



# **KDE Comprehensive School Improvement Plan**

**Cumberland Elementary School**  
**Harlan County**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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



## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Cumberland Elementary School is located in Cumberland, KY, the southeastern part of the state; better known as the foothills of the highest point (4,145 feet above sea level) in Kentucky, Black Mountain. We are also known as the Black Bear Capital of Kentucky. This has attracted some visitors for our mountain scenery and Black Bear viewing at Kingdom Come Park.

Over the past few years our enrollment has steadily decreased. Our enrollment over the past ten years has gone from approximately 700 to our current enrollment of 591 kindergarten through 8th grade students. We also house 20 Preschool students (subcontracted through Head Start).

The majority of our student's families are poverty stricken, resulting in 80.8% of our kindergarten through 8th grade students qualifying for free/reduced lunch. Coal mining and mine related industries always provided the livelihood for most of our community. Due to the closing of the area mines and layoffs we have a very high unemployment rate (fluctuating from 13% in 2013 up to 18% and presently at 11.4%). This has also resulted in many of our students and their families moving to other areas/states to seek employment.

Currently, our attendance rate is 91.62% as compared to 90.4% in 2013-14. This does show a slight improvement but less than the state average of 94.6%. It is very difficult to mandate attendance in our area because when faced with going to court for truancy, many parents choose to homeschool their child to avoid the legal implications.

Our school offers a wealth of resources for our students and their families. Our FRYSC provides assistance such as school supplies, clothing, backpack food, motivational programs, practical living and arts & humanities, bus safety, drug awareness, housing / financial assistance, and parenting assistance. Twenty First After School Program provides academic assistance / enrichment, homework help, parent support, community partners, nutrition / health awareness, and STEM activities with a CCR emphasis.

## **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.**

CES Vision: Academic Success Through Responsible Citizenship

CES Mission Statement: The community of CES is committed to providing all students the ability to be challenged and educated academically and socially by becoming productive citizens in life.

Cumberland Elementary School staff is dedicated to providing our kindergarten through 8th grade students with a safe, secure, and stimulating learning environment that will develop a life-long passion for learning. Our faculty strives to guide each child to his or her highest level of achievement in order to be life-long learners and successful citizens. Emphasis is placed on developing basic academic and higher order thinking skills to ensure meaningful application of learning in authentic settings. Through partnerships with our parents and community members, we provide a welcoming environment where our students can grow and develop to their fullest potential.

Our students are offered a variety of academic, enrichment, and extra-curricular activities during the school day and after school. Some examples are Beta Club, STEM, yearbook/journalism, KUNA - student leadership, Unite, band, art, golf, archery, karate, dance, Zumba, and sports (basketball, football, baseball, softball, cheerleading).

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Over the last three years Cumberland Elementary School has strived to ensure a quality education for all students by setting high expectations for learning, responding to cultural differences of students, and by creating an environment which serves our student's diverse learning styles. We provide Special Education classes, reading/math intervention, Family Resource Services, Extended School Services (ESS), 21st Century after-school activities, physical education, arts & humanities, computer lab, band, library media services, and pre-school services.

All classrooms are equipped with SMART / Promethean Boards, projectors, document cameras, and access to Smart Responders to be utilized in daily instruction. We have 2 computer labs and a mobile lab (30 student work stations) utilized by all 1st-8th grade students on a weekly basis. Technology is used to enhance instruction utilizing the following programs: Accelerated Reader, Education City, Study Island, Moby Max, ABC Building Blocks, eMath Tools, and other related website educational programs.

We are very proud of our faculty and students at Cumberland Elementary School. CES was awarded the Read To Achieve Grant, Math Achievement Fund Grant, After School Robert E. Frazier Grant, Deronda Garland (2nd gr. teacher) received the Campbellsville University Teacher Excellency Award.

CES is committed to educating all students. Test data is analyzed to improve instructional strategies and enable students to achieve at their highest possible level.

Test data is analyzed to improve instructional strategies and enable students to achieve at their highest possible level.

GAP Goal: The data tells us that by the end of 2014-2015 school year we need to demonstrate a proficiency by increasing the average combined reading and mathematics ratings in the non-duplicated gap group (with an emphasis on elementary and middle school math/reading) by 05/08/2015 as measured by increasing the non-duplicated GAP Group Actual Scores from 43.3% to the set annual Delivery Target of 52.3% in the Elementary, and from 32.9% to 49.1% in the Middle School (Data taken from 2013-2014 School Report Card - Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12 Combined Reading and Mathematics-Percent Proficient/Distinguished).

-In the Duplicated Gap Group of Disability-With IEP (Total), both our elementary and middle school improved and met their 2013-14 Combined Reading and Mathematics-Percent Proficient/Distinguished Delivery Targets. (Data taken from 2013-2014 School Report Card - Delivery Targets>Proficiency/Gap> Closing the Achievement Gap K-12>Combined Reading and Mathematics-Percent Proficient/Distinguished>Disability-With IEP Total).

-In 2013-14, the Combined Reading and Mathematics Elementary/Middle School did not meet their delivery target (Delivery Target was 38.2 with an actual score of 39); however, the elementary did meet the mathematics delivery target (Data taken from 2013-2014 School Report Card - Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics-Percent Proficient/Distinguished).

Our data shows that our Elementary is currently outperforming our Middle School. Given the data and the fact the Duplicated Gap Group of Disability-with IEP (Total) met their delivery targets (as previously noted), and the Female population met their delivery target by 0.4%. Elementary K-Prep Analysis Disaggregation shows:

Our overall Accountability Score for Elementary is 61.8, which is an improvement from 47.1 from last year. The school's overall percentage ranking improved drastically from 4% to 37%. Our classification was focus and now with the improvements made, we are classified as a needs improvement/progressing school.

Our Next-Generation Learners Total Score for the 2013-14 school year is 58.4 which shows improvement from last year's score of 45.3.

Program Review Total Score was 73.3. This score shows that there is room for growth for the next school year in the areas of Writing.

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Practical Living and Arts /Humanities.

Under the Learners Tab of the School Report Card, it shows the NAPD Scores for the 2012-2013 to 2013-14 schools year. The NAPD calculations increased from 52.3 in 2012-13 to 66.9 in 2013-14 school year.

Under Achievement Tab for grades 3, 4, and 5:

-Reading Performance Level: the 5th grade was the highest achieving grade with a score of 57.6 and the grade with the lowest achievement was the fourth grade with a score of 41.6.

-Mathematics Performance Level: the 5th grade was the highest achieving grade with a score of 53 and the grade with the lowest achievement points was the 3rd grade with 31.6.

Under the GAP scores Tab of the School Report Card, it shows the gap scores for the 2012-13 to the 2013-14 schools year. Our school showed an improvement in the Gap Scores from 31.9 in 2012-13 to 45.3 in 2013-14.

Under Gap Scores for grades 3, 4 and 5:

-Reading: 33.6 to 49.7 improvement noted.

-Math: 25 to 36.8 improvement noted.

-Science: 55.6 to 59.7 slight improvement noted.

-Social Studies: 33.3 to 47.1 improvement noted.

-English: 5.9 to 33.3 significant improvement noted.

Under Delivery Targets with the Proficiency/Gap, our goal was 46 for the 2013-14 school year. Our actual score was 44.8, which shows we did not meet our goal. Our goal for the upcoming school year 2014-15 is 52.8.

Under Growth Scores, there was an increase from 2012-13 to 2013-14. The score was 50.1 in 2012-13 and 61.7 in 2013-14.

-Reading: 49.1 to 65.6

-Mathematics: 50.9 to 57.8

Middle School K-Prep Analysis Disaggregation shows:

Our overall Accountability Score for Middle School for 2013-14 is 57.7, which is an improvement from 56.5 from 2012-13. The school's overall percentage ranking improved from 25% to 30%. Our classification was progressing and now we are classified as a needs improvement/progressing school.

Program Review Total Score was 73.8. This score shows that there is room for growth for the next school year in the areas of Writing, Practical Living and Arts /Humanities.

Under the Learners Tab of the School Report Card, it shows the NAPD Scores for the 2012-2013 to 2013-14 schools year. The NAPD calculations decreased from 66.2 in 2012-13 to 63 in 2013-14 school year.

Under Achievement Tab for grades 6, 7, and 8:

-Reading Performance Level: the 8th grade was the highest achieving grade with a score of 50 and the grade with the lowest achievement was the 6th grade with a score of 35.1.

-Mathematics Performance Level: the 8th grade was the highest achieving grade with a score of 33.8 and the grade with the lowest achievement points was the 7rd grade with 25.5.

-Science Performance Level: the 7th grade scored 61.8 points.

-Social Studies Performance Level: the 8th grade scored 54.4 points.

-Writing Performance Level: the 6th grade was the highest achieving grade with 31.6 points and the grade with the least points was the 8th grade with 27.9.

-Language Mechanics Performance Level: the 6th grade scored 22.8 points.

Under the GAP scores Tab of the School Report Card, it shows the gap scores for the 2012-13 to the 2013-14 schools year. Our middle school did not improve in the Gap Scores from 45.7 in 2012-13 to 40.5 in 2013-14.

Under Gap Scores for grades 6, 7, and 8:

-Social Studies: 44.2 to 50 improvement noted.

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-English: 23.3 to 25.5 improvement noted.

Under CCR Scores Tab on the School Report Card, the percent of students meeting the Middle School Explore Benchmark increased from 49 in 2012-13 to 53.8 in 2013-14 school year.

We offer intense intervention in reading/math through ESS, 21st Century After-School, and computer labs. Departmentalization in gr. 3-8 allows teachers to focus more on specific core content/curriculum. Faculty and parents work cooperatively to build a stronger school and home partnership.

## **Additional Information**

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

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Cumberland Elementary School  
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ph. 606-589-2511  
fax 606-589-2610

# **Executive Summary**

## **Introduction**

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## **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.**

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## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Over the last three years Cumberland Elementary School has strived to ensure a quality education for all students by setting high expectations for learning, responding to cultural differences of students, and by creating an environment which serves our student's diverse learning styles. We provide Special Education classes, reading/math intervention, Family Resource Services, Extended School Services (ESS), 21st Century after-school activities, physical education, arts & humanities, computer lab, band, library media services, and pre-school services. All classrooms are equipped with SMART / Promethean Boards, projectors, document cameras, and access to Smart Responders to be utilized in daily instruction. We have 2 computer labs and a mobile lab (30 student work stations) utilized by all 1st-8th grade students on a weekly basis. We also have three sets of Chromebooks being utilized with 6th grade classrooms. The middle school math teachers have through GearUp the TI-Nspire Calculators that engage students on a daily basis. Technology is used to enhance instruction utilizing the following programs: Accelerated Reader, Education City, Study Island, Moby Max, ABC Building Blocks, eMath Tools, ICurio, and other related website educational programs. We are very proud of our faculty and students at Cumberland Elementary School. CES was awarded the Read To Achieve Grant, Math Achievement Fund Grant, After School Robert E. Frazier Grant, Deronda Garland (2nd gr. teacher) received the Campbellsville University Teacher Excellency Award, two ARI (Appalachian Renaissance Innovation) Grants for FIRST Lego Robotics and Challenger Center "Rendevous with a Comet" Mission, Academic Team awarded the Robert E. Frazier Grant for a computer and study materials, and our kindergarten classrooms were awarded ipads through the Robert E. Frazier Grant. CES is committed to educating all students.

Test data is analyzed to improve instructional strategies and enable students to achieve at their highest possible level. Test data is analyzed to improve instructional strategies and enable students to achieve at their highest possible level. GAP Goal: The data tells us that by the end of 2015-2016 school year we need to demonstrate a proficiency by increasing the average combined reading and mathematics ratings in the non-duplicated gap group (with an emphasis on elementary and middle school math/reading) by 05/10/2016 as measured by increasing the non-duplicated GAP Group Actual Scores from 33.6% to the set annual Delivery Target of 41.3% in the Elementary, and from 37.7% to 41.4% in the Middle School (Data taken from 2014-2015 School Report Card - DeliveryTargets> Proficiency/Gap>Closing the Achievement Gap K-12 Combined Reading and Mathematics-Percent Proficient/Distinguished).

-In the Duplicated Gap Group of Disability-With IEP (Total), our middle school met their 2014-15 Combined Reading and Mathematics-Percent Proficient/Distinguished Delivery Targets from 57.0 to 57.9. (Data taken from 2014-2015 School Report Card - Delivery Targets>Proficiency/Gap> Closing the Achievement Gap K-12>Combined Reading and Mathematics-Percent Proficient/Distinguished>Disability-With IEP Total).

-In 2014-15, the Combined Reading and Mathematics Elementary/Middle School did not meet any of their delivery target with the exception of middle school duplicated gap group of disability-with IEP (Total) listed above (Data taken from 2014-15 School Report Card - Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics-Percent Proficient/Distinguished). Our data shows that our Middle School is currently outperforming our Elementary School. Given the data and the fact the Duplicated Gap Group of Disability-with IEP (Total) met their delivery targets (as previously noted) but only met their delivery target by 0.9%.

Elementary K-Prep Analysis Disaggregation shows:

Our overall Accountability Performance Score for Elementary is 59.6, which is a decrease from 60.0 from last year. The school's overall percentage ranking decreased only slightly by 0.4. Our classification was needs improvement/progressing and now we are classified as a needs improvement school.

Our Next-Generation Learners Total Score for the 2013-14 school year is 56.2 which shows a drop of 8.5 from last year's score of 47.7.

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Program Review Total Score for the 2013-14 school year was 72.8 with an increase 27.4 points from last year's score of 99.4. This score shows significant improvement with very little room for additional growth in the areas of Writing, Practical Living and Arts /Humanities.

Under the Learners Tab of the School Report Card, it shows the NAPD Scores for the 2012-2013 to 2013-14 schools year. The NAPD calculations decreased from 66.9 in 2012-13 to 53.6 in 2013-14 school year.

Under Achievement Tab for grades 3, 4, and 5:

-Reading Performance Level: the 3rd grade was the highest achieving grade with a score of 41.3 and the grade with the lowest achievement was the fourth grade with a score of 37.7.

-Mathematics Performance Level: the 5th grade was the highest achieving grade with a score of 37.1 and the grade with the lowest achievement points was the 3rd grade with 28.6.

Under the GAP scores Tab of the School Report Card, it shows the gap scores for the 2013-14 to the 2014-15 schools year. Our school showed an improvement in the Gap Scores from 31.9 in 2012-13 to 45.3 in 2013-14.

Under Proficiency Gap Scores for grades 3, 4 and 5:

-Reading: 42.7 to 39.7 decline noted of 3.0.

-Math: 30.2 to 32.5 improvement noted of 2.3.

-Social Studies: 34.9 to 55.7 significant improvement noted of 20.8.

-English: 5.9 to 33.3 significant improvement noted of 27.4.

Under Delivery Targets with the Proficiency/Gap, our goal was 46 for the 2013-14 school year. Our actual score was 44.8, which shows we did not meet our goal. Our goal for the upcoming school year 2014-15 is 52.8.

Program Review Total Score was 99.4. This score shows that there is very little room for growth for the next school year in the areas of Writing, Practical Living and Arts/Humanities.

Middle School K-Prep Analysis Disaggregation shows:

Our overall Accountability Score for Middle School for 2014-15 is 59.3, which is an improvement from 55.8 from 2013-14. The school's overall percentage ranking improved from 26 to 40. Our classification was needs improvement/progressing and now we are still classified as a needs improvement/progressing school.

Program Review Total Score was 100. This score shows that there is very little room for growth for the next school year in the areas of Writing, Practical Living and Arts /Humanities.

Under the Learners Tab of the School Report Card, it shows the NAPD Scores for the 2013-2014 to 2014-15 schools year. The NAPD calculations decreased from 63 in 2013-14 to 61.4 in 2014-15 school year.

Under Achievement Tab for grades 6, 7, and 8:

-Reading Performance Level: the 6th grade was the highest achieving grade with a score of 56.7 and the grade with the lowest achievement was the 7th grade with a score of 41.0.

-Mathematics Performance Level: the 6th grade was the highest achieving grade with a score of 50.7 and the grade with the lowest achievement points was the 7th grade with 11.5.

-Social Studies Performance Level: the 8th grade scored 26.9 points.

-Writing Performance Level: the 6th grade was the highest achieving grade with 41.8 points and the grade with the least points was the 8th grade with 13.5.

-Language Mechanics Performance Level: the 6th grade scored 50.7 points.

Under the GAP scores Tab of the School Report Card, it shows the gap scores for the 2012-13 to the 2013-14 schools year. Our middle school did not improve in the Gap Scores from 45.7 in 2012-13 to 40.5 in 2013-14 and 32.9 in 2014-15.

Under Proficiency Gap Scores for grades 6, 7, and 8:

-Reading: 45.6 to 47.8 improvement noted.

-Math: 31.5 to 28.9 decline noted.

-Social Studies: 48.5 to 26.9 decline noted.

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-Writing/English: 26.7 to 29.4 improvement noted.

Under CCR Scores Tab on the School Report Card, the percent of students meeting the Middle School Explore Benchmark increased from 49 in 2012-13 to 53.8 in 2013-14 school year to 51 in 2014-15. However, the calculations for CCR are changing and will not be counted for this next years testing cycle.

We offer intense intervention in reading/math through ESS, 21st Century After-School, and computer labs. Departmentalization in gr. 3-8 allows teachers to focus more on specific core content/curriculum. Faculty and parents work cooperatively to build a stronger school and home partnership.

## **Additional Information**

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

Sheila Hall, Principal

Cumberland Elementary School

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Cumberland, Kentucky 40823

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# **2015-2016 Comprehensive School Improvement Plan**

## **Overview**

### **Plan Name**

2015-2016 Comprehensive School Improvement Plan

### **Plan Description**

Goals and activities for school improvement.



## 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	College Career Readiness Goal: Increase the percentage of students who are college- and career- ready from 24% to 68% by 2016	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$217200
2	K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017	Objectives: 1 Strategies: 3 Activities: 16	Organizational	\$31000
3	Next Generation Professionals - Teacher Goal: Increase the percentage of effective Teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$1000
4	2015-16 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 5 Activities: 15	Organizational	\$250564
5	Next Generation Professionals - Principal Goal: Increase the percentage of effective principals from _____% in 2015 to _____% in 2020	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
6	Reduction of Novices Goal: Decrease the percentage of students scoring novices for elementary and middle school students on the 2015-16 School Report Card	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000

## Goal 1: College Career Readiness Goal: Increase the percentage of students who are college- and career- ready from 24% to 68% by 2016

### Measurable Objective 1:

collaborate to ensure that at least 61.5% of the Cumberland Elementary School's 8th grade students are college/career ready (as compared to the Actual Score of 53.8% on the 2013-2014 and 51 points on the 2014-15 School Report Card re: Delivery Targets>CCR Targets) by 05/06/2016 as measured by the 2015-2016 CCR Delivery Target with the Unbridled Learning formula (re: District Report Card>Delivery Targets>CCR)..

### Strategy 1:

College and Career Readiness - Increase the number of students who are College and Career Ready

Category:

Activity - Scrimmage Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete Scrimmage tests with their students to direct their course and instruction to meet the needs of their students.	Academic Support Program	08/07/2015	05/06/2016	\$0	No Funding Required	Teachers, Administration
Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th-8th grade students will work on ILP throughout the year to full implementation	Career Preparation/Orientation	09/09/2015	05/10/2016	\$0	No Funding Required	6-8th Teachers, Counselor
Activity - Guidance and Leadership Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance and Leadership Team Training to develop a plan to incorporate activities and procedures for student college and career readiness.	Academic Support Program	08/28/2013	05/10/2016	\$200	Grant Funds	Guidance and Leadership Team and Principal
Activity - Life Skills-Budgeting and Finance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In connection with Life Skills - Budgeting and Finance Unit and the Guidance Leadership Plan, Ms. Karla Sherman from local bank will provide a lesson on budgeting money and importance of savings accounts.	Community Engagement	01/15/2015	05/10/2016	\$0	No Funding Required	Middle School Math teacher and Principal
Activity - GEAR UP Academic Specialist Interventionist (AS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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GEAR UP grant will provide funds to hire Gear Up Academic Specialist Interventionists (AS) to work with middle school students to coordinate with high school and Berea College to enhance the college career awareness of the students along with the academic content support of students.	Career Preparation/Orientation	01/05/2015	05/07/2021	\$66500	Grant Funds	Gear Up Academic Specialist Interventionist
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Activity - STEM activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM (Science, Technology, Engineering, and Mathematics) Activities embedded within the day as well as the ESS After School Program for enrichment with students.	Academic Support Program	05/08/2015	05/10/2016	\$75000	Grant Funds	Principal, ESS Coordinator, Teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will attend the Operation Preparation-Career Fair Orientation at Southeast Community College.	Career Preparation/Orientation	08/07/2015	05/10/2016	\$0	No Funding Required	District, Principal, GEAR-UP AS

### Strategy 2:

Targeted Intervention - College and Career Readiness

Category: Continuous Improvement

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School utilizes school diagnostic assessment to target specific areas of need for student intervention	Career Preparation/Orientation	08/09/2013	05/09/2014	\$0	No Funding Required	Guidance Counselor and Intervention/Content Teachers

Activity - ESS After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS After School Program assists at -risk students with academic support, physical well-being, social interaction, emotional and well-being support, as well as STEM activities that encourage college and career awareness.	Academic Support Program	08/07/2015	05/10/2016	\$75000	Grant Funds	ESS coordinator, and central office district personnel

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers grades 7/8 will administer the MAP testing to their students twice yearly to monitor progress of students and highlight areas of weakness.	Academic Support Program	08/07/2015	05/10/2016	\$500	District Funding	GEAR UP AS; principal, 7/8 teachers

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### Strategy 3:

College and Career Advising - Kentucky Individual Learning Plan (ILP) will be utilized to ensure that classroom structures support differentiated approaches to reaching student goals for college and career pathways.

Category:

Activity - Individual Learning Plans(ILP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators (along with counselor and middle school teachers) set clear, measurable, expectations for the ILP advising program. Clear expectations are also established for ILP usage, beyond basic compliance.	Career Preparation/Orientation	08/07/2015	05/10/2016	\$0	No Funding Required	Middle school staff and school counselor
Activity - College/Career Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a college career week where all students wear college shirts, interview past and present teachers on career choice, create a Facebook like profile, and a career day where all students dress in a career related to their ILP career of choice.	Career Preparation/Orientation	08/07/2015	05/10/2016	\$0	No Funding Required	Administration, FRYSC, and Staff
Activity - Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will attend a Reality Store at the high school sponsored by 4-H Harlan County Extension Agency.	Career Preparation/Orientation	08/07/2015	05/10/2016	\$0	No Funding Required	Middle School Teachers and Principal

## Goal 2: K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017

### Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math percent Proficient/Distinguished K-PREP scores for Cumberland elementary/middle school from an averaged Combined ES/MS Actual Score of 40.75% to an averaged Combined ES/MS Delivery Target of 53.6% by 05/10/2016 as measured by Unbridled Learners Formula 2015-2016 K-PREP Proficiency rates (Data taken from 2014-2015 District Report Card: Delivery Targets>Proficiency/Gap)..

### Strategy 1:

Progress Monitoring - Teachers will analyze K-PREP Test data in order to provide differentiated instruction / assessments in math and reading and to target students that need to move from novice/apprentice to proficiency.

Category: Continuous Improvement

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be given the opportunity to collaborate as needed at weekly faculty meetings. Content being discussed may include but not limited to K-Prep Scores, Instructional Strategies, Student Progress, and other areas of concern.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Principal, K-8th teachers
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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Universal screener (Fall, Winter, and Spring) data for reading and math. Analysis of data for identification of students in Tier I, Tier II, and Tier III intervention. Provide intervention based on student individual needs.	Academic Support Program	08/20/2012	05/10/2016	\$0	Title I Schoolwide	Intervention teachers, classroom teachers, special education teachers, and administration

Activity - Math Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will incorporate test taking strategies in their instruction and students will take Harlan County teacher created Math Benchmark Assessments (every 9 weeks) scrimmage tests to prepare for K-Prep.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	K-8th grade teachers

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze K-PREP data and target students that need to move from novice/apprentice to proficient.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Principal and all teachers

### Strategy 2:

Best Practice - Monitor lesson plans/instruction/assessment to ensure alignment of Kentucky Common Core Standards and fidelity.

Category: Continuous Improvement

Activity - Instruction monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will review lesson plans and monitor instruction through walk-thru observations to ensure instruction/assessment is rigorous, research based and aligned with Kentucky Core Academic Standards.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Administration

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop/utilize rigorous Summative and Formative Assessments that correlate with K-Prep questions.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Administration and Classroom Teachers

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Activity - Test Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Mentoring Minds: Motivation Math and Reading Resource and MDC and LDC modules.	Academic Support Program	08/07/2015	05/10/2016	\$500	General Fund	3rd - 6th grade math and language arts teachers
Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate test taking strategies in their instruction and students will take Harlan County Benchmark Assessments (every 9 weeks)scrimmage tests to prepare for K-PREP.	Academic Support Program	08/01/2014	05/08/2015	\$0	No Funding Required	K-8th grade Teachers
Activity - Content Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes are departmentalized and class time increased per subject for more intense focus	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	3-8th grade Teachers, Administration
Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Writing Specialist will collaborate with CES language arts/writing teachers to monitor and support writing instruction and assessment. All teachers K-8 will maintain documentation of writing instruction / assessments through Writing Program Review.	Direct Instruction	08/07/2015	05/10/2016	\$0	No Funding Required	Gina Stewart (District Writing Specialist), K-8th grade Language Arts Teachers
Activity - Science / Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CES 3-8th grade Science and Social Studies will continue to collaborate with other Science and Social Studies Staff in District through Peer Review to improve instruction / assessment.	Academic Support Program	08/07/2015	05/10/2016	\$500	General Fund	3-8th grade Science / Social Studies Teachers
Activity - Minimal Classroom Disruptions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every effort will be made to protect classroom instructional time. No phone calls will be transferred to classrooms, no announcements until 2:00 p.m. and email communication will be utilized with teachers instead of telephone if possible.	Policy and Process	08/07/2015	05/10/2016	\$0	No Funding Required	principal, all teachers/staff

### Strategy 3:

Technology - Enhance instruction and engage students learning.

Category: Continuous Improvement

## KDE Comprehensive School Improvement Plan

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Activity - Next Generation Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the ARI (Appalachian Renaissance Initiative) grant our school has a Next Generation Classroom complete with a MondoPad, Learning Pads, and LYNC capabilities to enhance instruction.	Technology	08/01/2014	05/10/2016	\$0	No Funding Required	ARI Teacher
Activity - Smart Response System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the Smart Response System with SmartBoards to provide immediate feedback necessary to close reading and mathematics achievement gaps.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Content Teachers
Activity - Educational Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement (Study Island, Moby Max, Stride Academy, etc.).	Academic Support Program	08/07/2015	05/10/2016	\$10000	General Fund	Intermediate and Middle School Teachers
Activity - TI-NSPIRE calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School math teachers awarded classroom set of TI-NSPIRE calculators with professional development on usage and support through GEAR-UP partnership with Berea College.	Tutoring	08/07/2015	05/10/2016	\$20000	Grant Funds	District, Principal, and middle math teachers

### Goal 3: Next Generation Professionals - Teacher Goal: Increase the percentage of effective Teachers from \_\_\_\_\_% in 2015 to \_\_\_\_\_% in 2020.

#### Measurable Objective 1:

collaborate to to increase the percentage of effective teachers by 05/10/2016 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015.

#### Strategy 1:

Professional Growth and Effectiveness System - Pilot Implementation Plan for statewide teacher and principal effectiveness

Category: Teacher PGES

Activity - PGES components and expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership and teachers are knowledgeable of TPGES components and expectations through professional development offered by central office annually.	Professional Learning	05/15/2013	05/10/2016	\$0	No Funding Required	Principal and Teacher Leaders

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS, PD360, Kentucky Framework for Teaching, administrator observations, and self-reflection to comply with standards set forth by TPGES.	Professional Learning	05/20/2013	05/10/2016	\$0	No Funding Required	Teachers
Activity - Professional Growth Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set professional growth goals based on principal observations, self-reflection and student need.	Professional Learning	10/30/2013	05/10/2016	\$0	No Funding Required	Principal and Teachers
Activity - PGP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Professional Growth Plan based on self-reflection, TELL survey, and student growth needs using 2014-15 goals and beyond.	Professional Learning	08/07/2015	05/10/2016	\$0	No Funding Required	Principal
Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will participate in the Book Study, A Framework for Understanding Poverty by Ruby Payne, to develop and utilize strategies of how to motivate students of poverty.	Professional Learning	08/01/2014	05/10/2016	\$500	General Fund	All Teachers and Administrators
Activity - KAGAN Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the two teachers were trained, KAGAN strategies on team building and class building professional development offered to staff along with the KAGAN book: KAGAN Cooperative Learning.	Professional Learning	08/07/2015	05/10/2016	\$500	Grant Funds	Teachers
Activity - CIITS Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create lesson plans within the CIITS platform.	Policy and Process	08/07/2015	05/10/2016	\$0	No Funding Required	Principal and all teachers
Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All appropriate teachers will complete one peer observation on an assigned co-worker. Each teacher will complete a pre/post conference and enter all required information into Educator Development site in the CIITS platform.	Professional Learning	08/07/2015	05/10/2016	\$0	No Funding Required	Principal and all appropriate teachers

**Goal 4: 2015-16 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017**



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## Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on elementary and middle school math/reading) by 05/10/2016 as measured by increasing the non-duplicated GAP Group Actual Scores from 33.6% to the set 2015-16 Delivery Target of 47.8% in Elementary, and Actual Scores from 37.7% to the set 2015-16 Delivery Target of 47.9% in the Middle School("14" DT Rpt Cd Delry Tgts-Prof/Gap)..

## Strategy 1:

Collaboration - According to the TELL Survey, teachers do not have time to collaborate or work in PLC's to develop / align curriculum and instructional practices

Category: Continuous Improvement

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have bi-monthly meetings after school to collaborate or work in PLC's to develop / align curriculum and instructional practices	Academic Support Program	02/05/2013	05/10/2016	\$0	No Funding Required	Teachers, Administration

Activity - FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC will provide enrichment activities and programs throughout the year, as well as parent involvement with providing necessary resources to promote successful students . (Back to School Blowout of school supplies, Backpack Program - healthy snacks for the weekend, Grandparent's Dinner, Empty Stocking Fund Assistance, Arts & Humanities Programs, Practical Living Programs, etc.)	Community Engagement	08/06/2014	05/10/2016	\$77701	FRYSC	FRYSC Coordinator and Assistant

## Strategy 2:

Kindergarten Readiness - Screen students for kindergarten readiness

Category:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be evaluated with the Brigance Screener for kindergarten readiness.	Academic Support Program	08/14/2015	09/30/2015	\$500	Title I Schoolwide	Kindergarten Teachers

## Strategy 3:

RTI - Response to Intervention (Rti) process made more manageable with redefining the process with Reading and Math Intervention.

Category: Other - RTI

Research Cited: As suggested and mandated by KDE. Other websites/programs referenced for instructional materials: National Center for Rtl, Intervention Central, National Reading Panel, [www.rti4success.org](http://www.rti4success.org), What Works Clearinghouse, Kids College etc.

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Activity - Math/Reading Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All elementary and middle school students will be screened in Math and Reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data, and teacher input approximately 20% of the students performing below their peers will be participating in a frameworked 3-tier Rti/KSI process consisting of research-based K-3 early literacy strategies and instruction which will be under refinement in the District 9 schools to improve the process effectiveness.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Elementary and middle school teachers, school-based Rtl teams (including building principal) and District Rtl coordinator
Activity - At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Achievement Fund and Read to Achieve (RTA) Teachers along with other stakeholders will develop and utilize intervention strategies that are research based and matched to individual student needs to provide intervention for at-risk Kindergarten through 3rd grade students in mathematics and reading.	Academic Support Program	08/07/2015	05/10/2016	\$90000	Grant Funds	Math Achievement Fund Teacher and Read to Achieve Teacher
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS staff will provide interventions through Daytime Waiver.	Academic Support Program	08/07/2015	05/10/2016	\$14063	State Funds	ESS Coordinator, ESS teachers
Activity - AmeriCorp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AmeriCorp personnel will provide grades 3-5th with additional math intervention. They will also create and maintain Unit Club (drug awareness) with middle school students.	Academic Support Program	08/07/2015	05/10/2016	\$5500	General Fund	AmeriCorp Personnel
Activity - GEAR UP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GEAR UP Academic Specialists assigned to school to assist with mathematics and reading. Some of the activites include career awareness activites and collaboration for academic support/assistance.	Tutoring, Career Preparation/Orientation, Academic Support Program	08/05/2015	05/10/2016	\$50000	Grant Funds	Julie Roberts and Principal
Activity - GEAR UP After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students struggling in both and/or either math or reading will receive tutoring after school to assist with academic performance in these areas.	Tutoring	08/31/2015	05/10/2016	\$10000	Grant Funds	Julie Roberts and Principal
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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiated, research based instructional strategies to instruct and assess students.	Direct Instruction	08/07/2015	05/10/2016	\$0	No Funding Required	Principal and all teachers

**Strategy 4:**

STEM Engagement - STEM activities that are engaging and interest building to enhance the math and science classrooms.

Category: Integrated Methods for Learning

Research Cited: STEM, Bill Gates Corp.

Activity - FLL Robotics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First Lego League Robotics Club (Robo-Skins) created and utilized to engage students in STEM activities as well as promote team building skills, competition, and programming. ARI Grant utilized.	Academic Support Program, Technology	10/26/2015	05/10/2016	\$1000	Grant Funds	Minnie Bailey and Tammy Stewart

Activity - Rendezvous with a Comet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in STEM activities at the Challenger Learning Center in Hazard, KY with a space mission "Rendezvous with a Comet". ARI Grant with matching funds from Challenger Learning Center.	Academic Support Program	10/26/2015	05/10/2016	\$800	Grant Funds	Tammy Stewart and Minnie Bailey

**Strategy 5:**

Reading Initiative - Various rating strategies to increase reading levels.

Category: Continuous Improvement

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Reading Eggs program to increase reading skills in grades K-8.	Academic Support Program	08/07/2015	05/10/2016	\$1000	General Fund	Principal and primary teachers

Activity - Bookit Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 grade students will participate in the Book-it Reading Program sponsored by Pizza Hut.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Principal and K-6 reading teachers

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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Accelerated Reader to take tests on books they have read. A reward system will be set up to reward those reading goals.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Principal, District, all reading teachers

**Goal 5: Next Generation Professionals - Principal Goal: Increase the percentage of effective principals from \_\_\_\_\_% in 2015 to \_\_\_\_\_% in 2020**

**Measurable Objective 1:**

collaborate to prepare and implement the PPGES by increasing the percentage of effective principals by 05/10/2016 as measured by data collected from the PPGES process..

**Strategy 1:**

Professional Growth and Effectiveness System - Utilize Professional Growth and Evaluation System to improve and reflect on expectations and growth as administrator.

Category: Continuous Improvement

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Professional Growth Plan based on self-reflection, Tell Survey, and student growth goals.	Professional Learning	08/07/2015	05/10/2016	\$0	No Funding Required	Administration

Activity - Implementation of PGP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Professional Growth Plan including multiple review points in collaboration with superintendent / designee.	Professional Learning	08/07/2015	05/10/2016	\$0	No Funding Required	Superintendent / designee, principal

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of an intentional schedule for classroom visits beyond scheduled observations.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Principals

Activity - District Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All District principals will accompany District office personnel in collaboratively conducting District Walkthroughs at all schools three times during the 2015-16 school year. They as part of the District Leadership Team, have assisted the Superintendent of Instruction (in a Curriculum Meeting) in developing an intentional schedule of District Walkthrough in which they will assist in implementing.	Other - District Initiative	08/07/2015	05/10/2016	\$0	No Funding Required	Administration
<b>Activity - Site Visits</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>
The superintendent or his designee will complete site visits to the school to conduct observations on the principal for the purposes of PPGES.	Policy and Process	08/07/2015	05/10/2016	\$0	No Funding Required	Superintendent, Asst. Superintendent, Principal

## Goal 6: Reduction of Novices Goal: Decrease the percentage of students scoring novices for elementary and middle school students on the 2015-16 School Report Card

### Measurable Objective 1:

collaborate to reduce the number of students scoring a performance level of novice by 05/10/2016 as measured by a decrease in the percent of novice on the 2015-16 K-PREP School Report Card.

### Strategy 1:

(shared) Response to Intervention - School Intervention Team (SIT) will analyze student data and discuss students who do not meet school benchmarks and cut scores. SIT will develop an individual student plan for addressing the needs of those students.

Category: Continuous Improvement

<b>Activity - K-Prep Analysis</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>
Analyze K-PREP data and target students that need to move from the novice performance level.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	Principal and all teachers
<b>Activity - GEAR-UP/ESS tutor</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>
GEAR-UP tutor will be directed to tutor at-risk students targeted from 2014-15 K-PREP performance level of novice/apprentice in hopes of meeting their individual learning needs.	Tutoring	08/07/2015	05/10/2016	\$1000	Grant Funds	GEAR-UP AS and Principal
<b>Activity - MAP testing</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>

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All 7th and 8th grade students will be administered the MAP testing for monitoring of progress being made.	Academic Support Program	08/07/2015	05/10/2016	\$0	No Funding Required	GEAR-Up AS, middle school teachers and principal
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS staff will provide interventions through Daytime Waiver.	Academic Support Program	08/07/2015	05/10/2016	\$14063	ESS Coordinator, ESS teachers
<b>Total</b>					\$14063	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP	Middle School teachers grades 7/8 will administer the MAP testing to their students twice yearly to monitor progress of students and highlight areas of weakness.	Academic Support Program	08/07/2015	05/10/2016	\$500	GEAR UP AS; principal, 7/8 teachers
<b>Total</b>					\$500	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	STAR Universal screener (Fall, Winter, and Spring) data for reading and math. Analysis of data for identification of students in Tier I, Tier II, and Tier III intervention. Provide intervention based on student individual needs.	Academic Support Program	08/20/2012	05/10/2016	\$0	Intervention teachers, classroom teachers, special education teachers, and administration
Kindergarten Readiness	All Kindergarten students will be evaluated with the Brigance Screener for kindergarten readiness.	Academic Support Program	08/14/2015	09/30/2015	\$500	Kindergarten Teachers
<b>Total</b>					\$500	

### Grant Funds

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GEAR-UP/ESS tutor	GEAR-UP tutor will be directed to tutor at-risk students targeted from 2014-15 K-PREP performance level of novice/apprentice in hopes of meeting their individual learning needs.	Tutoring	08/07/2015	05/10/2016	\$1000	GEAR-UP AS and Principal
Rendezvous with a Comet	Students will participate in STEM activities at the Challenger Learning Center in Hazard, KY with a space mission "Rendezvous with a Comet". ARI Grant with matching funds from Challenger Learning Center.	Academic Support Program	10/26/2015	05/10/2016	\$800	Tammy Stewart and Minnie Bailey
GEAR UP Academic Specialist Interventionist (AS)	GEAR UP grant will provide funds to hire Gear Up Academic Specialist Interventionists (AS) to work with middle school students to coordinate with high school and Berea College to enhance the college career awareness of the students along with the academic content support of students.	Career Preparation/Orientation	01/05/2015	05/07/2021	\$66500	Gear Up Academic Specialist Interventionist
GEAR UP After School Tutoring	Students struggling in both and/or either math or reading will receive tutoring after school to assist with academic performance in these areas.	Tutoring	08/31/2015	05/10/2016	\$10000	Julie Roberts and Principal
FLL Robotics	First Lego League Robotics Club (Robo-Skins) created and utilized to engage students in STEM activities as well as promote team building skills, competition, and programming. ARI Grant utilized.	Academic Support Program, Technology	10/26/2015	05/10/2016	\$1000	Minnie Bailey and Tammy Stewart
GEAR UP	GEAR UP Academic Specialists assigned to school to assist with mathematics and reading. Some of the activities include career awareness activities and collaboration for academic support/assistance.	Tutoring, Career Preparation/Orientation, Academic Support Program	08/05/2015	05/10/2016	\$50000	Julie Roberts and Principal
STEM activities	STEM (Science, Technology, Engineering, and Mathematics) Activities embedded within the day as well as the ESS After School Program for enrichment with students.	Academic Support Program	05/08/2015	05/10/2016	\$75000	Principal, ESS Coordinator, Teachers
Guidance and Leadership Plan	Guidance and Leadership Team Training to develop a plan to incorporate activities and procedures for student college and career readiness.	Academic Support Program	08/28/2013	05/10/2016	\$200	Guidance and Leadership Team and Principal
At Risk Students	Math Achievement Fund and Read to Achieve (RTA) Teachers along with other stakeholders will develop and utilize intervention strategies that are research based and matched to individual student needs to provide intervention for at-risk Kindergarten through 3rd grade students in mathematics and reading.	Academic Support Program	08/07/2015	05/10/2016	\$90000	Math Achievement Fund Teacher and Read to Achieve Teacher
KAGAN Training	After the two teachers were trained, KAGAN strategies on team building and class building professional development offered to staff along with the KAGAN book: KAGAN Cooperative Learning.	Professional Learning	08/07/2015	05/10/2016	\$500	Teachers



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ESS After School Program	ESS After School Program assists at -risk students with academic support, physical well-being, social interaction, emotional and well-being support, as well as STEM activities that encourage college and career awareness.	Academic Support Program	08/07/2015	05/10/2016	\$75000	ESS coordinator, and central office district personnel
TI-NSPIRE calculators	Middle School math teachers awarded classroom set of TI-NSPIRE calculators with professional development on usage and support through GEAR-UP partnership with Berea College.	Tutoring	08/07/2015	05/10/2016	\$20000	District, Principal, and middle math teachers
<b>Total</b>					<b>\$390000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing	District Writing Specialist will collaborate with CES language arts/writing teachers to monitor and support writing instruction and assessment. All teachers K-8 will maintain documentation of writing instruction / assessments through Writing Program Review.	Direct Instruction	08/07/2015	05/10/2016	\$0	Gina Stewart (District Writing Specialist), K-8th grade Language Arts Teachers
Life Skills-Budgeting and Finance	In connection with Life Skills - Budgeting and Finance Unit and the Guidance Leadership Plan, Ms. Karla Sherman from local bank will provide a lesson on budgeting money and importance of savings accounts.	Community Engagement	01/15/2015	05/10/2016	\$0	Middle School Math teacher and Principal
Differentiated Instruction	Teachers will use differentiated, research based instructional strategies to instruct and assess students.	Direct Instruction	08/07/2015	05/10/2016	\$0	Principal and all teachers
Content Focus	Classes are departmentalized and class time increased per subject for more intense focus	Academic Support Program	08/07/2015	05/10/2016	\$0	3-8th grade Teachers, Administration
PGP	Development of Professional Growth Plan based on self-reflection, TELL survey, and student growth needs using 2014-15 goals and beyond.	Professional Learning	08/07/2015	05/10/2016	\$0	Principal
Reality Store	8th grade students will attend a Reality Store at the high school sponsored by 4-H Harlan County Extension Agency.	Career Preparation/Orientation	08/07/2015	05/10/2016	\$0	Middle School Teachers and Principal
Operation Preparation	8th grade students will attend the Operation Preparation-Career Fair Orientation at Southeast Community College.	Career Preparation/Orientation	08/07/2015	05/10/2016	\$0	District, Principal, GEAR-UP AS
Site Visits	The superintendent or his designee will complete site visits to the school to conduct observations on the principal for the purposes of PPGES.	Policy and Process	08/07/2015	05/10/2016	\$0	Superintendent, Asst. Superintendent, Principal
Professional Growth Plan	Development of Professional Growth Plan based on self-reflection, Tell Survey, and student growth goals.	Professional Learning	08/07/2015	05/10/2016	\$0	Administration

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K-Prep Analysis	Analyze K-PREP data and target students that need to move from the novice performance level.	Academic Support Program	08/07/2015	05/10/2016	\$0	Principal and all teachers
Assessments	Teachers will develop/utilize rigorous Summative and Formative Assessments that correlate with K-Prep questions.	Academic Support Program	08/07/2015	05/10/2016	\$0	Administration and Classroom Teachers
Professional Learning	Teachers will utilize CIITS, PD360, Kentucky Framework for Teaching, administrator observations, and self-reflection to comply with standards set forth by TPGES.	Professional Learning	05/20/2013	05/10/2016	\$0	Teachers
Scrimmage Test	Teachers will complete Scrimmage tests with their students to direct their course and instruction to meet the needs of their students.	Academic Support Program	08/07/2015	05/06/2016	\$0	Teachers, Administration
Professional Growth Goal Setting	Teachers will set professional growth goals based on principal observations, self-reflection and student need.	Professional Learning	10/30/2013	05/10/2016	\$0	Principal and Teachers
Collaboration	Teachers will be given the opportunity to collaborate as needed at weekly faculty meetings. Content being discussed may include but not limited to K-Prep Scores, Instructional Strategies, Student Progress, and other areas of concern.	Academic Support Program	08/07/2015	05/10/2016	\$0	Principal, K-8th teachers
Minimal Classroom Disruptions	Every effort will be made to protect classroom instructional time. No phone calls will be transferred to classrooms, no announcements until 2:00 p.m. and email communication will be utilized with teachers instead of telephone if possible.	Policy and Process	08/07/2015	05/10/2016	\$0	principal, all teachers/staff
PGES components and expectations	Ensure all leadership and teachers are knowledgeable of TPGES components and expectations through professional development offered by central office annually.	Professional Learning	05/15/2013	05/10/2016	\$0	Principal and Teacher Leaders
Accelerated Reader	Students will use Accelerated Reader to take tests on books they have read. A reward system will be set up to reward those reading goals.	Academic Support Program	08/07/2015	05/10/2016	\$0	Principal, District, all reading teachers
MAP testing	All 7th and 8th grade students will be administered the MAP testing for monitoring of progress being made.	Academic Support Program	08/07/2015	05/10/2016	\$0	GEAR-Up AS, middle school teachers and principal
Peer Observation	All appropriate teachers will complete one peer observation on an assigned co-worker. Each teacher will complete a pre/post conference and enter all required information into Educator Development site in the CIITS platform.	Professional Learning	08/07/2015	05/10/2016	\$0	Principal and all appropriate teachers
Next Generation Classroom	Through the ARI (Appalachian Renaissance Initiative) grant our school has a Next Generation Classroom complete with a MondoPad, Learning Pads, and LYNC capabilities to enhance instruction.	Technology	08/01/2014	05/10/2016	\$0	ARI Teacher
Bookit Reading Program	K-6 grade students will participate in the Book-it Reading Program sponsored by Pizza Hut.	Academic Support Program	08/07/2015	05/10/2016	\$0	Principal and K-6 reading teachers

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ILP	6th-8th grade students will work on ILP throughout the year to full implementation	Career Preparation/Orientation	09/09/2015	05/10/2016	\$0	6-8th Teachers, Counselor
Individual Learning Plans(ILP)	School administrators (along with counselor and middle school teachers) set clear, measurable, expectations for the ILP advising program. Clear expectations are also established for ILP usage, beyond basic compliance.	Career Preparation/Orientation	08/07/2015	05/10/2016	\$0	Middle school staff and school counselor
PGES	Development and implementation of an intentional schedule for classroom visits beyond scheduled observations.	Academic Support Program	08/07/2015	05/10/2016	\$0	Principals
Intervention	School utilizes school diagnostic assessment to target specific areas of need for student intervention	Career Preparation/Orientation	08/09/2013	05/09/2014	\$0	Guidance Counselor and Intervention/Content Teachers
Math Benchmark Assessment	Math Teachers will incorporate test taking strategies in their instruction and students will take Harlan County teacher created Math Benchmark Assessments (every 9 weeks) scrimmage tests to prepare for K-Prep.	Academic Support Program	08/07/2015	05/10/2016	\$0	K-8th grade teachers
Smart Response System	Teachers will incorporate the Smart Response System with SmartBoards to provide immediate feedback necessary to close reading and mathematics achievement gaps.	Academic Support Program	08/07/2015	05/10/2016	\$0	Content Teachers
Instruction monitoring	Administration will review lesson plans and monitor instruction through walk-thru observations to ensure instruction/assessment is rigorous, research based and aligned with Kentucky Core Academic Standards.	Academic Support Program	08/07/2015	05/10/2016	\$0	Administration
Math/Reading Rtl	All elementary and middle school students will be screened in Math and Reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data, and teacher input approximately 20% of the students performing below their peers will be participating in a frameworked 3-tier Rti/KSI process consisting of research-based K-3 early literacy strategies and instruction which will be under refinement in the District 9 schools to improve the process effectiveness.	Academic Support Program	08/07/2015	05/10/2016	\$0	Elementary and middle school teachers, school-based Rtl teams (including building principal) and District Rtl coordinator
Teacher Collaboration	Teachers will have bi-monthly meetings after school to collaborate or work in PLC's to develop / align curriculum and instructional practices	Academic Support Program	02/05/2013	05/10/2016	\$0	Teachers, Administration
Implementation of PGP	Implementation of Professional Growth Plan including multiple review points in collaboration with superintendent / designee.	Professional Learning	08/07/2015	05/10/2016	\$0	Superintendent / designee, principal
K-PREP Analysis	Teachers will analyze K-PREP data and target students that need to move from novice/apprentice to proficient.	Academic Support Program	08/07/2015	05/10/2016	\$0	Principal and all teachers

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District Walkthroughs	All District principals will accompany District office personnel in collaboratively conducting District Walkthroughs at all schools three times during the 2015-16 school year. They as part of the District Leadership Team, have assisted the Superintendent of Instruction (in a Curriculum Meeting) in developing an intentional schedule of District Walkthrough in which they will assist in implementing.	Other - District Initiative	08/07/2015	05/10/2016	\$0	Administration
Benchmark Assessment	Teachers will incorporate test taking strategies in their instruction and students will take Harlan County Benchmark Assessments (every 9 weeks)scrimmage tests to prepare for K-PREP.	Academic Support Program	08/01/2014	05/08/2015	\$0	K-8th grade Teachers
College/Career Week	Establish a college career week where all students wear college shirts, interview past and present teachers on career choice, create a Facebook like profile, and a career day where all students dress in a career related to their ILP career of choice.	Career Preparation/Orientation	08/07/2015	05/10/2016	\$0	Administration, FRYSC, and Staff
CIITS Lesson Plans	Teachers will create lesson plans within the CIITS platform.	Policy and Process	08/07/2015	05/10/2016	\$0	Principal and all teachers
<b>Total</b>					\$0	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC	FRYSC will provide enrichment activities and programs throughout the year, as well as parent involvement with providing necessary resources to promote successful students. (Back to School Blowout of school supplies, Backpack Program - healthy snacks for the weekend, Grandparent's Dinner, Empty Stocking Fund Assistance, Arts & Humanities Programs, Practical Living Programs, etc.)	Community Engagement	08/06/2014	05/10/2016	\$77701	FRYSC Coordinator and Assistant
<b>Total</b>					\$77701	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Eggs	Teachers will use the Reading Eggs program to increase reading skills in grades K-8.	Academic Support Program	08/07/2015	05/10/2016	\$1000	Principal and primary teachers
Book Study	Teachers and Administrators will participate in the Book Study, A Framework for Understanding Poverty by Ruby Payne, to develop and utilize strategies of how to motivate students of poverty.	Professional Learning	08/01/2014	05/10/2016	\$500	All Teachers and Administrators

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Test Preparation	Teachers will utilize Mentoring Minds: Motivation Math and Reading Resource and MDC and LDC modules.	Academic Support Program	08/07/2015	05/10/2016	\$500	3rd - 6th grade math and language arts teachers
Science / Social Studies	CES 3-8th grade Science and Social Studies will continue to collaborate with other Science and Social Studies Staff in District through Peer Review to improve instruction / assessment.	Academic Support Program	08/07/2015	05/10/2016	\$500	3-8th grade Science / Social Studies Teachers
Educational Programs	Teachers will utilize Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement (Study Island, Moby Max, Stride Academy, etc.).	Academic Support Program	08/07/2015	05/10/2016	\$10000	Intermediate and Middle School Teachers
AmeriCorp	AmeriCorp personnel will provide grades 3-5th with additional math intervention. They will also create and maintain Unit Club (drug awareness) with middle school students.	Academic Support Program	08/07/2015	05/10/2016	\$5500	AmeriCorp Personnel
<b>Total</b>					<b>\$18000</b>	

# **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?**

With the data and information provided to us, we are specifically trying to answer three questions:

1. How do we close our achievement gap?
2. How do we increase our K-PREP proficiency scores?
3. How do we decrease the number of novices?

With answering these three questions, we also hope to improve the effectiveness of our teachers and principals in order to improve the above three areas.



## Areas of Strengths

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

Cumberland Elementary School has continually strived to create and nurture many innovative programs and practices within our school. Our district has worked extensively with our school to provide and implement high quality professional development that targets the Common Core Standards (CCSS/KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), GAP or Combined Reading and Math-Percent Proficient/Distinguished closure, and the refinement of Response to Intervention (RtI) process. Ownership of success has been fostered within teachers as we have collaboratively explored the effects of poverty on academics, the importance of differentiated instruction (KAGAN, Marzano), what effective co-teaching looks like, formative and summative assessment development, and most recently along with TPGES (and PPGES) the deep exploration of Kentucky's adapted Danielson's Framework for Teaching Document. The district, school leadership, and district teacher leaders also participated in the Instructional Support Leadership Network (ISNL) led by the Kentucky Department of Education/Kentucky Valley Educational Cooperative to guarantee that our schools gain exposure to the cutting edge of educational research and advances. A Race to the Top (RTTT) grant was collaboratively applied for the Kentucky Valley Educational Cooperative and awarded. Along with leadership and teacher professional development, one facet of this \$30 million dollar Appalachian Renaissance Initiative (ARI) included a MONDO board and individual student computer tablets for one classroom in each of the 9 schools within the district. This will allow for collaboration and distance student learning opportunities. The MONDO board will move, but the process of distributing an additional classroom of tablets will be repeated for the next three years. Many other offerings of the grant including \$1000 classroom-based "mini" grants in which two of our teachers were awarded, PAN an academic content Networking of Teachers, etc. being implemented.

We are very proud of our faculty and students at Cumberland Elementary School. CES was awarded the Read To Achieve Grant, Math Achievement Fund Grant, After School Robert E. Frazier Grant, and Mrs. Deronda Garland, our 2nd gr. teacher received the Campbellsville University Teacher Excellency Award.

Over the years Cumberland Elementary School has strived to ensure a quality education for all students by setting high expectations for learning, responding to cultural differences of students, and by creating an environment which serves our student's diverse learning styles. We provide Special Education classes, reading/math intervention, Family Resource Services, Extended School Services (ESS), 21st Century after-school activities, physical education, arts & humanities, computer lab, band, library media services, and pre-school services. Our school/district is fortunate enough to being in a partnership with Berea College with the GEAR-UP program. it provides not only College and Career Readiness for our middle school students but also embedded professional development for our middle school math teachers, and TI-NSPIRE calculators to engage student learning.

Our faculty and staff work cooperatively with parents and the community to build a stronger school and home partnership to meet the needs of our students.

## Opportunities for Improvement

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

With the data and information provided to us, we are specifically trying to create a comprehensive improvement plan of action that will close our achievement gap, increase our K-PREP proficiency scores, decrease the number of novices, and increase the effectiveness of our teachers and principals. We are also trying to address our needs for improvement in the following areas: Program Review scores, and student attendance rates.

Ways to improve the areas of need include:

Surveys expressed a concern with the school engaging families in meaningful ways to help their child's education or keeping them informed regularly of how their child is doing. Therefore, the school will host two parent pick-ups of midterms or nine-week report cards (no less than one each semester). These pick-ups will be announced in a variety of ways including but not limited to on-line postings, FRYSC monthly newsletters, notes home to parents, newspaper, etc. This will provide parents an opportunity to discuss their child's progress. Parents will also be encouraged to sign-up for the Parent Portal. This allows parents continuous access of how their child is progressing in the classroom. Parents will also be invited to attend school functions throughout the year including but not limited to after-school programs, holiday events, plays, and activities.

After disaggregation of school data, each grade level submitted their individual plans for improvement.

3rd/4th/5th

- analysis of individual student scores by looking at GAP scores throughout the year with the K-PREP, STAR, as well as daily assessments either formative or summative in nature.
- utilization of the UNITE tutor for those areas of deficiency and the ESS daytime tutor targeting student intervention.
- extra Reading and Writing strategies with the Science and Social Studies content areas.
- Collaboration with content teachers across the district.
- utilization of Study Island and other computer research based programs.
- use SPAT writing technique.
- test prep activities.

6th/7th/8th

- focus of borderline apprentice/proficient students recommended for GEAR-UP.
- extra math instruction and practice 2-3 days per week embedded in Science Classrooms.
- test prep activities with Buckle Down.
- utilization of Study Island and other computer research based programs.
- collaboration with other content teachers.
- join PAN network.
- focus with on-demand tasks with modeling of Proficient/Distinguished work from KDE.
- analysis of individual student scores by looking at GAP scores throughout the year with the K-PREP, STAR, as well as daily assessments either formative or summative in nature.

With the above plans, there hopefully will be noticeable improvement within the areas of closing our achievement gap, increasing our K-PREP proficiency scores, decreasing the number of novices, and increasing the effectiveness of our teachers and principals.



## **Conclusion**

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

The next step in addressing our areas of concern is to fully disseminate our comprehensive improvement plan to the entire school and its stakeholders. We will implement and monitor these plans with fidelity, as well as revise them with input and feedback from all when applicable.

Throughout the 2015-2016 school year, we will ensure that there is continual, consistent formal/informal analysis and collaborative discussion regarding individual student data. This will be done and discussed with all individual teachers to promote and stimulate student achievement. District staff may be utilized to support efforts in meeting with teachers regarding test scores.

We will also prepare for the upcoming implementation and utilization of student growth percentiles (heavily targeting those students below the 25th percentile). We will use the Student Growth Percentile Reports to analyze sections of students from the 2014-2015 school year. This data will be very helpful as it is used to inform Self-Reflection, Professional Growth Planning, and Student Growth Goal Setting - all part of the proposed Professional Growth and Effectiveness System (PGES) that will be implemented statewide in the 2014-15 school year.

## **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:**

K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017

**Measurable Objective 1:**

demonstrate a proficiency by increasing the averaged combined reading and math percent Proficient/Distinguished K-PREP scores for Cumberland elementary/middle school from an averaged Combined ES/MS Actual Score of 40.75% to an averaged Combined ES/MS Delivery Target of 53.6% by 05/08/2013 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from 2013-2014 District Report Card: Delivery Targets>Proficiency/Gap)..

**Strategy1:**

Technology - Enhance instruction

Category:

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the ARI (Appalachian Renaissance Initiative) grant our school has a Next Generation Classroom complete with a MondoPad, Learning Pads, and LYNC capabilities to enhance instruction	Technology	08/01/2014	05/08/2015	\$0 - No Funding Required	ARI Teacher

Activity - Educational Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement (Study Island, Moby Max, Stride Academy).	Academic Support Program	08/08/2014	05/08/2015	\$10000 - General Fund	Intermediate and Middle School Teachers

Activity - Smart Response System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the Smart Response System with SmartBoards to provide immediate feedback necessary to close reading and mathematics achievement gaps.	Academic Support Program	08/06/2014	05/08/2015	\$0 - No Funding Required	Content Teachers

**Strategy2:**

# KDE Comprehensive School Improvement Plan

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Progress Monitoring - Teachers will analyze K-PREP Test data in order to provide differentiated instruction / assessments in math and reading

Category: Continuous Improvement

Research Cited:

Activity - Content Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will meet in PLC's periodically to discuss K-Prep Scores, Instructional Strategies, Student Progress, and other areas of concern.	Academic Support Program	08/08/2014	05/08/2015	\$0 - No Funding Required	Principal, K-8th teachers

## Goal 2:

Next Generation Professionals - Teacher Goal: Increase the percentage of effective Teachers from \_\_\_\_% in 2015 to \_\_\_\_% in 2020.

## Measurable Objective 1:

collaborate to to increase the percentage of effective teachers by 05/08/2015 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015.

## Strategy1:

Professional Growth and Effectiveness System - Pilot Implementation Plan for statewide teacher and principal effectiveness

Category:

Research Cited:

Activity - Professional Growth Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set professional growth goals based on principal observations, self-reflection and student need.	Professional Learning	10/30/2013	05/08/2015	\$0 - No Funding Required	Principal and Teachers

Activity - PGES components and expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure all leadership and teachers are knowledgeable of TPGES components and expectations through professional development offered by central office annually.	Professional Learning	05/15/2013	05/08/2015	\$0 - No Funding Required	Principal and Teacher Leaders

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will participate in the Book Study, A Framework for Understanding Poverty by Ruby Payne, to develop and utilize strategies of how to motivate students of poverty.	Professional Learning	08/01/2014	05/08/2015	\$500 - General Fund	All Teachers and Administrators



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Activity - PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Professional Growth Plan based on self-reflection, TELL survey, and student growth needs using 2013-14 goals and beyond.	Professional Learning	09/13/2013	05/09/2014	\$0 - No Funding Required	Principal

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS, PD360, Kentucky Framework for Teaching, administrator observations, and self-reflection to comply with standards set forth by TPGES.	Professional Learning	05/20/2013	08/05/2015	\$0 - No Funding Required	Teachers

Activity - KAGAN Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five day training on team building and class building strategies to bring all teachers / learners to a 21st Century Classroom. (2 teachers will attend and train the remaining staff)	Professional Learning	10/01/2014	05/08/2015	\$500 - Grant Funds	Teachers

### Goal 3:

2015-16 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

### Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on elementary and middle school math/reading) by 05/10/2016 as measured by increasing the non-duplicated GAP Group Actual Scores from 33.6% to the set 2015-16 Delivery Target of 47.8% in Elementary, and Actual Scores from 37.7% to the set 2015-16 Delivery Target of 47.9% in the Middle School("14" DT Rpt Cd Delry Tgts-Prof/Gap)..

### Strategy1:

Collaboration - According to the TELL Survey, teachers do not have time to collaborate or work in PLC's to develop / align curriculum and instructional practices

Category: Continuous Improvement

Research Cited:

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have bi-monthly meetings after school to collaborate or work in PLC's to develop / align curriculum and instructional practices	Academic Support Program	02/05/2013	05/10/2016	\$0 - No Funding Required	Teachers, Administration

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

**Goal 1:**  
 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017

**Measurable Objective 1:**  
 demonstrate a proficiency by increasing the averaged combined reading and math percent Proficient/Distinguished K-PREP scores for Cumberland elementary/middle school from an averaged Combined ES/MS Actual Score of 40.75% to an averaged Combined ES/MS Delivery Target of 53.6% by 05/08/2013 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from 2013-2014 District Report Card: Delivery Targets>Proficiency/Gap)..

**Strategy1:**  
 Progress Monitoring - Teachers will analyze K-PREP Test data in order to provide differentiated instruction / assessments in math and reading  
 Category: Continuous Improvement  
 Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Universal screener (Fall, Winter, and Spring)data for reading and math. Analysis of data for identification of students in Tier I, Tier II, and Tier III intervention. Provide intervention based on student individual needs.	Academic Support Program	08/20/2012	05/09/2014	\$0 - Title I Schoolwide	Intervention teachers, classroom teachers, special education teachers, and administration

Activity - Content Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will meet in PLC's periodically to discuss K-Prep Scores, Instructional Strategies, Student Progress, and other areas of concern.	Academic Support Program	08/08/2014	05/08/2015	\$0 - No Funding Required	Principal, K-8th teachers

**Strategy2:**  
 Best Practice - Monitor lesson plans/instruction to ensure alignment of Kentucky Common Core Standards and fidelity.  
 Category: Continuous Improvement  
 Research Cited:

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Activity - Science / Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CES 3-8th grade Science and Social Studies will continue to collaborate with other Science and Social Studies Staff in District through Peer Review to improve instruction / assessment.	Academic Support Program	08/01/2014	05/08/2015	\$500 - General Fund	3-8th grade Science / Social Studies Teachers

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Writing Specialist will collaborate with CES language arts/writing teachers to monitor and support writing instruction and assessment. All teachers K-8 will maintain documentation of writing instruction / assessments through Writing Program Review.	Direct Instruction	08/08/2014	05/08/2015	\$0 - No Funding Required	Gina Stewart (District Writing Specialist), K-8th grade Language Arts Teachers

Activity - Instruction monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will review lesson plans and monitor instruction through walk-thru observations to ensure instruction/assessment is rigorous, research based and aligned with Kentucky Core Academic Standards.	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	Administration

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop/utilize rigorous Summative and Formative Assessments that correlate with K-Prep questions.	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	Administration and Classroom Teachers

Activity - Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Mentoring Minds: Motivation Math and Reading Resource and MDC and LDC modules.	Academic Support Program	08/01/2014	05/08/2015	\$500 - General Fund	3rd - 6th grade math and language arts teachers

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate test taking strategies in their instruction and students will take Harlan County Benchmark Assessments (every 9 weeks)scrimmage tests to prepare for K-PREP.	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	K-8th grade Teachers

Activity - Content Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes are departmentalized and class time increased per subject for more intense focus	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	3-8th grade Teachers, Administration

### Strategy3:

Technology - Enhance instruction

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Category:

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the ARI (Appalachian Renaissance Initiative) grant our school has a Next Generation Classroom complete with a MondoPad, Learning Pads, and LYNC capabilities to enhance instruction	Technology	08/01/2014	05/08/2015	\$0 - No Funding Required	ARI Teacher

Activity - Smart Response System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the Smart Response System with SmartBoards to provide immediate feedback necessary to close reading and mathematics achievement gaps.	Academic Support Program	08/06/2014	05/08/2015	\$0 - No Funding Required	Content Teachers

Activity - Educational Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement (Study Island, Moby Max, Stride Academy).	Academic Support Program	08/08/2014	05/08/2015	\$10000 - General Fund	Intermediate and Middle School Teachers

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

## Goal 1:

2015-16 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

## Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on elementary and middle school math/reading) by 05/10/2016 as measured by increasing the non-duplicated GAP Group Actual Scores from 33.6% to the set 2015-16 Delivery Target of 47.8% in Elementary, and Actual Scores from 37.7% to the set 2015-16 Delivery Target of 47.9% in the Middle School("14" DT Rpt Cd Delry Tgts-Prof/Gap)..

## Strategy1:

Kindergarten Readiness - Screen students for kindergarten readiness

Category:

Research Cited:

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Cumberland Elementary School

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be evaluated with the Brigance Screener for kindergarten readiness.	Academic Support Program	08/14/2015	09/30/2015	\$500 - Title I Schoolwide	Kindergarten Teachers

## Narrative:

Brigance Assessment

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

## Goal 1:

2015-16 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

## Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on elementary and middle school math/reading) by 05/10/2016 as measured by increasing the non-duplicated GAP Group Actual Scores from 33.6% to the set 2015-16 Delivery Target of 47.8% in Elementary, and Actual Scores from 37.7% to the set 2015-16 Delivery Target of 47.9% in the Middle School("14" DT Rpt Cd Delry Tgts-Prof/Gap)..

## Strategy1:

Kindergarten Readiness - Screen students for kindergarten readiness

Category:

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be evaluated with the Brigance Screener for kindergarten readiness.	Academic Support Program	08/14/2015	09/30/2015	\$500 - Title I Schoolwide	Kindergarten Teachers

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

## Goal 1:

2015-16 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

## Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

on elementary and middle school math/reading) by 05/10/2016 as measured by increasing the non-duplicated GAP Group Actual Scores from 33.6% to the set 2015-16 Delivery Target of 47.8% in Elementary, and Actual Scores from 37.7% to the set 2015-16 Delivery Target of 47.9% in the Middle School("14" DT Rpt Cd Delry Tgts-Prof/Gap)..

## Strategy1:

Collaboration - According to the TELL Survey, teachers do not have time to collaborate or work in PLC's to develop / align curriculum and instructional practices

Category: Continuous Improvement

Research Cited:

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have bi-monthly meetings after school to collaborate or work in PLC's to develop / align curriculum and instructional practices	Academic Support Program	02/05/2013	05/10/2016	\$0 - No Funding Required	Teachers, Administration

Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC will provide enrichment activities and programs throughout the year, as well as parent involvement with providing necessary resources to promote successful students . (Back to School Blowout of school supplies, Backpack Program - healthy snacks for the weekend, Grandparent's Dinner, Empty Stocking Fund Assistance, Arts & Humanities Programs, Practical Living Programs, etc.)	Community Engagement	08/06/2014	05/10/2016	\$77701 - FRYSC	FRYSC Coordinator and Assistant

## Strategy2:

RTI - Response to Intervention (Rti) process made more manageable with redefining the process with Reading and Math Intervention.

Category: Other - RTI

Research Cited: As suggested and mandated by KDE. Other websites/programs referenced for instructional materials: National Center for Rtl, Intervention Central, National Reading Panel, www.rti4success.org, What Works Clearinghouse, Kids College etc.

Activity - Math Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data, and teacher input approximately 20% of the students performing below their peers will be participating in a frameworked 3-tier Rti/KSI process consisting of research-based K-3 early literacy strategies and instruction which will be under refinement in the District 9 schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/10/2016	\$0 - No Funding Required	Elementary and middle school teachers, school-based Rtl teams (including building principal) and District Rtl coordinator

**KDE Comprehensive School Improvement Plan**

Cumberland Elementary School

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS staff will provide interventions through Daytime Waiver.	Academic Support Program	08/06/2014	05/10/2016	\$14063 - State Funds	ESS Coordinator, ESS teachers

Activity - At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and utilize intervention strategies that are research based and matched to individual student needs to provide intervention for at-risk Kindergarten through 3rd grade students in mathematics and reading.	Academic Support Program	08/08/2014	05/10/2016	\$90000 - Grant Funds	Math Achievement Fund Teacher and Read to Achieve Teacher

Activity - AmeriCorp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AmeriCorp personnel will provide grades 3-5th with additional math intervention. They will also create and maintain Unit Club (drug awareness) with middle school students.	Academic Support Program	09/01/2014	05/10/2016	\$5500 - General Fund	AmeriCorp Personnel

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

2014 College Career Readiness Goal: Increase the percentage of students who are college- and career- ready from 24% to 68% by 2015

**Measurable Objective 1:**

collaborate to ensure that at least 61.5% of the Cumberland Elementary School's 8th grade students are college/career ready (as compared to the Actual Score of 53.8% on the 2013-2014 School Report Card re: Delivery Targets>CCR Targets) by 05/08/2014 as measured by the 2014-2015 CCR Delivery Target (re: District Report Card>Delivery Targets>CCR)..

**Strategy1:**

College and Career Advising - Kentucky Individual Learning Plan (ILP) will be utilized to ensure that classroom structures support differentiated approaches to reaching student goals for college and career pathways.

Category:

Research Cited:

Activity - Individual Learning Plans(ILP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators (along with counselor and middle school teachers) set clear, measurable, expectations for the ILP advising program. Clear expectations are also established for ILP usage, beyond basic compliance.	Career Preparation/ Orientation	09/02/2013	05/09/2014	\$0 - No Funding Required	Middle school staff and school counselor

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

Activity - College/Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a college day where all students wear college shirts and a career day where all students dress in a career related to their ILP career choice.	Career Preparation/Orientation	09/02/2013	05/09/2014	\$0 - No Funding Required	Administration, FRYSC, and Staff

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will attend a Reality Store at the high school sponsored by 4-H Harlan County Extension Agency.	Career Preparation/Orientation	10/22/2013	11/01/2013	\$0 - No Funding Required	Middle School Teachers and Principal

## Strategy2:

Targeted Intervention - College and Career Readiness

Category: Continuous Improvement

Research Cited:

Activity - 21st Century After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st Century After School Program assists at-risk students with academic support, physical well-being, social interaction, emotional and well-being support, as well as STEM activities that encourage college and career awareness.	Academic Support Program	08/09/2013	06/30/2014	\$75000 - Grant Funds	Jessica Fields, 21st Century coordinator, and Darlene Larkey, central office district personnel

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School utilizes school diagnostic assessment to target specific areas of need for student intervention	Career Preparation/Orientation	08/09/2013	05/09/2014	\$0 - No Funding Required	Guidance Counselor and Intervention/ Content Teachers

## Goal 2:

K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017

### Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math percent Proficient/Distinguished K-PREP scores for Cumberland elementary/middle school from an averaged Combined ES/MS Actual Score of 40.75% to an averaged Combined ES/MS Delivery Target of 53.6% by 05/08/2013 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from 2013-2014 District Report Card: Delivery Targets>Proficiency/Gap)..

## Strategy1:

Technology - Enhance instruction



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Cumberland Elementary School

Category:

Research Cited:

Activity - Educational Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement (Study Island, Moby Max, Stride Academy).	Academic Support Program	08/08/2014	05/08/2015	\$10000 - General Fund	Intermediate and Middle School Teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the ARI (Appalachian Renaissance Initiative) grant our school has a Next Generation Classroom complete with a MondoPad, Learning Pads, and LYNC capabilities to enhance instruction	Technology	08/01/2014	05/08/2015	\$0 - No Funding Required	ARI Teacher

Activity - Smart Response System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the Smart Response System with SmartBoards to provide immediate feedback necessary to close reading and mathematics achievement gaps.	Academic Support Program	08/06/2014	05/08/2015	\$0 - No Funding Required	Content Teachers

## Strategy2:

Progress Monitoring - Teachers will analyze K-PREP Test data in order to provide differentiated instruction / assessments in math and reading

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Universal screener (Fall, Winter, and Spring) data for reading and math. Analysis of data for identification of students in Tier I, Tier II, and Tier III intervention. Provide intervention based on student individual needs.	Academic Support Program	08/20/2012	05/09/2014	\$0 - Title I Schoolwide	Intervention teachers, classroom teachers, special education teachers, and administration

## Strategy3:

Best Practice - Monitor lesson plans/instruction to ensure alignment of Kentucky Common Core Standards and fidelity.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate test taking strategies in their instruction and students will take Harlan County Benchmark Assessments (every 9 weeks)scrimmage tests to prepare for K-PREP.	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	K-8th grade Teachers

Activity - Science / Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CES 3-8th grade Science and Social Studies will continue to collaborate with other Science and Social Studies Staff in District through Peer Review to improve instruction / assessment.	Academic Support Program	08/01/2014	05/08/2015	\$500 - General Fund	3-8th grade Science / Social Studies Teachers

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Writing Specialist will collaborate with CES language arts/writing teachers to monitor and support writing instruction and assessment. All teachers K-8 will maintain documentation of writing instruction / assessments through Writing Program Review.	Direct Instruction	08/08/2014	05/08/2015	\$0 - No Funding Required	Gina Stewart (District Writing Specialist), K-8th grade Language Arts Teachers

Activity - Instruction monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will review lesson plans and monitor instruction through walk-thru observations to ensure instruction/assessment is rigorous, research based and aligned with Kentucky Core Academic Standards.	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	Administration

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop/utilize rigorous Summative and Formative Assessments that correlate with K-Prep questions.	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	Administration and Classroom Teachers

Activity - Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Mentoring Minds: Motivation Math and Reading Resource and MDC and LDC modules.	Academic Support Program	08/01/2014	05/08/2015	\$500 - General Fund	3rd - 6th grade math and language arts teachers

Activity - Content Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes are departmentalized and class time increased per subject for more intense focus	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	3-8th grade Teachers, Administration

**Goal 3:**  
 Next Generation Professionals - Teacher Goal: Increase the percentage of effective Teachers from \_\_\_\_% in 2015 to \_\_\_\_% in 2020.

**Measurable Objective 1:**

collaborate to to increase the percentage of effective teachers by 05/08/2015 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015.

**Strategy1:**

Professional Growth and Effectiveness System - Pilot Implementation Plan for statewide teacher and principal effectiveness

Category:

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will participate in the Book Study, A Framework for Understanding Poverty by Ruby Payne, to develop and utilize strategies of how to motivate students of poverty.	Professional Learning	08/01/2014	05/08/2015	\$500 - General Fund	All Teachers and Administrators

Activity - KAGAN Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five day training on team building and class building strategies to bring all teachers / learners to a 21st Century Classroom. (2 teachers will attend and train the remaining staff)	Professional Learning	10/01/2014	05/08/2015	\$500 - Grant Funds	Teachers

**Goal 4:**

2015-16 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

**Measurable Objective 1:**

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on elementary and middle school math/reading) by 05/10/2016 as measured by increasing the non-duplicated GAP Group Actual Scores from 33.6% to the set 2015-16 Delivery Target of 47.8% in Elementary, and Actual Scores from 37.7% to the set 2015-16 Delivery Target of 47.9% in the Middle School("14" DT Rpt Cd Delry Tgts-Prof/Gap)..

**Strategy1:**

RTI - Response to Intervention (Rti) process made more manageable with redefining the process with Reading and Math Intervention.

Category: Other - RTI

Research Cited: As suggested and mandated by KDE. Other websites/programs referenced for instructional materials: National Center for Rtl, Intervention Central, National Reading Panel, www.rti4success.org, What Works Clearinghouse, Kids College etc.

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Cumberland Elementary School

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS staff will provide interventions through Daytime Waiver.	Academic Support Program	08/06/2014	05/10/2016	\$14063 - State Funds	ESS Coordinator, ESS teachers

Activity - Math Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data, and teacher input approximately 20% of the students performing below their peers will be participating in a frameworked 3-tier Rti/KSI process consisting of research-based K-3 early literacy strategies and instruction which will be under refinement in the District 9 schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/10/2016	\$0 - No Funding Required	Elementary and middle school teachers, school-based Rtl teams (including building principal) and District Rtl coordinator

Activity - GEAR UP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP Academic Specialists assigned to school to assist with mathematics and reading. Some of the activities include career awareness activities and collaboration for academic support/assistance.	Academic Support Program Tutoring Career Preparation/Orientation	08/05/2015	05/10/2016	\$50000 - Grant Funds	Julie Roberts and Principal

Activity - AmeriCorp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AmeriCorp personnel will provide grades 3-5th with additional math intervention. They will also create and maintain Unit Club (drug awareness) with middle school students.	Academic Support Program	09/01/2014	05/10/2016	\$5500 - General Fund	AmeriCorp Personnel

Activity - GEAR UP After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students struggling in both and/or either math or reading will receive tutoring after school to assist with academic performance in these areas.	Tutoring	08/31/2015	05/10/2016	\$10000 - Grant Funds	Julie Roberts and Principal

Activity - At Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and utilize intervention strategies that are research based and matched to individual student needs to provide intervention for at-risk Kindergarten through 3rd grade students in mathematics and reading.	Academic Support Program	08/08/2014	05/10/2016	\$90000 - Grant Funds	Math Achievement Fund Teacher and Read to Achieve Teacher

## Strategy2:

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

STEM Engagement - STEM activities that are engaging and interest building to enhance the math and science classrooms.

Category: Integrated Methods for Learning

Research Cited: STEM, Bill Gates Corp.

Activity - Rendezvous with a Comet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in STEM activities at the Challenger Learning Center in Hazard, KY with a space mission "Rendezvous with a Comet".	Academic Support Program	10/26/2015	05/10/2016	\$800 - Grant Funds	Tammy Stewart and Minnie Bailey

Activity - FLL Robotics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First Lego League Robotics	Technology Academic Support Program	10/26/2015	05/10/2016	\$1000 - Grant Funds	Minnie Bailey and Tammy Stewart

**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:

2014 College Career Readiness Goal: Increase the percentage of students who are college- and career- ready from 24% to 68% by 2015

## Measurable Objective 1:

collaborate to ensure that at least 61.5% of the Cumberland Elementary School's 8th grade students are college/career ready (as compared to the Actual Score of 53.8% on the 2013-2014 School Report Card re: Delivery Targets>CCR Targets) by 05/08/2014 as measured by the 2014-2015 CCR Delivery Target (re: District Report Card>Delivery Targets>CCR)..

## Strategy1:

Targeted Intervention - College and Career Readiness

Category: Continuous Improvement

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School utilizes school diagnostic assessment to target specific areas of need for student intervention	Career Preparation/ Orientation	08/09/2013	05/09/2014	\$0 - No Funding Required	Guidance Counselor and Intervention/ Content Teachers

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

## Strategy2:

College and Career Readiness - Increase the number of students who are College and Career Ready

Category:

Research Cited:

Activity - Life Skills-Budgeting and Finance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In connection with Life Skills - Budgeting and Finance Unit and the Guidance Leadership Plan, Ms. Karla Sherman from local bank will provide a lesson on budgeting money and importance of savings accounts.	Community Engagement	01/15/2014	05/08/2015	\$0 - No Funding Required	Middle School Math teacher and Principal

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th-8th grade students will work on ILP throughout the year to full implementation	Academic Support Program	09/09/2015	05/10/2016	\$0 - No Funding Required	6-8th Teachers, Counselor

Activity - Guidance and Leadership Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance and Leadership Team Training to develop a plan to incorporate activities and procedures for student college and career readiness.	Academic Support Program	08/28/2013	05/08/2015	\$200 - Grant Funds	Guidance and Leadership Team and Principal

Activity - Scrimmage Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Students will take Scrimmage tests to prepare for EXPLORE test	Academic Support Program	08/12/2013	05/08/2015	\$0 - No Funding Required	Teachers, Administration

Activity - Gear Up Academic Specialist Interventionist Position	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear Up grant will provide funds to hire 8 Gear Up Academic Specialist Interventionists which will work with all elementary schools within the district to coordinate with high school and Berea College to enhance the college career awareness of the students along with the academic content support of students.	Career Preparation/Orientation	01/05/2015	05/07/2021	\$66000 - District Funding	Gear Up Academic Specialist/Interventionist

Activity - STEM activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM (Science, Technology, Engineering, and Mathematics) Activities embedded within the 21st Century After School Program for enrichment with students.	Academic Support Program	08/08/2014	05/08/2015	\$75000 - Grant Funds	Principal, 21st Century Coordinator

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

## Strategy3:

College and Career Advising - Kentucky Individual Learning Plan (ILP) will be utilized to ensure that classroom structures support differentiated approaches to reaching student goals for college and career pathways.

Category:

Research Cited:

Activity - College/Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a college day where all students wear college shirts and a career day where all students dress in a career related to their ILP career choice.	Career Preparation/Orientation	09/02/2013	05/09/2014	\$0 - No Funding Required	Administration, FRYSC, and Staff

Activity - Individual Learning Plans(ILP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators (along with counselor and middle school teachers) set clear, measurable, expectations for the ILP advising program. Clear expectations are also established for ILP usage, beyond basic compliance.	Career Preparation/Orientation	09/02/2013	05/09/2014	\$0 - No Funding Required	Middle school staff and school counselor

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will attend a Reality Store at the high school sponsored by 4-H Harlan County Extension Agency.	Career Preparation/Orientation	10/22/2013	11/01/2013	\$0 - No Funding Required	Middle School Teachers and Principal

## Goal 2:

2015-16 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

## Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on elementary and middle school math/reading) by 05/10/2016 as measured by increasing the non-duplicated GAP Group Actual Scores from 33.6% to the set 2015-16 Delivery Target of 47.8% in Elementary, and Actual Scores from 37.7% to the set 2015-16 Delivery Target of 47.9% in the Middle School("14" DT Rpt Cd Delry Tgts-Prof/Gap)..

## Strategy1:

RTI - Response to Intervention (Rti) process made more manageable with redefining the process with Reading and Math Intervention.

Category: Other - RTI

Research Cited: As suggested and mandated by KDE. Other websites/programs referenced for instructional materials: National Center for Rtl, Intervention Central, National Reading Panel, [www.rti4success.org](http://www.rti4success.org), What Works Clearinghouse, Kids College etc.

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

Activity - GEAR UP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP Academic Specialists assigned to school to assist with mathematics and reading. Some of the activities include career awareness activities and collaboration for academic support/assistance.	Tutoring Career Preparation/ Orientation Academic Support Program	08/05/2015	05/10/2016	\$50000 - Grant Funds	Julie Roberts and Principal

Activity - GEAR UP After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students struggling in both and/or either math or reading will receive tutoring after school to assist with academic performance in these areas.	Tutoring	08/31/2015	05/10/2016	\$10000 - Grant Funds	Julie Roberts and Principal

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

### Goal 1:

K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017

### Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math percent Proficient/Distinguished K-PREP scores for Cumberland elementary/middle school from an averaged Combined ES/MS Actual Score of 40.75% to an averaged Combined ES/MS Delivery Target of 53.6% by 05/08/2013 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from 2013-2014 District Report Card: Delivery Targets>Proficiency/Gap)..

### Strategy1:

Best Practice - Monitor lesson plans/instruction to ensure alignment of Kentucky Common Core Standards and fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Writing Specialist will collaborate with CES language arts/writing teachers to monitor and support writing instruction and assessment. All teachers K-8 will maintain documentation of writing instruction / assessments through Writing Program Review.	Direct Instruction	08/08/2014	05/08/2015	\$0 - No Funding Required	Gina Stewart (District Writing Specialist), K-8th grade Language Arts Teachers



# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

Activity - Content Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes are departmentalized and class time increased per subject for more intense focus	Academic Support Program	08/01/2014	05/08/2015	\$0 - No Funding Required	3-8th grade Teachers, Administration

## Strategy2:

Technology - Enhance instruction

Category:

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the ARI (Appalachian Renaissance Initiative) grant our school has a Next Generation Classroom complete with a MondoPad, Learning Pads, and LYNC capabilities to enhance instruction	Technology	08/01/2014	05/08/2015	\$0 - No Funding Required	ARI Teacher

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

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	District representative conducted a meeting at CES to review and disaggregate K-PREP test data. Administration and teachers further analyzed the data to identify the strengths and weaknesses that need to be addressed throughout the school year to move students from novice/apprentice to proficient.	

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	In the spring, DIAL-R screeners are given to incoming kindergarten students to determine student's strengths and weaknesses. Preschool also brings students to the school for a tour and to meet K teachers to help with the transition process. After beginning kindergarten, all students are tested with the Brigance screener to determine specific academic needs.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Teachers use a variety of student-centered, researched-based instructional strategies to support student achievement. All Tier II and Tier III students have and individualized Rtl plan to ensure they received varied rigorous interventions. Progress monitoring is done throughout the Rtl process.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All CES teachers are highly qualified in the area they teach.	

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

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

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	Open house welcoming parents is held at the beginning of the year. Title I PAC meeting is held annually to discuss / develop Parent Compact and Parent Involvement Policy. Parent Involvement is pursued for leadership activities, programs, assemblies, etc. throughout the year. Parent-teacher conferences are held twice a year.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Our school improvement Plan is based on assessment information in relation to the state content and student performance standards. The SIP consists of strategies and activities to provide opportunities for students to perform at a proficient level. It is based on improving student achievement while strengthening the core academic program.	

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	Professional development activities are aligned to the standards and address areas for Teachers' individual Professional Growth Plans.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	K-PREP data analysis meetings and Program Review rubrics assist CES in evaluating the plan and making changes as needed.	

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		

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	All Tier II and Tier III students have and individualized RtI plan to ensure they received varied rigorous interventions. Teachers use a variety of student-centered, researched-based instructional strategies (integration of technology, small group / one-on-one, cooperative learning, hands-on activities, problem solving, etc.) to support student achievement.	

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	Read to Achieve / Reading Recovery intervention Math Achievement / Math Recovery intervention ESS After School Tutoring	

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	Americorp Tutor Gear Up Tutor	

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

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	CSIP activities	

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	All paraprofessionals must meet requirements of Highly Qualified under the ESEA to work in assistance programs.	

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

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	Documented in financial records.	

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	Documented in teachers' professional growth plans and professional development logs.	

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	CSIP is available on district / school website and available for all stakeholders to examine within the school.	

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	Currently all of our teachers are highly qualified in the areas they teach.	

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	Documented in CSIP	

**KDE Comprehensive School Improvement Plan**

Cumberland Elementary School

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

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

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

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

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

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

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



# **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?**

Teachers / Parents

Administration

SBDM members

Title I PAC

Parent Surveys

TELL Survey

## Relationship Building

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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: 3.0

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

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

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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.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 2.86

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

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

# KDE Comprehensive School Improvement Plan

Cumberland Elementary School

	<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

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	Statement or Question	Response	Rating
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

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

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

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

## Learning Opportunities

Overall Rating: 2.67

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

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

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

## Community Partnerships

Overall Rating: 3.17

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

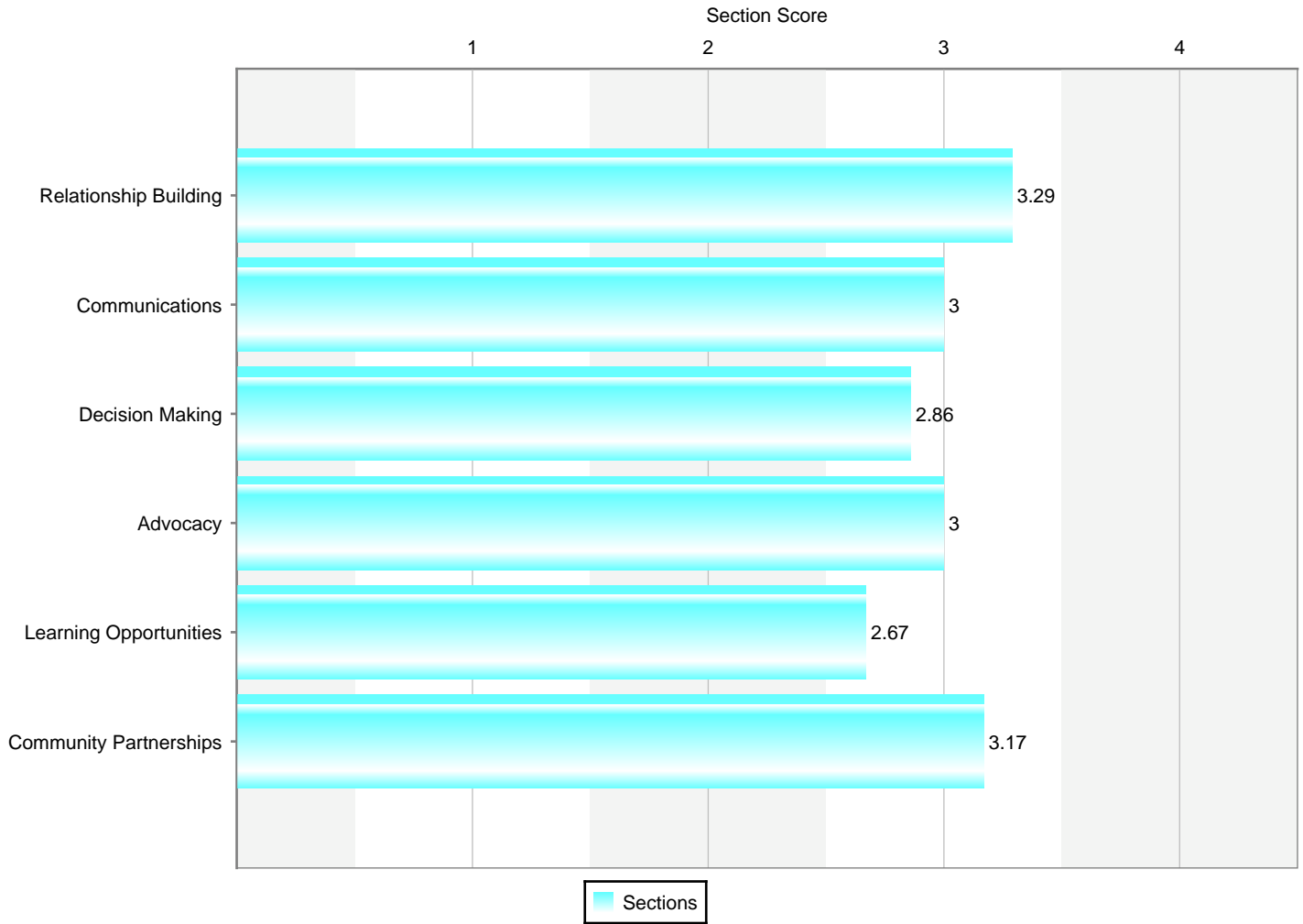
## **Reflection**

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

Our area of strength is relationship building! Our parents report that the school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. The school staff implements systematic steps to welcome the parents of new and ESL students using home visits, personal calls or letters, open houses and/or other methods. The school staff involves parents in personal communication about their students' progress at least once a month. The student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families. Parent portal on infinite campus allows parents continuous communication with student progress. Feedback is encouraged and welcomed along with engagement activities for parents/students. The area of need of improvement is in decision making! Decision making is our lowest area. The parents elected to serve on school council and some of the other parents who serve on SBDM committees are required to attend the 3-6 hour training offered by the school and/or the district. However, more parent involvement in the professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees is needed. We need to provide additional professional training opportunities beyond what is offered with being elected to school council.

## 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.**

Our staff meets regularly after school weekly in whole group meetings or grade level PLC's. During these meetings all staff/stakeholders were involved in the analysis and disaggregation of K-PREP, Explore, TELL survey, and Program Review data. After data was analyzed together as a whole, smaller grade level groups (PLC) met to further plan strategies / activities for improvement. Through this collaboration the CSIP was developed.

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

Stakeholders included teachers, instructional assistants, and parents that are involved in the committees. Each committee and /or PLC has a leader and data collector, with all other members contributing equally.

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

Electronic access to the final Improvement Plan is provided to all stakeholders. A paper copy is also kept on hand in the front office. Strategies and activities are reviewed and discussed during weekly staff / PLC meetings periodically.



# **School Safety Report**

## **Introduction**

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

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does the public school building have an Emergency Management Plan (EMP)?	Yes	CES has a plan and it is updated yearly.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	Yes	The SBDM adopted a policy and updates the plan annually. October 15, 2015.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	The SBDM adopted a policy and updates the plan annually. October 15, 2015.	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	CES reviews the plan at the beginning of each year (August), updates the plan, and SBDM approves it annually. October 15, 2015.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Opening Day - August 4, 2015 and after the final approval by SBDM - October 16, 2015.	

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

**KDE Comprehensive School Improvement Plan**

Cumberland Elementary School

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2015	

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

Label	Assurance	Response	Comment	Attachment
11.	Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e, controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Cameras are present throughout the school inside / outside. Exterior doors are locked at all times. Visitors must buzz the office to be admitted, where they check in electronically and receive a pass to designated areas. Last they must check out at office when they leave,	

Label	Assurance	Response	Comment	Attachment
12.	Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All were completed within the first 30 days.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	A schedule is created at the beginning of the school year aligned with regulations. Drills are conducted each month throughout the year.	

# **Equitable Access Diagnostic**

## **Introduction**

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

## Needs Assessment

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

### What are the barriers identified?

According to the 2015 TELL Survey data, the following items were noted:

#### Time

- 66.7% of teachers feel that teachers have time available to collaborate with colleagues.
- 76.2% of teachers feel that efforts are made to minimize the amount of routine paperwork teachers are required to do.

#### Community Support and Involvement

- 78% of teachers feel that parents/guardians support teachers, contributing to their success with students.

#### Managing Student Conduct

- 78% of teachers feel that students at this school follow rules of conduct.

#### Teacher Leadership

- 59.5% of teachers feel that they have an appropriate level of influence on decision making in this school.

### What sources of data were used to determine the barriers?

TELL Survey 2015

KTIP data

PGES data

### What are the root causes of those identified barriers?

#### Time

There is not enough time in the day or opportunities to have common planning time for teachers due to size of school and staffing. Data/documentation requirements from the state department and county board add to a teacher's daily duties with students so they have to spend their personal time doing paperwork.

## Community Support and Involvement

Due to an increase in high poverty rates, homeless rates, and a lack of parent involvement at home, there is little support of teachers which could contribute to their success with students.

## Managing Student Conduct

Due to a lack of parent involvement at home/school, some students do not follow rules of conduct at school.

## Teacher Leadership

Due to the lack of teachers involved in leadership activities, some teachers feel that they do not have an appropriate level of influence on decision making in this school.

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

Overall the data is very positive. Teachers develop growth plans and students growth goals that are very beneficial to themselves and their students. Teachers receive ongoing personalized feedback through data gathered from multiple sources to gain an understanding of their current performance. They are able to implement, monitor, and refine their professional growth plan to engage in learning for continuous improvement of practice and student achievement results.



## Equitable Access Strategies

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

CES has a SBDM Policy: All students are identified as high, medium, low, special ed, etc. Students names are randomly drawn from the identified groups to ensure each classroom of students are similar in demographics. Teachers are assigned instructional duties according to their expertise. All of our teachers are considered highly qualified in their individual fields of study.

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

Students names are randomly drawn from identified groups to ensure each group of students are similar in demographics. Teachers are assigned instructional duties according to their expertise. All of our teachers are considered highly qualified in their individual fields of study.

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

Student data is analyzed for strengths and weaknesses. Teachers are assigned instructional duties according to their expertise. The school hosts and monitors new teachers completing student teaching, internships, substituting, etc. When recruitment of staff is necessary the positions are advertised in search of available applicants. Knowledge of qualified applicants within in district or outside district is requested from current staff, community, and other districts. Applicants are interviewed and references checked. Once hiring takes place support is immediately provided through professional development and mentoring.

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

When a vacancy or opening occurs at our school, procedures are followed as well as advertisements online, newspapers, and hard copies are made. Local colleges are notified in the search of appropriate applicants for the positions available.

We use PGES (measures of teacher professional practice and student growth) to differentiate among different levels of educator effectiveness. Because Kentucky has a three-year summative cycle, not all teachers will have PGES effectiveness ratings until the end of the 2016-17 school year. Until that time, we will use ongoing observations and three of the five identified measures to determine equitable access to effective educators.

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

Through the KTIP process new teachers receive intense training and support. After finishing the KTIP process, teachers then are evaluated twice yearly with summative observations as well as monthly formative walk-thru observations to ensure quality instruction is taking place. Resources and technology are utilized to enhance the classroom instruction. On-going professional development and training occurs with new and experienced teachers. The PGES management system promotes mentors for teachers, a collaborative culture through effective leadership, providing leadership opportunities to promote personal and professional growth, and on-going monitoring and support for success.

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

Each of the new teachers are assigned content specific mentors at their grade level or comparably matched within the discipline of study. The KTIP process matches an experienced resource teacher to the new employee which provides guidance and leadership mentoring throughout the first year. All of our teachers are considered highly qualified; therefore, no problems exist with out-of-field teachers. The district provides all new or new to the district employees a professional development at the start of the school year explaining procedures, evaluations, code of conduct, etc.

This is especially true for the mentoring and induction of inexperienced teachers. Stakeholders suggest that monthly support is needed for new teachers, mentors, and coaches. They advise that new hires should not be left alone without support. Rather, they should be paired with a veteran teacher, mentor or coach to work with daily. TELL Survey data suggest that eighty-one percent of teachers report having a mentor; however, it is not clear if this includes first year teachers that have mentors assigned through the KTIP process. Stakeholders agree that new teachers need coaching/mentoring in the classroom in real time until they are tenured, and mentors need to be compensated, which is expensive. New teachers need job-embedded professional learning targeting classroom management, best practices, and the new professional growth and effectiveness system. Additional mentoring and induction beyond the first year is necessary to support teachers, as well. Stakeholders suggest utilizing National Board Certified Teachers as mentors for teachers and continuing teacher networks that are providing content and pedagogical support for teachers as they implement college and career readiness standards. Districts face the challenges of designing comprehensive induction and mentoring systems within the context of their professional learning systems so that teachers and principals have access to on-going, job-embedded experiences such as action research, case discussions, coaching, mentoring, critical friends groups, data teams/assessment development, examination of student work/tuning protocol, implementation of individual professional growth plans, lesson study, portfolios, professional learning communities and study groups.

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

Within the PGES teachers complete an assessment of effectiveness by rating themselves with the Charlotte Danielson Framework. This assessment is submitted to the principal noting any areas of improvement. Discussion of results discussed with possible ways to improve and then with working with the principal, a Professional Growth Plan is created. During the school year, observations either formative or summative will take notes of areas previously noted with additional suggestions for improvement or clarification of problem areas.

In completing their self-reflection in CIITS, teachers rate their effectiveness themselves and identify areas of need for growth. They develop a plan of action that will help them to grow and be more successful.

In completing observations (Formative & Summative) on teachers and classified workers, principals rate personnel on their effectiveness.

They inform them on areas of need that they need to grow in and together they develop their professional growth plan with recommendations on activities, professional development, resources that will help them to progress on the rating scale to Accomplished or Exemplary. The growth plan is revisited at the end of the year and the teacher and principal decide if growth has been accomplished and if the same goals need to be continued or if new growth goals need to be developed.

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

Principals are given a copy of the TELL Survey and the ValEd Surveys. We have to use the data collected from our surveys to write our Local, State, and School Goals. Principal also uses the data to develop his/her growth goals. The areas of for improvement are discussed and addressed in staff / PLC meetings.

The local and state goals that are written for the school is driven by our tests scores. Our test data reflects our scores in all content areas and gap data reflects special education scores and free & reduced lunch scores. We have to write goals that can address these low areas. Ex. Training for proctors or teachers on how to offer accommodations/modifications for special education students, training on how to teach to students of poverty, training on instructional strategies for content areas or training on Differentiated Instruction,

## Questions

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

KTIP resource teachers

content mentors

Professional Growth Plan

PPGES / TPGES

District New Teacher Workshop

Opening Day

SBDM policy - Classroom Draw

CIITS self-reflection

Charlotte Danielson's Framework

Staff / PLC meetings