 1:

collaborate to effectively use resources and maintain a safe school environment by 06/30/2017 as measured by feedback from various types of surveys..

### Strategy 1:

Academic, Career and Safety Advising - All students will be assigned an adult advocate that they will meet with daily. The advisory teacher will make a purposeful intention to connect with students assigned to him or her on a daily basis. Various types of life skills will be incorporated into the curriculum to help students become more successful in their community.

Category: Stakeholder Engagement

<b>Activity - Advisory</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, FRYSC, all teachers
<b>Activity - Club Day</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, all teachers

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Activity - STOP Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC 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	08/11/2016	05/31/2017	\$300	FRYSC	FRYSC, community partners, central office, 7th grade teachers, Principal, Assistant Principal
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. Students in 6th grade come before the other grades because their information and night is a little different from the others as they learn more about transitions into middle school.	Parent Involvement	08/11/2016	05/31/2017	\$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	08/11/2016	05/31/2017	\$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
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	08/11/2016	05/31/2017	\$150	FRYSC	FRYSC

### 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 - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/11/2016	05/31/2017	\$0	No Funding Required	Principal, All staff
<b>Activity - Parent Feedback</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Parents take a survey via Facebook, at ballgames, and other events to give us feedback on how to improve our school academics, safety, events, etc. Results are used to help develop the new CSIP and other policies at CCMS.	Parent Involvement	11/01/2016	05/31/2017	\$0	No Funding Required	Administration
<b>Activity - Tech Tools Night</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Tech Tools Night allows for students and teachers to teach/show parents how to log in and work in the various programs the students complete their work in. Parents learn about Google Classroom and how to access their students work, grades, etc. This serves as a way to keep parents informed on how to keep up with their child's success since we are a 1:1 school.	Parent Involvement	08/11/2016	05/31/2017	\$400	Grant Funds	Gear UP, Administration, Teachers, FRYSC

## Goal 5: Reduce the number of students scoring novice in reading and math by 50% by 2020.

### Measurable Objective 1:

collaborate to reduce novice in Reading to 13.86% and Math to 7.42% by 05/31/2018 as measured by state KPREP assessment.

### Strategy 1:

Targeted Intervention - Students will be placed in various work groups based on continuous data from assessments from the MAP and PAS test and other summative assessments such as CPA's.

Category: Continuous Improvement

<b>Activity - Response to Intervention (RTI)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will be placed in extra math and reading classes, per their performance on the MAP and PAS assessment test to work on individualized skills to increase student performance. STAR Reading and STAR Math will be used for tier 2 and 3 work for students to know what specific skills they need to address to advance their learning. Students will be tested again, as many times as needed, to show they have mastered those skills.	Academic Support Program	08/11/2016	05/31/2017	\$0	General Fund	All administration and faculty

### Strategy 2:

Professional Learning and Support - Teachers will meet weekly in PLC's/common planning meetings to discuss data, strategies, and individual student progress to

# Comprehensive School Improvement Plan

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make instructional decisions to move students forward towards mastery.

Category: Professional Learning & Support

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet bi-weekly to discuss data and instruction to make decisions based on individual student needs.	Academic Support Program	08/11/2016	05/31/2017	\$0	No Funding Required	Administration and Teachers

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and Teachers will meet weekly to discuss daily formative/summative assessment data, instructional strategies, and individual student performance via data trackers. Discussions and decisions will be made to adjust instruction to meet the needs of these students to move them towards proficiency.	Academic Support Program	08/11/2016	05/31/2017	\$0	No Funding Required	Administration and Teacher

### Strategy 3:

Progress Monitoring - Administrators and teachers will use a variety of ways to monitor student progress, these include: Formative/Summative assessments, using data trackers through Google to show where students are and where they need to be, and using a variety of support programs such as Reading Plus, IXL, Lexia, Think Through Math, Study Island, etc. on a daily basis. Each program has targeted specific goals to reach for mastery and reteaches students on various levels. School goals have also been set, such as mastering all study island blue ribbons and built in time for Reading Plus work.

Teachers will also use STAR Math and Reading to target students specific needs/skills. Students will be assessed as many times as they need to be to advance their learning. This is a systematic process that is used address individual needs.

Category: Continuous Improvement

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily formative assessments, summative assessments, PAS, and MAP will be administered throughout the school year to monitor these students progress. This data will then allow us to differentiate for each student to meet their needs.	Academic Support Program	08/11/2016	05/31/2017	\$0	General Fund	All Administration /Teachers

Activity - Data Trackers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New data tracking tools from Google will be used to monitor students progress. This data will be used in common plannings and PLCs to make instructional decisions to advance these students forward.	Academic Support Program	08/11/2016	05/31/2017	\$0	No Funding Required	All administration and teachers

Activity - Support Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Cumberland County Middle School

<p>Progress monitoring programs have been implemented on a daily basis. These include: Reading Plus, IXL, Lexia, Think Through Math, and Study Island. Reading Plus/Lexia goals have been set for each student and allotted time is given each day during intervention time for students to work on specific skills. Students are recognized/rewarded for leveling up and meeting their weekly goals. Think Through Math/IXL are used on a daily basis in the classroom to adjust instruction to work on specific skills. Study Island helps students practice and learn concepts when they are ready for new content. Each program formatively assesses their instruction and from there lessons are adjusted to meet individual students needs in the classroom. SRA Reading program also targets certain students differently whom seem to not make adequate progress.</p>	<p>Academic Support Program</p>	<p>08/11/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>All administration and teachers</p>
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## 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
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. Students receiving RTI services based on their performance from KPREP and MAP assessment will be placed based on their specific needs in reading and math. Programs like STAR Math and Reading help make this a more systematic process to target specific skills to move students forward in their own learning.	Academic Support Program	08/11/2016	06/30/2017	\$10000	ESS coordinator, ESS instructor, RTI instructors, teachers
Committee/PLC Meetings	Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/11/2016	06/30/2017	\$0	Principal, Program Advisory Council, Writing Program Review Committee
<b>Total</b>					\$10000	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Tracker	Teachers and administrators will use a data wall to monitor student progress through standardized test data using MAP and CPA's as well as daily formative/summative assessment using Google Sheets. This data will be used to make instructional, RTI, and advisory decisions. The data is updated by using KPREP, MAP and CPA's.	Academic Support Program	08/11/2016	06/30/2017	\$500	Teachers, Principal, Assistant Principal, Guidance Counselor
<b>Total</b>					\$500	

### General Fund

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Teachers and administrators will use benchmark assessments (MAP, STAR Math/Reading and CPA) to monitor student learning and make instructional and advisory decisions. Classroom instruction needs as well as RTI groups will be formed using that data. Students will use STAR Math and Reading along with Reading Plus, IXL, and Study Island to address specific student needs during RTI work. Daily formative and/or summative assessments will also be used to adjust instruction and monitor students progress.	Direct Instruction	08/11/2016	06/30/2017	\$2000	Teachers, Principal, Assistant Principal
Job Fair	Administration will attend job fairs annually.	Recruitment and Retention	08/11/2017	06/30/2020	\$50000	administration
Assessments	Daily formative assessments, summative assessments, PAS, and MAP will be administered throughout the school year to monitor these students progress. This data will then allow us to differentiate for each student to meet their needs.	Academic Support Program	08/11/2016	05/31/2017	\$0	All Administration /Teachers
Response to Intervention (RTI)	Students will be placed in extra math and reading classes, per their performance on the MAP and PAS assessment test to work on individualized skills to increase student performance. STAR Reading and STAR Math will be used for tier 2 and 3 work for students to know what specific skills they need to address to advance their learning. Students will be tested again, as many times as needed, to show they have mastered those skills.	Academic Support Program	08/11/2016	05/31/2017	\$0	All administration and faculty
Support Programs	Teachers will use the new STAR Math and Reading Program as a systematic approach specific targeted skills for each individual student. Teachers will use Reading Plus, Lexia, IXL, Think Through Math, and Study Island as a means to support instruction and deliver feedback for student progress. These programs have goals that are set, such as reaching all Study Island Blue Ribbons this school year, meeting weekly usage requirements on Reading Plus/Lexia, etc. to help advance students in the learning process. This opportunity allows for individualized instruction to meet the needs of students.	Academic Support Program	08/11/2016	06/30/2017	\$0	All Administration and Teachers
Arts Day	On Arts Day, community experts come and let students create, perform, and evaluate all aspects of the Arts. This year's Arts day will have a Mexican focus to incorporate World Language into the event. 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. Students are able to reflect and evaluate the performances from the day at the conclusion of the event.	Direct Instruction	08/11/2016	05/31/2017	\$500	FRYSC, administration, and staff

## Comprehensive School Improvement Plan

Cumberland County Middle School

Support Programs	Progress monitoring programs have been implemented on a daily basis. These include: Reading Plus, IXL, Lexia, Think Through Math, and Study Island. Reading Plus/Lexia goals have been set for each student and allotted time is given each day during intervention time for students to work on specific skills. Students are recognized/rewarded for leveling up and meeting their weekly goals. Think Through Math/IXL are used on a daily basis in the classroom to adjust instruction to work on specific skills. Study Island helps students practice and learn concepts when they are ready for new content. Each program formatively assesses their instruction and from there lessons are adjusted to meet individual students needs in the classroom. SRA Reading program also targets certain students differently whom seem to not make adequate progress.	Academic Support Program	08/11/2016	05/31/2017	\$0	All administration and teachers
<b>Total</b>					\$52500	

### CCR Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personalized Learning	STAR Math program has been purchased to target those tier 2 and 3 students in math. This program the flexibility for these students to be assessed anytime throughout the year, multiple times, to find specific skills they need to focus on. These students will then work individually and in small groups with teachers to master their weaknesses. Once a student has been retaught they immediately retest. This then becomes a systematic approach as they advance their learning through targeted intervention.	Academic Support Program	08/11/2016	06/30/2017	\$2500	Administration and math/intervention teachers
<b>Total</b>					\$2500	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/11/2016	05/31/2017	\$150	FRYSC
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	08/11/2016	05/31/2017	\$500	FRYSC, Principal, Assistant Principal, Guidance Counselor, 8th Grade teachers

## Comprehensive School Improvement Plan

Cumberland County Middle School

Performances	Students are able to observe and participate in Dramas. The Lexington Children's Theater also comes biannually and not only performs but instructs.	Community Engagement	08/11/2016	05/31/2017	\$6500	FRYSC
STOP Program	FRYSC 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	08/11/2016	05/31/2017	\$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. This years Arts day will have a Mexican focus to incorporate World Language into the event. 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. Students are able to reflect and evaluate the performances from the day at the conclusion of the event.	Direct Instruction	08/11/2016	05/31/2017	\$0	FRYSC, administration, and staff
<b>Total</b>					<b>\$7450</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEAM	STEAM is a class in which all middle school students take. In STEAM class students design, build, analyze various types of work through the engineering and design process. Various types of artwork will be composed with students.	Academic Support Program	08/11/2016	06/30/2017	\$1000	STEAM teachers and 21st Century Staff
Tech Tools Night	Tech Tools Night allows for students and teachers to teach/show parents how to log in and work in the various programs the students complete their work in. Parents learn about Google Classroom and how to access their students work, grades, etc. This serves as a way to keep parents informed on how to keep up with their child's success since we are a 1:1 school.	Parent Involvement	08/11/2016	05/31/2017	\$400	Gear UP, Administration, Teachers, FRYSC
Leadership Retreat	Retreat will be held annually to encourage leadership advancement and professional growth	Professional Learning	08/11/2016	06/30/2020	\$1000	district personnel
PD and Planning	Administrators will address individual professional development needs by allowing teachers to flexibility in professional development and planning activities.	Professional Learning	08/11/2016	06/30/2020	\$1200	administration
<b>Total</b>					<b>\$3600</b>	

### No Funding Required

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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. Students in 6th grade come before the other grades because their information and night is a little different from the others as they learn more about transitions into middle school.	Parent Involvement	08/11/2016	05/31/2017	\$0	Principal, Assistant Principal, Guidance Counselor, All teachers
Student Writing Portfolio	Students complete a writing portfolio that includes writing 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	08/11/2016	05/31/2017	\$0	All staff
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 Career Choices Class as well. Advisory teachers will meet with students and encourage and advise students with their ILP.	Academic Support Program	08/11/2016	05/31/2017	\$0	Principal, Guidance Counselor, All teachers
PLC	Teachers will meet bi-weekly to discuss data and instruction to make decisions based on individual student needs.	Academic Support Program	08/11/2016	05/31/2017	\$0	Administration and Teachers
Career Choices	All students will have a 9 weeks class based on KDE's curriculum "Career Choices." Embedded into the class is the Spanish speaking app Duo Lingo, which provides students opportunities to speak, hear, and write in Spanish. It also allows multiple opportunities for students to present and collaborate to produce products and performances.	Direct Instruction	08/11/2016	05/31/2017	\$0	Principal, Guidance Counselor, Careers & Consumerism 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	08/11/2016	05/31/2017	\$0	Principal, all teachers
KEPS System	Utilize the KEPS system to locate viable applicants for positions.	Recruitment and Retention	08/11/2017	06/30/2020	\$0	Administration
Dance	Dance is taught in a 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	08/11/2016	05/31/2017	\$0	Principal, Guidance Counselor, P.E. teacher

## Comprehensive School Improvement Plan

Cumberland County Middle School

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	08/11/2016	05/31/2017	\$0	Principal, Assistant Principal, Guidance Counselor, 21st Century, Librarian
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	08/11/2016	05/31/2017	\$0	Instructional Supervisor, Principal, Instructional Specialist, All teachers
Health/P.E.	All students receive at least 9 weeks of Health/P.E. each year. Students build on skills and work on creating, performing, and evaluating skills and standards.	Direct Instruction	08/11/2016	05/31/2017	\$0	Principal, Guidance Counselor, PE/Health Teacher
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	08/11/2016	05/31/2017	\$0	Principal, FRYSC, all teachers
World Language/Global Competency Marathon	Students earn 1000XP as they race to get finished first in duo-lingo competition. Students must complete various types of lessons to earn different levels of mastery as they work to become more fluent in a language.	Direct Instruction	08/11/2016	05/31/2017	\$0	All Teachers
Career Choices	Embedded into the career choices program is our World Language curriculum, which includes Duo Lingo. It provides students multiple opportunities for students to present, to collaborate, and to reflect on progress in Spanish speaking fluency.	Direct Instruction	08/11/2016	05/31/2017	\$0	All teachers
Data Trackers	New data tracking tools from Google will be used to monitor students progress. This data will be used in common plannings and PLCs to make instructional decisions to advance these students forward.	Academic Support Program	08/11/2016	05/31/2017	\$0	All administration and 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 along with using a new tool called ELEOT to also measure teacher effectiveness.	Policy and Process	08/11/2016	05/31/2017	\$0	Principal, Assistant Principal, All Faculty
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	08/11/2016	05/31/2017	\$0	Principal, All staff

# Comprehensive School Improvement Plan

Cumberland County Middle School

Parent Feedback	Parents take a survey via Facebook, at ballgames, and other events to give us feedback on how to improve our school academics, safety, events, etc. Results are used to help develop the new CSIP and other policies at CCMS.	Parent Involvement	11/01/2016	05/31/2017	\$0	Administration
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	08/11/2016	05/31/2017	\$0	Principal, Assistant Principal, Writing Committee, all 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	08/11/2016	05/31/2017	\$0	Principal, Assistant Principal, Guidance Counselor, Librarian
Music Class	All 6th Graders will get an introduction to musical instruments and history with a chance to create, perform, and evaluate.	Direct Instruction	08/11/2016	05/31/2017	\$0	Principal, Guidance Counselor, Music Teacher
Evaluation	All teachers will participate in the TPGES process and all teachers will serve as peer reviewers.	Academic Support Program	08/11/2016	05/31/2017	\$0	Principal, Assistant Principal, Teachers, Peer Observers
Peer Observer Module	All teachers complete the Peer Observer Module training through PBS teacher-line.	Professional Learning	08/11/2016	05/31/2017	\$0	All teachers
Cross-Curricular Reading Activities	Teachers will incorporate various types of readings from CNN News, Newsela, Discovery Education Magazines and other current events items within lessons to enhance learning from different areas around the Globe.	Direct Instruction	08/11/2016	05/31/2017	\$0	All 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	08/11/2016	05/31/2017	\$0	Principal, Guidance Counselor, Drama Teacher
Online Application Process	Develop a user friendly system for applicants to apply at Cumberland County Schools.	Recruitment and Retention	08/11/2017	06/30/2020	\$0	Central Office
PLC	PLCs will be utilized to provide individual support	Professional Learning	08/11/2016	06/30/2020	\$0	administration
Website	Advertise job postings on multiple websites.	Recruitment and Retention	08/11/2017	06/30/2020	\$0	District Personally

**Comprehensive School Improvement Plan**

Cumberland County Middle School

Common Planning	Administrators and Teachers will meet weekly to discuss daily formative/summative assessment data, instructional strategies, and individual student performance via data trackers. Discussions and decisions will be made to adjust instruction to meet the needs of these students to move them towards proficiency.	Academic Support Program	08/11/2016	05/31/2017	\$0	Administration and Teacher
Career Fair	Principals will attend along with district staff the bi-annual job fairs to recruit quality teachers at CCMS and the entire district.	Recruitment and Retention	08/11/2016	05/31/2017	\$0	Instructional Supervisor, Principals
<b>Total</b>					\$0	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# Comprehensive School Improvement Plan

Cumberland County Middle School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

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		

# Comprehensive School Improvement Plan

Cumberland County Middle School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

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

# Comprehensive School Improvement Plan

Cumberland County Middle School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.cland.k12.ky.us/2/Home">http://www.cland.k12.ky.us/2/Home</a> click on schools and then on middle school. CSIP is a direct link on the left of the website under Quick Links.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

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

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

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

# Comprehensive School Improvement Plan

Cumberland County Middle School

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

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

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		

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the percentage of effective teachers to 100% through the work of PGES by 2020.

**Measurable Objective 1:**

collaborate to retain and recruit effective teachers and leaders by 06/30/2020 as measured by PGES and teacher turnover reports .

**Strategy1:**

Retention - We will retain teachers through capacity building activities and professional learning support.

Category: Professional Learning & Support

Research Cited:

Activity - PD and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will address individual professional development needs by allowing teachers to flexibility in professional development and planning activities.	Professional Learning	08/11/2016	06/30/2020	\$1200 - Grant Funds	administration

**Goal 2:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 67.1% in 2019.

**Measurable Objective 1:**

demonstrate student proficiency (pass rate) in Reading and Math by 09/02/2019 as measured by percentage of non-duplicated gap group students scoring proficient or higher on the KPREP test.

**Strategy1:**

Instructional Practice - We will continue to improve our implementation of John Hattie's Visible Learning strategies that are proven to have the greatest impact on student achievement.

Category: Continuous Improvement

Research Cited: Visible Learning is a meta-analysis compiled from 25 years of research.

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - PLC/Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will collaborate weekly to analyze John Hattie's list of strategies and how well they're implemented in their classrooms.	Professional Learning	10/01/2015	05/27/2016	\$0 - No Funding Required	Parson, Bell

### Goal 3:

Reduce the number of students scoring novice in reading and math by 50% by 2020.

### Measurable Objective 1:

collaborate to reduce novice in Reading to 13.86% and Math to 7.42% by 05/31/2018 as measured by state KPREP assessment.

### Strategy1:

Professional Learning and Support - Teachers will meet weekly in PLC's/common planning meetings to discuss data, strategies, and individual student progress to make instructional decisions to move students forward towards mastery.

Category: Professional Learning & Support

Research Cited:

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Teachers will meet weekly to discuss daily formative/summative assessment data, instructional strategies, and individual student performance via data trackers. Discussions and decisions will be made to adjust instruction to meet the needs of these students to move them towards proficiency.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Administration and Teacher

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

### Goal 1:

Increase the percentage of effective teachers to 100% through the work of PGES by 2020.

### Measurable Objective 1:

collaborate to retain and recruit effective teachers and leaders by 06/30/2020 as measured by PGES and teacher turnover reports .

### Strategy1:

Retention - We will retain teachers through capacity building activities and professional learning support.

Category: Professional Learning & Support

Research Cited:

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - PD and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will address individual professional development needs by allowing teachers to flexibility in professional development and planning activities.	Professional Learning	08/11/2016	06/30/2020	\$1200 - Grant Funds	administration

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 67.1% in 2019.

### Measurable Objective 1:

demonstrate student proficiency (pass rate) in Reading and Math by 09/02/2019 as measured by percentage of non-duplicated gap group students scoring proficient or higher on the KPREP test.

### Strategy1:

Instructional Practice - We will continue to improve our implementation of John Hattie's Visible Learning strategies that are proven to have the greatest impact on student achievement.

Category: Continuous Improvement

Research Cited: Visible Learning is a meta-analysis compiled from 25 years of research.

Activity - PLC/Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will collaborate weekly to analyze John Hattie's list of strategies and how well they're implemented in their classrooms.	Professional Learning	10/01/2015	05/27/2016	\$0 - No Funding Required	Parson, Bell

## Goal 3:

Reduce the number of students scoring novice in reading and math by 50% by 2020.

### Measurable Objective 1:

collaborate to reduce novice in Reading to 13.86% and Math to 7.42% by 05/31/2018 as measured by state KPREP assessment.

### Strategy1:

Professional Learning and Support - Teachers will meet weekly in PLC's/common planning meetings to discuss data, strategies, and individual student progress to make instructional decisions to move students forward towards mastery.

Category: Professional Learning & Support

Research Cited:

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Teachers will meet weekly to discuss daily formative/summative assessment data, instructional strategies, and individual student performance via data trackers. Discussions and decisions will be made to adjust instruction to meet the needs of these students to move them towards proficiency.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Administration and Teacher

## Narrative:

Basked on the survey results, teachers are needing more common planning time for content areas. We have established and are continuing common planning meetings weekly for each content area. This will allow them more collaboration time together as a department in order to address any concerns and to create collaborative lessons together.

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

## The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 67.1% in 2018-19.

## Measurable Objective 1:

demonstrate a proficiency by collaborating to increase the male subgroup performance in the non-duplicated gap group for mathematics to 63.5% by 06/29/2018 as measured by the KPREP assessment.

## Strategy1:

Response to Intervention (RTI) - RTI is a strategy used to target students based on their needs. This allows teachers to deliver personalized learning for individual students based on their academic needs.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Math program has been purchased to target those tier 2 and 3 students in math. This program the flexibility for these students to be assessed anytime throughout the year, multiple times, to find specific skills they need to focus on. These students will then work individually and in small groups with teachers to master their weaknesses. Once a student has been retaught they immediately retest. This then becomes a systematic approach as they advance their learning through targeted intervention.	Academic Support Program	08/11/2016	06/30/2017	\$2500 - CCR Grant	Administration and math/intervention teachers

## Measurable Objective 2:

collaborate to improve the overall achievement gap from 47.9% to 60.5% overall achievement gap at Cumberland County Middle School by 06/29/2018 as measured by GAP score by KDE on the school report card..

## Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Data Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will use a data wall to monitor student progress through standardized test data using MAP and CPA's as well as daily formative/summative assessment using Google Sheets. This data will be used to make instructional, RTI, and advisory decisions. The data is updated by using KPREP, MAP and CPA's.	Academic Support Program	08/11/2016	06/30/2017	\$500 - Title I Schoolwide	Teachers, Principal, Assistant Principal, Guidance Counselor

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will use benchmark assessments (MAP, STAR Math/Reading and CPA) to monitor student learning and make instructional and advisory decisions. Classroom instruction needs as well as RTI groups will formed using that data. Students will use STAR Math and Reading along with Reading Plus, IXL, and Study Island to address specific student needs during RTI work. Daily formative and/or summative assessments will also be used to adjust instruction and monitor students progress.	Direct Instruction	08/11/2016	06/30/2017	\$2000 - General Fund	Teachers, Principal, Assistant Principal

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - Support Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the new STAR Math and Reading Program as a systematic approach specific targeted skills for each individual student. Teachers will use Reading Plus, Lexia, IXL, Think Through Math, and Study Island as a means to support instruction and deliver feedback for student progress. These programs have goals that are set, such as reaching all Study Island Blue Ribbons this school year, meeting weekly usage requirements on Reading Plus/Lexia, etc. to help advance students in the learning process. This opportunity allows for individualized instruction to meet the needs of students.	Academic Support Program	08/11/2016	06/30/2017	\$0 - General Fund	All Administration and Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of data will be analyzed to identify students in need of RTI. Students will receive tier 1 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. Students receiving RTI services based on their performance from KPREP and MAP assessment will be placed based on their specific needs in reading and math. Programs like STAR Math and Reading help make this a more systematic process to target specific skills to move students forward in their own learning.	Academic Support Program	08/11/2016	06/30/2017	\$10000 - Other	ESS coordinator, ESS instructor, RTI instructors, teachers

### Measurable Objective 3:

demonstrate a proficiency by collaborating to increase the free/reduced lunch subgroup in the non-duplicated gap group for mathematics to 58.4% by 06/29/2018 as measured by the KPREP assessment.

### Strategy1:

Response to Intervention (RTI) - RTI is a strategy used to target students based on their needs. This allows teachers to deliver personalized learning for individual students based on their academic needs.

Category: Continuous Improvement

Research Cited:

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Math program has been purchased to target those tier 2 and 3 students in math. This program the flexibility for these students to be assessed anytime throughout the year, multiple times, to find specific skills they need to focus on. These students will then work individually and in small groups with teachers to master their weaknesses. Once a student has been retaught they immediately retest. This then becomes a systematic approach as they advance their learning through targeted intervention.	Academic Support Program	08/11/2016	06/30/2017	\$2500 - CCR Grant	Administration and math/intervention teachers

# Comprehensive School Improvement Plan

Cumberland County Middle School

## Goal 2:

Reduce the number of students scoring novice in reading and math by 50% by 2020.

### Measurable Objective 1:

collaborate to reduce novice in Reading to 13.86% and Math to 7.42% by 05/31/2018 as measured by state KPREP assessment.

### Strategy1:

Targeted Intervention - Students will be placed in various work groups based on continuous data from assessments from the MAP and PAS test and other summative assessments such as CPA's.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in extra math and reading classes, per their performance on the MAP and PAS assessment test to work on individualized skills to increase student performance. STAR Reading and STAR Math will be used for tier 2 and 3 work for students to know what specific skills they need to address to advance their learning. Students will be tested again, as many times as needed, to show they have mastered those skills.	Academic Support Program	08/11/2016	05/31/2017	\$0 - General Fund	All administration and faculty

### Strategy2:

Progress Monitoring - Administrators and teachers will use a variety of ways to monitor student progress, these include:

Formative/Summative assessments, using data trackers through Google to show where students are and where they need to be, and using a variety of support programs such as Reading Plus, IXL, Lexia, Think Through Math, Study Island, etc. on a daily basis. Each program has targeted specific goals to reach for mastery and reteaches students on various levels. School goals have also been set, such as mastering all study island blue ribbons and built in time for Reading Plus work.

Teachers will also use STAR Math and Reading to target students specific needs/skills. Students will be assessed as many times as they need to be to advance their learning. This is a systematic process that is used address individual needs.

Category: Continuous Improvement

Research Cited:

Activity - Data Trackers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New data tracking tools from Google will be used to monitor students progress. This data will be used in common plannings and PLCs to make instructional decisions to advance these students forward.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	All administration and teachers

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - Support Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring programs have been implemented on a daily basis. These include: Reading Plus, IXL, Lexia, Think Through Math, and Study Island. Reading Plus/Lexia goals have been set for each student and allotted time is given each day during intervention time for students to work on specific skills. Students are recognized/rewarded for leveling up and meeting their weekly goals. Think Through Math/IXL are used on a daily basis in the classroom to adjust instruction to work on specific skills. Study Island helps students practice and learn concepts when they are ready for new content. Each program formatively assesses their instruction and from there lessons are adjusted to meet individual students needs in the classroom. SRA Reading program also targets certain students differently whom seem to not make adequate progress.	Academic Support Program	08/11/2016	05/31/2017	\$0 - General Fund	All administration and teachers

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily formative assessments, summative assessments, PAS, and MAP will be administered throughout the school year to monitor these students progress. This data will then allow us to differentiate for each student to meet their needs.	Academic Support Program	08/11/2016	05/31/2017	\$0 - General Fund	All Administration/Teachers

### Strategy3:

Professional Learning and Support - Teachers will meet weekly in PLC's/common planning meetings to discuss data, strategies, and individual student progress to make instructional decisions to move students forward towards mastery.

Category: Professional Learning & Support

Research Cited:

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Teachers will meet weekly to discuss daily formative/summative assessment data, instructional strategies, and individual student performance via data trackers. Discussions and decisions will be made to adjust instruction to meet the needs of these students to move them towards proficiency.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Administration and Teacher

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet bi-weekly to discuss data and instruction to make decisions based on individual student needs.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Administration and Teachers

# Comprehensive School Improvement Plan

Cumberland County Middle School

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

N/A (this question does not apply)

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students to 72.2% by 2018-19.

**Measurable Objective 1:**

collaborate to increase the overall reading and math (College and Career Readiness) for Cumberland County Middle School from 54.2% to 66.6% by 06/29/2018 as measured by K-Prep.

**Strategy1:**

ELA Program - Using data from KPREP, MAP, PAS, STAR Reading, CPA's, formative, and summative assessments, CCMS will continue to work to lead students to proficiency in ELA.

Category: Continuous Improvement

Research Cited:

Activity - ELA Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 in further instruction based on individual needs. MAP assessment will be utilized, along with other data to place students in respective RTI groups to advance their learning. 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.	Direct Instruction	08/11/2016	06/30/2017	\$3000 - Title I Part A	Principal, Librarian, ELA teachers, AR/Reading Plus teachers, RTI teachers

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Mechanics will be taught based on the Common Core Curriculum utilizing Study Island. These focus skills will be embedded daily into lessons each day for the entire year. Students will also focus on specific skills through bell ringer work each day.	Direct Instruction	08/11/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, 6th Grade ELA teacher

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	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 four times per year. Students will also use the SPAM packet to learn the writing process and organize writing pieces.	Direct Instruction	08/11/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, ELA teachers

## Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use the math programs Study Island, IXL, and Think Through Math to increase math achievement. Teachers also now use the STAR Math assessment to help identify students needs for extra assistance during RTI. 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, though the blended learning process.	Direct Instruction	08/11/2016	06/30/2017	\$1000 - Title I Part A	Principal, Instructional Specialist, Math Teachers, RIT teachers, Exceptional Ed. Teachers

## Strategy3:

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

Research Cited:

Activity - PD Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2016	06/30/2017	\$0 - No Funding Required	Principal, School Leadership Team, District Leadership Team, Staff

## Strategy4:

Gear Up - Cumberland County School District has received a grant to follow the class of 2020 & 2021 through the secondary career. This grant provides resources to promote low income students to advance and attend post-secondary education.

Category: Career Readiness Pathways

Research Cited:

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCMS is a 1:1 school. This allows us the opportunity to address students need on an individual basis in both Reading and Math. This has allowed us to advance our programs, making them available to all students throughout the day. This has also allowed our students to be involved in a blended learning classroom environment, which has enhanced all students learning in reading and math.	Academic Support Program	08/11/2016	06/30/2017	\$0 - CCR Grant	CCMS Principal, CCMS Faculty, GearUP Academic Specialist

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified under the Gear Up needs assessment will be provided with support through counseling and tutoring as needed on a daily basis.	Academic Support Program	08/29/2016	05/31/2017	\$0 - CCR Grant	GearUP Academic Specialist, GearUP Counselor, CCMS Staff

## Strategy5:

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

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record grades received on progress reports, 9 weeks grade card, KPREP, PAS, MAP, and STAR assessments. They will set goals for what they want to achieve and collaborate with advisers and teachers on their progress. The school also has two WIG's for the school: 70% of all students be P/D in all tested areas and to Reduce Novice by 30%. These are updated with every MAP assessment.	Academic Support Program	09/26/2016	06/30/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Advisers, Teachers

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment three/four times a year to monitor advancement to proficiency on KPREP assessed areas.	Academic Support Program	08/11/2016	06/30/2017	\$2000 - General Fund	Principal, Teachers

Activity - CPA's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehensive assessments given to students over the course of the year to guide instruction.	Academic Support Program	08/11/2016	06/30/2017	\$0 - No Funding Required	Central Office, Administration, and teachers

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - STAR Math and Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Math and Reading allows students to become individually tested and placed on a certain level. Students then work on the specific skills they need to address to advance their learning. The flexibility of this testing system always fosters students specific needs allowing them to advance.	Academic Support Program	08/11/2016	06/30/2017	\$2500 - CCR Grant	Administration, math teachers, and special education department.

## Strategy6:

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

Category: Continuous Improvement

Research Cited:

Activity - Academic RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of data will be analyzed to identify students in need of RTI. Students will receive tier 1 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. Students will also be pulled throughout the day through GEAR-UP with one-on-one assistance. Students are provided enrichment if they are proficient or above in both reading and math.	Academic Support Program	08/11/2016	06/30/2017	\$13000 - Grant Funds	Principal, All Teachers, RTI teachers, RTI committee.

## Strategy7:

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

Category: Continuous Improvement

Research Cited:

Activity - PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet monthly with the Principal and Assistant Principal as part of the TPGES process as needed.	Academic Support Program	08/11/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselor

## Strategy8:

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.

# Comprehensive School Improvement Plan

Cumberland County Middle School

Category: Stakeholder Engagement

Research Cited:

Activity - RTI/GT Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Some activities include STEM based, a Maker Space, WIN MATH, etc.	Direct Instruction	08/11/2016	06/30/2017	\$150 - General Fund	Principal, GT Supervisor, RTI instructors

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

**Goal 1:**

Increase the average combined Writing, PLCS, Arts & Humanities, and World Language Program Review scores for Cumberland County Middle School from Proficient to Distinguished by 2018.

**Measurable Objective 1:**

collaborate to build and implement World Language/Global Competency cross-curricular activities to move from an 8 to a distinguished rating by 06/01/2020 as measured by utilizing the program review rubric for this area..

**Strategy1:**

World Language/Global Competency Program Review - Teachers will incorporate various types of readings from Newsela, Discovery Education Magazine, CNN news and other current events items within lessons to enhance learning from different areas around the Globe.

Category: Continuous Improvement

Research Cited:

Activity - Cross-Curricular Reading Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various types of readings from CNN News, Newsela, Discovery Education Magazines and other current events items within lessons to enhance learning from different areas around the Globe.	Direct Instruction	08/11/2016	05/31/2017	\$0 - No Funding Required	All Teachers

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - Career Choices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded into the career choices program is our World Language curriculum, which includes Duo Lingo. It provides students multiple opportunities for students to present, to collaborate, and to reflect on progress in Spanish speaking fluency.	Direct Instruction	08/11/2016	05/31/2017	\$0 - No Funding Required	All teachers

Activity - World Language/Global Competency Marathon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students earn 1000XP as they race to get finished first in duo-lingo competition. Students must complete various types of lessons to earn different levels of mastery as they work to become more fluent in a language.	Direct Instruction	08/11/2016	05/31/2017	\$0 - No Funding Required	All Teachers

## Measurable Objective 2:

collaborate to increase our school's Writing Program review from 9.9 to Distinguished by 06/29/2018 as measured by KDE released data (School Report Card).

## Strategy1:

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

Research Cited:

Activity - Committee/PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings to discuss, implement, write, and review rationales for the Writing Program.	Professional Learning	08/11/2016	06/30/2017	\$0 - Other	Principal, Program Advisory Council, Writing Program Review Committee

Activity - Scrimmage Testing/Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Guidance Counselor, Librarian

Activity - Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Writing Committee, all staff.

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - Student Writing Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete a writing portfolio that includes writing 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	08/11/2016	05/31/2017	\$0 - No Funding Required	All staff

### Measurable Objective 3:

collaborate to increase our school's Arts & Humanites Program Review from 8.8 to Distinguished by 06/01/2018 as measured by KDE released data (School Report Card).

### Strategy1:

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

Category:

Research Cited:

Activity - Music Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th Graders will get an introduction to musical instruments and history with a chance to create, perform, and evaluate.	Direct Instruction	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Music Teacher

Activity - Dance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dance is taught in a 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	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, P.E. teacher

Activity - Drama Class	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Drama Teacher

Activity - Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are able to observe and participate in Dramas. The Lexington Children's Theater also comes biannually and not only performs but instructs.	Community Engagement	08/11/2016	05/31/2017	\$6500 - FRYSC	FRYSC

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - Arts Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On Arts Day, community experts come and let students create, perform, and evaluate all aspects of the Arts. This years Arts day will have a Mexican focus to incorporate World Language into the event. 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. Students are able to reflect and evaluate the performances from the day at the conclusion of the event.	Direct Instruction	08/11/2016	05/31/2017	\$500 - General Fund \$0 - FRYSC	FRYSC, administration, and staff

Activity - STEAM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEAM is a class in which all middle school students take. In STEAM class students design, build, analyze various types of work through the engineering and design process. Various types of artwork will be composed with students.	Academic Support Program	08/11/2016	06/30/2017	\$1000 - Grant Funds	STEAM teachers and 21st Century Staff

### Measurable Objective 4:

collaborate to increase our school's PLCS Program Review from a 10.5 to Distinguished by 06/01/2018 as measured by KDE released data (School Report Card).

### Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/11/2016	05/31/2017	\$500 - FRYSC	FRYSC, Principal, Assistant Principal, Guidance Counselor, 8th Grade teachers

Activity - Career Choices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have a 9 weeks class based on KDE's curriculum "Career Choices." Embedded into the class is the Spanish speaking app Duo Lingo, which provides students opportunities to speak, hear, and write in Spanish. It also allows multiple opportunities for students to present and collaborate to produce products and performances.	Direct Instruction	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Careers & Consumerism Teacher

# Comprehensive School Improvement Plan

Cumberland County Middle School

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	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 Career Choices Class as well. Advisory teachers will meet with students and encourage and advise students with their ILP.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, All teachers

Activity - Health/P.E.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receive at least 9 weeks of Health/P.E. each year. Students build on skills and work on creating, performing, and evaluating skills and standards.	Direct Instruction	08/11/2016	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, PE/Health Teacher

# **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 78.5% of our students are on free/reduced lunch and diversity is very limited. We have a small amount of variety of races within our population as .5% are Asian, 2% African American, 2.9% Hispanic and 2% two or more races. Nearly 10% of the student body has an IEP. CCMS is a 1:1 school with devices as each student has their own chromebook where the majority of their work is completed through the use of Google Classroom. CCMS also was labeled a School of Distinction school by KDE and we take PRIDE in our school in which we have such a wonderful school culture and community. Challenges we face are teacher recruitment and providing students exposure to the Arts, as we lost an art teacher last year.

## **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 schools values and beliefs are reflected in the "Panther Priority" document, collectively created by CCMS staff referencing John Hattie work in Visible Learning, the CHETL documents, and school-wide beliefs. 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.**

Last year CCMS was recognized by KDE as a School of Distinction and met the calculated AMO goal. Last year CCMS scored above the state average on each part of the KPREP assessment with the exception of Language Mechanics. This area along with some other specifics are items that will become a focus for the school in the upcoming year. This year, we are working to improve 6th grade language mechanics achievement, reduce the number of novice in reading and math, and increase the number of distinguished students in reading and math. Other specific areas of focus will be subgroup performances to meet delivery targets for the subject of mathematics targeting the male, free/reduced and non-duplicated gap group subgroups. We still continue to focus on incorporating the arts into the curriculum and exposing students to those areas as much as possible. Our goal is to score 80 and become one of the top 10 performing middle schools in the state.

## **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.