



Comprehensive School Improvement Plan

Christian County Middle School
Christian County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

All school policies and or procedures are aligned with the district & the Kentucky Revised Statutes. The goal of Christian County Public Schools is to ensure highly effective teachers who hold the correct Kentucky certification. The school work with the district to ensure teachers receive adequate professional development & mentoring programs to increase teacher retention.

Christian County Middle School currently has 16.67% of teachers with 1-3 years of experience. The school has 11.9% of teachers completing KTIP during the 2016-17 school year. School administration assigns teacher mentors for new teachers in the district that are not a part of the KTIP process. This practice in many cases is an outgrowth of the PLC process. Teacher support is a main focus of retention strategies. The first step is giving new teachers the tools necessary to be successful on the first day of school. Topics covered are the Professional Growth & Effectiveness System, Positive Behavioral Intervention & Supports, Infinite Campus, CIITS, Technology & Restraint /Seclusion. During the 2016-17 school year an additional day of training will be added. The training will encompass an overview of district instructional practices.

The data shows that lower performing schools have higher teacher turnover rates. A district emphasis will be placed on tracking schools turnover rates with exit interviews to determine why turnover is occurring.

The district utilizes human resource data to analyze the district & school hiring needs. Data regarding teacher performance, working conditions, retention, attrition & student population growth are examples of data that will be utilized. After data has been analyzed a specific recruitment plan that addresses certification needs is developed.

Currently 65.1% of teachers in Christian County have completed advanced degrees. Trend data shows that only 1.97% of teachers have received National Board Certification. This is an area of growth & development that will be addressed in CDIP & in goals & strategies related to the district Strategic Plan.

Of the school's 3 principals/assistant principals, 33.3% have 0-3 years of experience. Principals receive assistance through Administrators Academies, Assistant Principal Academies, & Collaborative Planning sessions.

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

Barriers:

- Teacher preparation to meet diverse learner needs
- Number of first year KTIP teachers
- Teacher retention rates
- Number of highly qualified teacher applicants in critical shortage areas
- Teacher transfers within the district
- Teachers leaving the profession
- Decline in individuals entering the teaching profession

Root Causes:

- Teacher preparation programs
- Number of highly qualified teacher applicants
- Perception of Christian County Public Schools & Christian County Middle School
- The number of highly qualified middle school content area teachers
- The district uses a variety of recruitment strategies at regional, state, & out of state universities. The district has been successful at hiring & retaining elementary teachers. The hiring & retention of secondary teachers is limited due to the lack of highly qualified applicants.
- Quality of highly effective candidates
- Lower performing schools have higher teacher turnover rates

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		2016-17 TELL Survey for Equitable Access

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

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

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OR

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

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

Goal 1:

All students at Christian County Middle School will be taught by highly effective teachers in a school led by highly effective leaders as measured by the Professional Growth and Effectiveness System.

Measurable Objective 1:

demonstrate a proficiency in English Language Arts and Mathematics by 05/30/2014 as measured by the student growth on KPREP scores.

Strategy1:

Professional Learning - Our teachers will be provided with learning opportunities that are embedded in CCMS's PLC structure, with a focus on Domains 2-3.

Category:

Research Cited: CHETL and Charlotte Danielson Model

Activity - Informal Peer observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the CCMS walkthrough instrument focusing on 3C of the Danielson Framework to conduct professional learning visits in teacher classrooms.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	principal, assistant principals, IBC, curriculum coaches, teachers

Activity - Planning for Domain 2-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in PLC's to understand and plan for Domains 2-3 of the Danielson Framework.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	principal, assistant principals, IBC, curriculum coaches, and teachers

Goal 2:

All students in Christian County Middle School will be taught by highly effective teachers in school led by highly effective leaders as measured by the Professional Growth & Effectiveness System

Measurable Objective 1:

100% of All Students will collaborate to implement the PGES by 10/15/2016 as measured by the creation & implementation of a district Certified Evaluation Plan. in English Language Arts by 05/31/2017 as measured by Certified Evaluation Plan (CEP).

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Strategy1:

PGES -Professional Growth & Effectiveness System - District personnel will coach members of the Curriculum Leadership Team (principals & coaches) in effective instructional practices for school level implementation through a Professional Learning Community (PLC) process. An intentional focus will be on Kentucky's adopted version of Charlotte Danielson's Framework for Teaching which will be among the criteria for teacher evaluation. Principals & Assistant Principals will receive training in the framework & how to evaluate & observe using the framework. The District will provide training for principals that will enable them to introduce certified instructional staff to the framework & then deepen that knowledge as teachers migrate to the new system.

Category: Continuous Improvement

Research Cited:

Activity - Quality Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will coach administrators & curriculum leaders in the use of the elements of effective instruction (Danielson's Framework for Teaching) for school implementation in PLC's.	Professional Learning	08/01/2016	05/31/2017	\$0 - District Funding	District personnel

Goal 3:

2016-17 #1- Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high quality, equitable education & are prepared for community & global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships & responsibilities by 06/30/2017 as measured by The District's Strategic Plan.

Strategy1:

Evidence Collection for Program Review - Program Review Committees will meet regularly with the Curriculum Coordinator to gather evidence & discuss progress towards the program review standards using the appropriate rubrics.

Category: Career Readiness Pathways

Research Cited:

Activity - Program Review Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Coordinator & appropriate teachers attend training on Program Review Evidence (Related Arts & Writing)	Professional Learning	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal Related Arts Teachers Writing Teacher

Activity - PLCS-(Practical Living Career Studies)Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Practical Living Committee/Team meets to discuss the program review standards, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	05/31/2017	\$0 - No Funding Required	Practical Living Committee/Team Curriculum Coordinator

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Activity - Related Arts Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related Arts Teachers Collaborate during PLC's to ensure that we are making progress towards proficiency in the program review areas.	Career Preparation/Orientation	11/01/2016	05/31/2017	\$0 - No Funding Required	Related Arts Teachers Curriculum Coordinator Princip

Activity - Literacy Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy team will meet to by 5/30/2017 to discuss program review standards, gather evidence, & score CCMS on the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Writing/Literacy Committee

Activity - Arts & Humanities Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities team will meet to discuss the program review, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal Arts & Humanities Committee/Team

Strategy2:

Retention of Staff - New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.

Category: Human Capital Management

Research Cited:

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal Curriculum Coordinator All teachers

Strategy3:

Improve Working Conditions - CCMS principal is recognizing teachers & staff that have perfect attendance each month.

Category: Human Capital Management

Research Cited:

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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development aimed at providing engaging strategies to teachers is provided during the school day as opposed to after school hours in order to honor teacher's time. Teachers have received learning map, formative, assessment, & brain-friendly strategies training already this year. Additional trainings will include but not be limited to: reading strategies, instructional planning checklist, growth mindset, etc.	Professional Learning	08/01/2016	05/31/2017	\$0 - District Funding	Principal District IBC's Curriculum Coordinator

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month CCMS principal recognizes staff that have had perfect attendance for that month. A sticker is placed on their door for all to see & names are emailed out to entire staff.	Recruitment and Retention	11/01/2016	06/15/2017	\$0 - No Funding Required	CCMS Principal CCMS Secretary

Activity - Departmentalized Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCMS teachers are planning by department this year as opposed to team planning. This does foster vertical planning time. Additionally, teachers have many more opportunities to share strategies that are working for specific content.	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Principal All teachers Curriculum Coordinator

Activity - Golden Trashcan Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCMS Principal is utilizing the "Golden Trashcan" during faculty meetings to recognize teachers who have been willing to try a new strategy. He is asking them to share an idea that they tried that didn't work & share how they make 'tweak' the idea or strategy to use it again.	Recruitment and Retention	11/01/2016	06/30/2017	\$0 - No Funding Required	CCMS Principal All teachers

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?

Administrators--Mr. Kevin Crider, Principal; Ms. Kristen Kellum, Assistant Principal; Mrs. Gwen Chaudoin, Assistant Principal

Counselors--Mrs. Lisa Wadley & Mrs. Nicole Poindexter

Department Heads--Mrs.Lacey Francies, ELA; Mrs.Crystal Longar, Math; Mrs.Cindy Nahlik, Science; Ms. Mary Ryan Roberts, Social Studies; Ms.Sherry Cockrill, Reading; Mrs.Jessica Boyd, Special Ed;

Students--Ashanti Banks, Gage Goebel

FRYSC-Mrs.Karen Kennedy

Interventionist--Mrs. Venita Wright

Community Member-Mr. Mark Goforth

Coach Curriculum Specialist-Mrs. Mari Owens

Relationship Building

Overall Rating: 3.14

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.71

	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 staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

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

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

Advocacy

Overall Rating: 3.17

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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: 2.83

	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 exhibits some student work with scoring guide and proficient level work.	Apprentice

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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: 2.83

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	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.

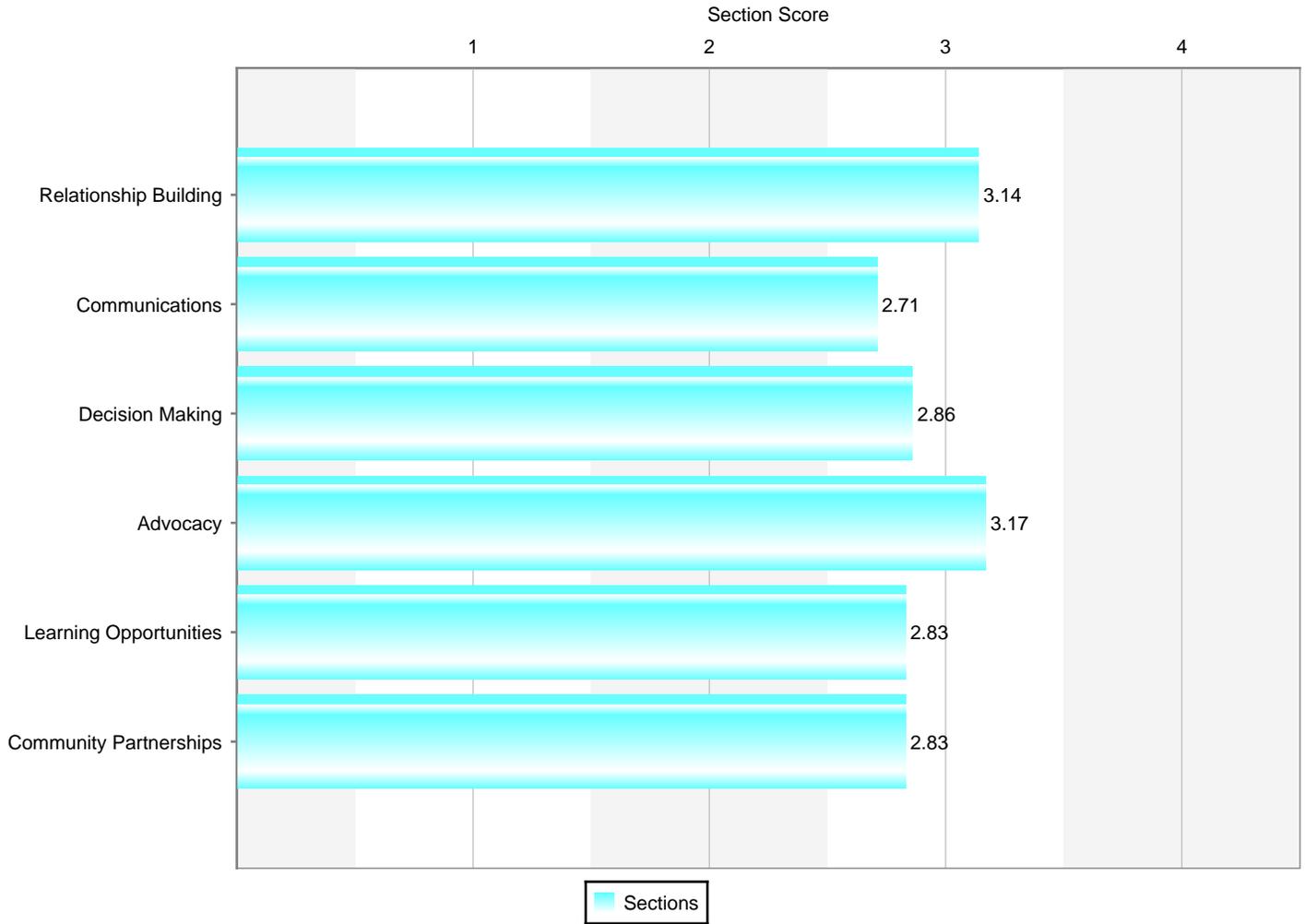
CCMS provides many opportunities for parents to be involved. At the beginning of the school year, many of our teachers made home visits to at-risk students' homes & made positive phone calls home. This was done in an effort to build that partnership with the family. We also offer an Open House at the beginning of the year for all parents & students. As the school year began, CCMS purchased agendas for every student & the agenda serves as one way to communicate between parent & teacher. Our teachers exchange email addresses & phone numbers for easy two-way communication. At the beginning of the school year, some school supplies were purchased in order to relieve part of the financial burden on families & to ensure that all students had necessary items to be organized for success at CCMS.

Our school website is updated weekly with events & ways parents can help their child at home. Every teacher has a current webpage. CCMS also has a twitter account with 126 followers that is updated daily. All parents have access to Infinite Campus where they can keep track of their students' grades. Additionally, we have many activities for students & parents. We have already hosted a Title I Parent Involvement Night here at CCMS, where parents could come & get their child's report card, sign up for a time to meet with the teachers, learn about our new snow day plan for instruction, & have some fun with their child. We are working hard to meet the needs of all students & build partnerships with all families.

By completing this diagnostic, we gained some ideas on areas where we could make some improvements. One example of that would be to partner with other community groups to seek feedback on school achievement & school improvement efforts. We have already begun to work on building that relationship with the community by inviting community members in as guest speakers for our project based learning project. Some guests will also be involved in authentic assessment of this particular project.

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.

Administrators, Department Heads, SBDM Council members, student representatives & FRYSC staff were all involved in developing the CSIP. A rough draft was completed by the Leadership Team. Then it was presented to subcommittees for revising. Next, the CSIP rough draft was shared with entire staff to provide comments, revisions, & ideas. Finally, the rough draft was presented to SBDM for input & ideas. All suggestions were put into the CSIP. It is our working document that is what drives us throughout our year. The SBDM approved the document with revisions.

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

Counselors--Provided data & additional input for all Goals of the CSIP

Department Heads--Provided suggestions for inclusion in the CSIP & those suggestions /ideas were included in the CSIP final copy

Leadership Team--Completed the rough draft that was then presented to for additional comments, suggestions, & feedback

SBDM- provided input & approved the CSIP with revisions

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

The final CSIP was shared with all staff during a faculty meeting. The CSIP is also reviewed throughout the year at SBDM meetings. Components of the CSIP are discussed weekly through the PLC process.

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?

All data for CCMS including: KPREP, SMI, SRI, MAP, Common Assessments, Learning Checks, & Tyler Pulse data is studied & reviewed by all stakeholders. First, data is reviewed by the principal & leadership team. Then data is analyzed & discussed in PLC's as it becomes available throughout the year. Additionally, the principal shares data & analysis during bi weekly leadership meetings, monthly faculty meetings & SBDM meetings. Data is constantly being analyzed, discussed & decisions made. PLC's use a data tracking sheet & look for trends concerning progressing, stagnate, or decreasing student performance. Data is studied by department & by grade level. Data is shared & discussed in all meetings: PLC, Faculty, SBDM, Leadership, & department.

Parents provide input in through several venues. They provide input through SBDM involvement, through the Title I compact, through participating in our Safety Audit, volunteering to be involved in PBL, & through many parent conferences. We are working hard to increase our parent involvement by having parents utilized the parent portal, working to get a parent head up a PTO, & having more parental involvement events.

CCMS Leadership & Staff are studying the data in order to determine where our students performed well & where they did not perform well. As we study the data, we are analyzing what groups of students are doing in math & reading & where we have major improvements that need to be made. We are analyzing where our gaps occur. Certainly, we have a gap in reading & math for our African American population. However, 53.5% of our entire student population scored below the proficient level in reading. We have work to do in reading for ALL students. Our School Report Card also indicated that 65.9% of our students scored below the proficient level in Math. Our staff is working diligently to 'drill down' using our MAP data to determine what specific skills in both of those subject areas our students are missing. Teachers are also analyzing common assessments, benchmark assessments, & learning checks to determine if students are acquiring the skills needed.

Our students who score at or below the 40th percentile are also given the Scholastic Reading Inventory & the Scholastic Math Inventory. This year, 307 students were given the Scholastic Math Inventory & of those 304 tested needed intervention. Most of these students did not know their basic addition & multiplication facts. They are also low in: fractions, ratios, decimals, percents, mode, & order of operations. We also gave the Scholastic Reading Inventory to 259 students & of those 245 tested needed intervention with the Read 180 program. Most of those students have a weak vocabulary & no comprehension skills. We also tested 96 students with the PI & 67 of those tested need the System 44 program for intervention. Most of those students have no comprehension skills, no word decoding skills, & no phonics skills. After taking these tests, students who qualify are placed in the appropriate intervention programs. Those programs include: Read 180, Systems 44, Math 180, Do the Math Now, & Fast Math.

CCMS also utilizes Tyler Pulse to monitor behavior data. Analysis of this data tells us the students who are having behavior problems, the types of infractions they are committing, the teachers who are writing up students, the types of consequences we are giving, & the number of infractions that each student is getting. It does not tell us a specific program or strategy that can be used to keep students from committing these infractions.

This year our administrative team is committed to doing 5 ELEOT walk-throughs a week. Once a walk-through is complete, the teacher receives immediate feedback on their teaching. The data collected from these so far this year indicates that we have several areas for

improvement. Two areas for improvement are providing formative assessment & increasing student engagement. Again, this data tells you where you may need to improve; however, it does not tell you what specific strategy to use to address the problem area.

Analyzing data does not tell us how to fix our problem. It only tells us where we have gaps & where our students are not scoring proficient or above. State data does not tell specific skill gaps; therefore, teachers & leaders are studying MAP data to drill down to specific skills students are missing. Our teachers & administrators are also utilizing Benchmark assessments & common assessments to determine whether or not students have mastered content. If skills are not mastered, they are retaught.

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?

Although our classification is listed as Needs Improvement/ Progressing, due to school restructuring target novice reduction scores were based upon a single grade level. However when data is reviewed with both grade levels we were .4 away from being distinguished. This analysis was discussed with & supported by district personnel.

The leadership & staff of CCMS are working hard to continuously improve our instruction utilizing High Impact Instructional Strategies, Brain Friendly Strategies, as well as, Eureka Math Curriculum. These will increase student engagement, understanding, & performance. Our staff has received embedded professional development this year on utilizing learning maps, brain friendly strategies & formative assessment. ELEOT walk-throughs indicate that teachers are beginning to use more formative assessment & more brain-friendly strategies in their classrooms.

Additionally, we are working to keep structures in place such as PBIS that will help improve the overall school culture. We had 396 students that attended an off campus field trip for having no office referrals & no minor referrals for the first 9 weeks grading period. We had a School Safety Audit in October of 2016. After the audit, the visiting audit team said that our school was one of the best Safety Audits they had ever done. They were very impressed with our student behavior & structures in place to keep students safe & orderly.

Other areas of Strength include:

--CPC Intervention Class --Structure was in place but we have made improvements in our CPC time which allows us to be more effective. We increased our intervention block (CPC) to a 50 minute block every day. Our teachers are working together as a department to group students for intervention based on lacking skills; therefore, a teacher can focus on the skill that the students are missing. This is an indication of PLC work at the highest level because teachers are willing to share their students with other teachers teaching their content.

--Behavior Conferences & PBIS structure is in place & the PBIS committee is meeting a minimum of once a month to increase our positive supports for behavior. The PBIS committee planned an off -campus trip for our students with no major or minor referrals & the trip was a great success with 396 students participating. They have also planned a midterm positive behavior reward for students that have not received a major or minor referral for the 2nd 9 weeks grading period; 584 students are receiving that positive reward.

--PLC process is in place & has been tweaked this year for a more intentional focus.

---Principal & Curriculum Coordinator attend all PLC meetings to work with teachers. Instruction is being monitored more closely through the ELEOT walk through instrument. Teachers are receiving data immediately once the ELEOT has been completed.

Science network leaders on staff to support implementation of new standards. Science teachers also attended Project Based Learning Training this past summer & are

Students who are at-risk due to behavior are meeting with administrators once a month to set goals & discuss how they can improve & meet these goals for attendance, behavior, & academics.

Opportunities for Improvement

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

CCMS has a great deal of work to do in all areas especially in Reading & Math. Our percent Novice in Reading was 24.2% & we had 28.6% Apprentice--that is 52.8% of our students are not at the Proficient level. We are currently working on implementing formative assessment with fidelity as one way of improving our instruction in all classrooms. Additionally, teachers have had embedded professional development on brain friendly strategies. Our principal is also recognizing teachers for trying new strategies & sharing those stories in our faculty meetings.

Our school principal & Curriculum Coordinator have been meeting every week for the last month with the high school to work on vertical alignment in reading. They have been working with this group to decide upon some strategies & things that can be done for middle school & high school so that there is a common language for students in reading. At the beginning of November, our principal & curriculum coordinator began meeting with the CCMS reading teachers to share some things on vertical alignment. CCMS Principal, Curriculum Coordinator, & Leadership team will be working with our reading teachers to implement some changes to increase student engagement & improve our vertical alignment with the high school.

Additionally, leadership is providing feedback on instruction to teachers through use of the ELEOT document. All administrators are doing a minimum of 5 ELEOTS a week. Our curriculum coordinator is working with district IBC's to provide training on more engaging strategies to help improve instruction in classrooms as well. IBC's have visited classrooms with our Curriculum Coordinator to provide additional support, feedback, & resources. Already this year, our IBC's have provided training for our staff on brain friendly strategies & formative assessment. Leadership is monitoring implementation of these strategies.

CCMS has had a concern about Math for a few years. Therefore, we adopted the Engage New York Math Curriculum this year & all teachers attended training over the summer. According to leadership walk-through data, students are more engaged in math & student understanding has improved since implementation of the program. Our Math data indicates that only 33.4% of our students were scoring at the Proficient & Above level. Our teachers are working hard to fully implement the Engage New York Program in order to increase our students' understanding & performance.

Conclusion

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

Our immediate next steps are to work with our reading teachers to implement more engaging strategies in our Reading classrooms. They have already been trained on formative assessment & are working to increase the formative assessment in their classrooms.

Formative Assessment is being monitored by administration & leadership & efforts to implement formative assessment in the classroom as an effective strategy is being recognized & celebrated. Additionally, all teachers have been trained on brain-friendly strategies & implementation of those strategies is being monitored through lesson plans & walk-throughs.

Our PBIS team is also working to increase our positive supports for behavior. We have already planned an off-site trip for all students who did not get a major or minor write-up the first 9 weeks. The students loved being able to go off-site. Our hope is that more students will work to be able to be a part of these positive supports. Most recently, our PBIS team planned a midterm positive reward for our students with 584 students receiving that award. The PBIS team is meeting a minimum of once a month to discuss data & how things are going school wide with our structures in place. Areas for improvement are discussed & positive rewards are planned. It is our hope that as we increase our positive supports, our discipline referrals will decrease.

Additionally, our leadership team is developing an intervention plan for our Tier 2 & Tier 3 interventions for behavior. We are planning to increase behavior interventions from what we did last year. As part of this program, we will set behavior goals, academic goals & /or attendance goals if needed. These students will be self monitoring & working to earn points for rewards. Our leadership team has also used some restorative justice this year as natural consequences for some infractions.

CCMS is also working on our novice reduction plan. We have used KPREP scores to identify those specific students to strategically target those students in need of support. Our teachers utilize a data tracking sheet which is uploaded to Google Drive to share with the leadership team & this is monitored bi-weekly. Our 7th period intervention block is intentionally grouped to address these students. Read 180 & Systems 44 programs are used for our lower achieving students.

2016-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2016-17 Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016-17 #1- Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high quality, equitable education & are prepared for community & global responsibilities.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$0
2	2016-17 #2- CCMS will increase the average combined reading & math proficiency ratings for all students from 40.3 to 58.2 by 2019 as measured by the Kentucky State Assessment.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
3	2016-17 #3-- CCMS will increase the non-duplicated gap proficiency score from 36.4% to 55.5% by the year 2019 as measured by the Kentucky State Assessment.	Objectives: 2 Strategies: 5 Activities: 16	Organizational	\$0
4	2016-17 #5-CCMS will increase the percentage of students college & career ready from 40.3 to 58.2 by 2019 as measured by the Kentucky State Assessment.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
5	2016-17 #4--CCMS will decrease the percentage of students scoring novice from 24.2% in reading to 14.2% & from 24.6% to 14.6 % in math by 2019 as measured by the Kentucky State Assessment.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0

Goal 1: 2016-17 #1- Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high quality, equitable education & are prepared for community & global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships & responsibilities by 06/30/2017 as measured by The District's Strategic Plan.

Strategy 1:

Retention of Staff - New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.

Category: Human Capital Management

Activity - Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.	Professional Learning	08/01/2016	05/31/2017	\$0	No Funding Required	Principal Curriculum Coordinator All teachers

Strategy 2:

Evidence Collection for Program Review - Program Review Committees will meet regularly with the Curriculum Coordinator to gather evidence & discuss progress towards the program review standards using the appropriate rubrics.

Category: Career Readiness Pathways

Activity - Program Review Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Coordinator & appropriate teachers attend training on Program Review Evidence (Related Arts & Writing)	Professional Learning	11/01/2016	06/30/2017	\$0	No Funding Required	Curriculum Coordinator Principal Related Arts Teachers Writing Teacher

Activity - Literacy Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The literacy team will meet to by 5/30/2017 to discuss program review standards, gather evidence, & score CCMS on the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	06/30/2017	\$0	No Funding Required	Curriculum Coordinator Writing/Literacy Committee
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Activity - Arts & Humanities Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts & Humanities team will meet to discuss the program review, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	06/30/2017	\$0	No Funding Required	Curriculum Coordinator Principal Arts & Humanities Committee/Team

Activity - Related Arts Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Related Arts Teachers Collaborate during PLC's to ensure that we are making progress towards proficiency in the program review areas.	Career Preparation/Orientation	11/01/2016	05/31/2017	\$0	No Funding Required	Related Arts Teachers Curriculum Coordinator Princip

Activity - PLCS-(Practical Living Career Studies)Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Practical Living Committee/Team meets to discuss the program review standards, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	05/31/2017	\$0	No Funding Required	Practical Living Committee/Team Curriculum Coordinator

Strategy 3:

Improve Working Conditions - CCMS principal is recognizing teachers & staff that have perfect attendance each month.

Category: Human Capital Management

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month CCMS principal recognizes staff that have had perfect attendance for that month. A sticker is placed on their door for all to see & names are emailed out to entire staff.	Recruitment and Retention	11/01/2016	06/15/2017	\$0	No Funding Required	CCMS Principal CCMS Secretary

Activity - Golden Trashcan Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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CCMS Principal is utilizing the "Golden Trashcan" during faculty meetings to recognize teachers who have been willing to try a new strategy. He is asking them to share an idea that they tried that didn't work & share how they make 'tweak' the idea or strategy to use it again.	Recruitment and Retention	11/01/2016	06/30/2017	\$0	No Funding Required	CCMS Principal All teachers
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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development aimed at providing engaging strategies to teachers is provided during the school day as opposed to after school hours in order to honor teacher's time. Teachers have received learning map, formative, assessment, & brain-friendly strategies training already this year. Additional trainings will include but not be limited to: reading strategies, instructional planning checklist, growth mindset, etc.	Professional Learning	08/01/2016	05/31/2017	\$0	District Funding	Principal District IBC's Curriculum Coordinator

Activity - Departmentalized Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCMS teachers are planning by department this year as opposed to team planning. This does foster vertical planning time. Additionally, teachers have many more opportunities to share strategies that are working for specific content.	Professional Learning	08/01/2016	06/30/2017	\$0	No Funding Required	Principal All teachers Curriculum Coordinator

Goal 2: 2016-17 #2- CCMS will increase the average combined reading & math proficiency ratings for all students from 40.3 to 58.2 by 2019 as measured by the Kentucky State Assessment.

Measurable Objective 1:

collaborate to increase the average combined reading & math scores to 51.9% in Reading & 40.6% in Math by 06/30/2017 as measured by KPREP testing..

Strategy 1:

Engage New York - Teachers received initial training & materials prior to the 2016-17 school year. Administration is monitoring implementation of the program through walk-throughs & lesson plans.

Category: Professional Learning & Support

Activity - PLC Planning/Departmental Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers are able to plan, share ideas, & share progress with the Engage New York Curriculum as a department. This department planning also allows them to plan vertically.	Professional Learning	08/01/2016	06/30/2017	\$0	No Funding Required	Principal Curriculum Coordinator All teachers

Strategy 2:

Increase Awareness of Engaging Strategies - The teachers will meet in PLC's that are embedded within the instructional day. They will be trained on strategies to

Comprehensive School Improvement Plan

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increase student engagement. Those topics include but are not limited to: formative assessment, brain-friendly strategies, kagan strategies, learning maps, & guiding questions.

Category: Professional Learning & Support

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on & implement High Impact Instructional Strategies including using learning maps, guiding questions, & formative assessment	Professional Learning	08/01/2016	06/30/2017	\$0	District Funding	Principal Curriculum Coordinator District IBCs All teachers

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on & implement Brain friendly Strategies in their classrooms.	Professional Learning	09/01/2016	06/30/2017	\$0	District Funding	Principal Curriculum Coordinator District IBCs All teachers

Strategy 3:

Lesson Planning - Principal & Curriculum Coordinator are working to revise the lesson plan checklist & template centered around using High Impact Instructional Strategies & Brain Friendly Strategies. This checklist is shared with teachers during PLC time. Teachers are expected to implement it for future lessons & this will be monitored using the ELEOT walk-through & formal observations.

Category: Continuous Improvement

Activity - Lesson Plan Checklist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on & utilize the Lesson Plan Checklist as they plan in order to improve student engagement & understanding.	Professional Learning	11/01/2016	06/30/2017	\$0	No Funding Required	Curriculum Coordinator Principal All teachers

Goal 3: 2016-17 #3-- CCMS will increase the non-duplicated gap proficiency score from 36.4% to 55.5% by the year 2019 as measured by the Kentucky State Assessment.

Measurable Objective 1:

demonstrate a proficiency 51.9% of Black or African-American, Economically Disadvantaged & Students with Disabilities students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 06/30/2017 as measured by KPREP testing..

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Strategy 1:

Providing appropriate reading interventions - Students who score low on KPREP & MAP testing are given additional Reading inventories to determine which intervention program is appropriate for them.

Category: Continuous Improvement

Activity - Colonel Prep Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student in the school has an intervention class 7th period every day. They are placed in these classes using MAP data. Students are placed in the classes based on skills they are missing; therefore, a teacher can focus on teaching that group of students missing skills. During this time, students receive additional instruction in reading & math. This is a Tier II intervention or enrichment where all students' needs are being addressed.	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Principal Guidance Counselors Reading Interventionists All teachers
Activity - Measure Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Measure progress using district benchmark assessments, common assessments, learning checks, MAP, KPREP, SRI, Read 180 & Systems 44 data, & RTI meetings. All students will be given MAP testing 3 times a year.	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	All teachers Principal Guidance Counselors
Activity - Read 180 & Systems 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of more intentional interventions in reading (based on MAP, KPREP, & SRI data) are placed in Read 180 & Systems 44 programs. Students attend this class daily.	Academic Support Program	08/01/2016	06/30/2017	\$0	District Funding	Reading Interventionist Principal Guidance Counselors
Activity - Communicate progress with students & parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receive both midterm & end of quarter progress reports for all classes. Parents are communicated with on a regular basis concerning their child's progress through multiple venues such as: Infinite Campus parent portal, midterms, report cards, parent phone calls, conferences & student agenda tracking sheet.	Parent Involvement	08/01/2016	06/30/2017	\$0	No Funding Required	All teachers Guidance Counselors

Strategy 2:

Data Monitoring - Students that are identified through MAP testing & SRI will be placed in the appropriate programs.

Category: Continuous Improvement

Activity - Read 180 & Systems 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Read 180 & System 44 are provided for students based upon their MAP , KPREP, & SRI data.	Academic Support Program	08/01/2016	06/30/2017	\$0	District Funding	Principal Reading Interventionist Guidance Counselors
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Activity - Data Tracking Document	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, compile data from student's performance on K-Prep , MAP & common assessments to track progress & identify needs for supplemental instruction	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	All teachers Administrators

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend parent conferences & meetings to discuss student goals. In addition. parent feedback & suggestions will be used in our monitoring process.	Parent Involvement, Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Principal All teachers

Activity - ELEOT Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators & Curriculum Specialist observe classes using the ELEOT document & provide feedback & coaching as needed. Administrators & Curriculum Specialist are charged with getting a minimum of 5 ELEOT observations a week.	Professional Learning	08/01/2016	06/30/2017	\$0	District Funding	Administrators Curriculum Specialist

Strategy 3:

Targeted Student Groups - Groups will meet regularly to mentor students & monitor their progress

Category: Continuous Improvement

Activity - Power Tuesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Male mentoring & female mentoring groups have been established on Tuesdays. During lunch, community mentors come & eat lunch with male students to provide a positive male /female role model. Student goals & student progress towards those goals are discussed weekly.	Community Engagement	08/01/2016	06/30/2017	\$0	No Funding Required	Administrators Counselors Paraprofessionals that help get mentors

Activity - Dream Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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African American males who are demonstrating leadership (not necessarily positive leadership) are nominated by their teachers to be a part of this group. This group meets once a month & focuses on developing manners & positive leadership characteristics.	Behavioral Support Program, Academic Support Program	08/01/2016	06/30/2017	\$0	Other	Youth Service Center Director
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Activity - Monitoring of Persistence to Graduation Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators monitor the Persistence to Graduation Report a minimum of once a month to be sure student needs are being met through interventions, programs, etc.	Behavioral Support Program, Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Administrators Guidance Counselors

Measurable Objective 2:

demonstrate a proficiency 40.6 % of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 06/30/2017 as measured by KPREP testing..

Strategy 1:

RTI Math Intervention-CPC time - Students will receive differentiated instruction in math within the classroom & in smaller group settings.

Category: Continuous Improvement

Activity - Colonel Prep Class (CPC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend a 50 min class 5 days a week for additional instruction in math. Students are placed in these classes based on skills that they are missing in Math according to MAP data. By placing students based on missing skills, teachers are able to be more effective at differentiating instruction for students.	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	All teachers Administrators

Activity - Math 180, Do the Math Now, & Fraction Nation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on MAP Scores & SMI scores, students who needed additional Math instruction were placed in these programs. These students attend a 53 min class 5 days a week in addition to their regular Math class. Progress is continuously monitored.	Academic Support Program	08/01/2016	06/30/2017	\$0	District Funding	Math Interventionist Administration Guidance Counselors

Strategy 2:

PLC Meetings-Professional Learning Communities - Professional Learning Communities (PLC'S) will meet on a weekly basis to plan effective instruction and assessments by backward design. PLC objectives will rotate weekly. There will be a 5 week rotation. Each week there will be an intentional focus on formative assessment.

Category: Professional Learning & Support

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Activity - PLC Planning Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our 5 week PLC Planning Process, Teacher teams Plan instruction to meet the needs of students, Plan assessments, Analyze Data, Share student progress & concerns, & adjust instruction to meet the needs of all students.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Principal Curriculum Coordinator All teachers
Activity - Communicate Progress with students & parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress is communicated through many venues. Those include all of the following: Infinite Campus Parent Portal, Student Agenda, Midterms, Report Cards, Parent Involvement Night, phone calls & teacher conferences	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	All teachers Principal Guidance Counselors
Activity - Power Tuesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Male & female mentoring groups have been established on Tuesdays. During lunch, community mentors come & eat lunch with male & female students to provide a positive male role model. Student goals & future plans are discussed. Community members share their life experiences & discuss their careers with these students.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	No Funding Required	Administrators Counselors Paraprofessionals that help get the mentors

Goal 4: 2016-17 #5-CCMS will increase the percentage of students college & career ready from 40.3 to 58.2 by 2019 as measured by the Kentucky State Assessment.

Measurable Objective 1:

52% of All Students will achieve college and career readiness by scoring proficient or distinguished in Reading by 06/30/2017 as measured by KPREP testing..

Strategy 1:

Individual Learning Plan (ILP) - Students will complete appropriate sections on the ILP through our exploratory classes or with the counselors throughout the year.

Category: Career Readiness Pathways

Activity - Complete grade appropriate sections of the ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete appropriate sections of the ILP through related arts classes throughout the year.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	No Funding Required	Library Media Specialist Principal Technology Director

Comprehensive School Improvement Plan

Christian County Middle School

Strategy 2:

College & Career Readiness - CCMS staff will expose students to multiple career choices that specifically apply to their individual learning plan.

Category: Career Readiness Pathways

Activity - Power Tuesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Tuesday, our students are encouraged to dress for success (like they would for a career). Students are selected to attend a lunch with a guest speaker, from the community, that shares with them about their career & about their life/career experiences.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	No Funding Required	Administrators Two Paraprofessionals that get our community speakers to come in & share with our students

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCMS coordinates with district personnel to get community members to come in to talk to students about their specific careers. Students are scheduled to go to those speakers based on their interests which are reflected in the ILP.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	No Funding Required	Youth Service Director Counselors Administrators District Personnel

Strategy 3:

Colonel Content Review - All reading teachers & math teachers will spend the first 2-3 weeks of school reviewing reading & math skills from the previous year.

Category: Continuous Improvement

Activity - Colonel Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review reading & math skills & practice test taking strategies with an emphasis on time. Teachers embed teaching test strategies into their content throughout the year. They practice timed events in order to prepare students for timed tests.	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	All teachers

Goal 5: 2016-17 #4--CCMS will decrease the percentage of students scoring novice from 24.2% in reading to 14.2% & from 24.6% to 14.6 % in math by 2019 as measured by the Kentucky State Assessment.

Comprehensive School Improvement Plan

Christian County Middle School

Measurable Objective 1:

demonstrate a proficiency by reducing our novices from 24.2% in reading to 14.2% in math by 06/30/2017 as measured by KPREP testing..

(shared) Strategy 1:

High Impact Instruction - Job embedded through Professional Learning Communities.

Category: Professional Learning & Support

Activity - Formative Assessment as a High Impact Instructional Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend High Impact Instruction Training throughout the 2016-17 School Year. They will receive training on formative assessment.	Professional Learning	08/01/2016	06/30/2017	\$0	District Funding	Principal Curriculum Specialist District IBC

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on Brain-friendly strategies & will be expected to implement those strategies into their daily instruction.	Professional Learning	08/01/2016	06/30/2017	\$0	No Funding Required	Principal Curriculum Coordinator District IBC's All teachers

Strategy 2:

Monitor Student Progress - We will utilize Tyler Pulse & Infinite Campus to continuously monitor: attendance, grades, & behavior of all students scoring Novice

Category: Continuous Improvement

Activity - Data Tracking Document	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have a data tracking sheet for all students. Students will participate in monitoring their own data as well.	Behavioral Support Program, Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	All teachers Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dream Team	African American males who are demonstrating leadership (not necessarily positive leadership) are nominated by their teachers to be a part of this group. This group meets once a month & focuses on developing manners & positive leadership characteristics.	Behavioral Support Program, Academic Support Program	08/01/2016	06/30/2017	\$0	Youth Service Center Director
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Colonel Prep Class	Every student in the school has an intervention class 7th period every day. They are placed in these classes using MAP data. Students are placed in the classes based on skills they are missing; therefore, a teacher can focus on teaching that group of students missing skills. During this time, students receive additional instruction in reading & math. This is a Tier II intervention or enrichment where all students' needs are being addressed.	Academic Support Program	08/01/2016	06/30/2017	\$0	Principal Guidance Counselors Reading Interventionists All teachers
Arts & Humanities Team	The Arts & Humanities team will meet to discuss the program review, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	06/30/2017	\$0	Curriculum Coordinator Principal Arts & Humanities Committee/Team
Complete grade appropriate sections of the ILP	Students will complete appropriate sections of the ILP through related arts classes throughout the year.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Library Media Specialist Principal Technology Director

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Power Tuesdays	Every Tuesday, our students are encouraged to dress for success (like they would for a career). Students are selected to attend a lunch with a guest speaker, from the community, that shares with them about their career & about their life/career experiences.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Administrators Two Paraprofessionals that get our community speakers to come in & share with our students
Attendance Recognition	Each month CCMS principal recognizes staff that have had perfect attendance for that month. A sticker is placed on their door for all to see & names are emailed out to entire staff.	Recruitment and Retention	11/01/2016	06/15/2017	\$0	CCMS Principal CCMS Secretary
Colonel Test Taking Strategies	Review reading & math skills & practice test taking strategies with an emphasis on time. Teachers embed teaching test strategies into their content throughout the year. They practice timed events in order to prepare students for timed tests.	Academic Support Program	08/01/2016	06/30/2017	\$0	All teachers
Communicate Progress with students & parents	Student progress is communicated through many venues. Those include all of the following: Infinite Campus Parent Portal, Student Agenda, Midterms, Report Cards, Parent Involvement Night, phone calls & teacher conferences	Academic Support Program	08/01/2016	06/30/2017	\$0	All teachers Principal Guidance Counselors
Data Tracking Document	We will have a data tracking sheet for all students. Students will participate in monitoring their own data as well.	Behavioral Support Program, Academic Support Program	08/01/2016	06/30/2017	\$0	All teachers Administrators
Power Tuesdays	Male mentoring & female mentoring groups have been established on Tuesdays. During lunch, community mentors come & eat lunch with male students to provide a positive male /female role model. Student goals & student progress towards those goals are discussed weekly.	Community Engagement	08/01/2016	06/30/2017	\$0	Administrators Counselors Paraprofessionals that help get mentors
Lesson Plan Checklist	Teachers will be trained on & utilize the Lesson Plan Checklist as they plan in order to improve student engagement & understanding.	Professional Learning	11/01/2016	06/30/2017	\$0	Curriculum Coordinator Principal All teachers
PLC Planning/Departmental Planning	Math teachers are able to plan, share ideas, & share progress with the Engage New York Curriculum as a department. This department planning also allows them to plan vertically.	Professional Learning	08/01/2016	06/30/2017	\$0	Principal Curriculum Coordinator All teachers
Parental Involvement	Parents are invited to attend parent conferences & meetings to discuss student goals. In addition, parent feedback & suggestions will be used in our monitoring process.	Parent Involvement, Academic Support Program	08/01/2016	06/30/2017	\$0	Principal All teachers

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Literacy Team	The literacy team will meet to by 5/30/2017 to discuss program review standards, gather evidence, & score CCMS on the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	06/30/2017	\$0	Curriculum Coordinator Writing/Literacy Committee
Professional Growth	New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.	Professional Learning	08/01/2016	05/31/2017	\$0	Principal Curriculum Coordinator All teachers
Operation Preparation	CCMS coordinates with district personnel to get community members to come in to talk to students about their specific careers. Students are scheduled to go to those speakers based on their interests which are reflected in the ILP.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Youth Service Director Counselors Administrators District Personnel
Golden Trashcan Recognition	CCMS Principal is utilizing the "Golden Trashcan" during faculty meetings to recognize teachers who have been willing to try a new strategy. He is asking them to share an idea that they tried that didn't work & share how they make 'tweak' the idea or strategy to use it again.	Recruitment and Retention	11/01/2016	06/30/2017	\$0	CCMS Principal All teachers
Departmentalized Planning	CCMS teachers are planning by department this year as opposed to team planning. This does foster vertical planning time. Additionally, teachers have many more opportunities to share strategies that are working for specific content.	Professional Learning	08/01/2016	06/30/2017	\$0	Principal All teachers Curriculum Coordinator
Power Tuesdays	Male & female mentoring groups have been established on Tuesdays. During lunch, community mentors come & eat lunch with male & female students to provide a positive male role model. Student goals & future plans are discussed. Community members share their life experiences & discuss their careers with these students.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Administrators Counselors Paraprofessionals that help get the mentors
Brain Friendly Strategies	Teachers will be trained on Brain-friendly strategies & will be expected to implement those strategies into their daily instruction.	Professional Learning	08/01/2016	06/30/2017	\$0	Principal Curriculum Coordinator District IBC's All teachers
PLC Planning Process	Through our 5 week PLC Planning Process, Teacher teams Plan instruction to meet the needs of students, Plan assessments, Analyze Data, Share student progress & concerns, & adjust instruction to meet the needs of all students.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Principal Curriculum Coordinator All teachers
Data Tracking Document	Teachers, compile data from student's performance on K-Prep, MAP & common assessments to track progress & identify needs for supplemental instruction	Academic Support Program	08/01/2016	06/30/2017	\$0	All teachers Administrators

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Monitoring of Persistence to Graduation Report	Administrators monitor the Persistence to Graduation Report a minimum of once a month to be sure student needs are being met through interventions, programs, etc.	Behavioral Support Program, Academic Support Program	08/01/2016	06/30/2017	\$0	Administrators Guidance Counselors
PLCS-(Practical Living Career Studies)Team	The Practical Living Committee/Team meets to discuss the program review standards, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	05/31/2017	\$0	Practical Living Committee/Team Curriculum Coordinator
Related Arts Collaboration	Related Arts Teachers Collaborate during PLC's to ensure that we are making progress towards proficiency in the program review areas.	Career Preparation/Orientation	11/01/2016	05/31/2017	\$0	Related Arts Teachers Curriculum Coordinator Princip
Measure Progress	Measure progress using district benchmark assessments, common assessments, learning checks, MAP, KPREP, SRI, Read 180 & Systems 44 data, & RTI meetings. All students will be given MAP testing 3 times a year.	Academic Support Program	08/01/2016	06/30/2017	\$0	All teachers Principal Guidance Counselors
Program Review Training	Curriculum Coordinator & appropriate teachers attend training on Program Review Evidence (Related Arts & Writing)	Professional Learning	11/01/2016	06/30/2017	\$0	Curriculum Coordinator Principal Related Arts Teachers Writing Teacher
Colonel Prep Class (CPC)	Students attend a 50 min class 5 days a week for additional instruction in math. Students are placed in these classes based on skills that they are missing in Math according to MAP data. By placing students based on missing skills, teachers are able to be more effective at differentiating instruction for students.	Academic Support Program	08/01/2016	06/30/2017	\$0	All teachers Administrators
Communicate progress with students & parents	All students receive both midterm & end of quarter progress reports for all classes. Parents are communicated with on a regular basis concerning their child's progress through multiple venues such as: Infinite Campus parent portal, midterms, report cards, parent phone calls, conferences & student agenda tracking sheet.	Parent Involvement	08/01/2016	06/30/2017	\$0	All teachers Guidance Counselors
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Read 180 & Systems 44	Students in need of more intentional interventions in reading (based on MAP, KPREP, & SRI data) are placed in Read 180 & Systems 44 programs. Students attend this class daily.	Academic Support Program	08/01/2016	06/30/2017	\$0	Reading Interventionist Principal Guidance Counselors
Read 180 & Systems 44	Read 180 & System 44 are provided for students based upon their MAP , KPREP, & SRI data.	Academic Support Program	08/01/2016	06/30/2017	\$0	Principal Reading Interventionist Guidance Counselors
Math 180, Do the Math Now, & Fraction Nation	Based on MAP Scores & SMI scores, students who needed additional Math instruction were placed in these programs. These students attend a 53 min class 5 days a week in addition to their regular Math class. Progress is continuously monitored.	Academic Support Program	08/01/2016	06/30/2017	\$0	Math Interventionist Administration Guidance Counselors
High Impact Instruction	Teachers will be trained on & implement High Impact Instructional Strategies including using learning maps, guiding questions, & formative assessment	Professional Learning	08/01/2016	06/30/2017	\$0	Principal Curriculum Coordinator District IBCs All teachers
ELEOT Walk-throughs	Administrators & Curriculum Specialist observe classes using the ELEOT document & provide feedback & coaching as needed. Administrators & Curriculum Specialist are charged with getting a minimum of 5 ELEOT observations a week.	Professional Learning	08/01/2016	06/30/2017	\$0	Administrator s Curriculum Specialist
Formative Assessment as a High Impact Instructional Strategy	All teachers will attend High Impact Instruction Training throughout the 2016-17 School Year. They will receive training on formative assessment.	Professional Learning	08/01/2016	06/30/2017	\$0	Principal Curriculum Specialist District IBC
Brain Friendly Strategies	Teachers will be trained on & implement Brain friendly Strategies in their classrooms.	Professional Learning	09/01/2016	06/30/2017	\$0	Principal Curriculum Coordinator District IBCs All teachers
Embedded Professional Development	Professional Development aimed at providing engaging strategies to teachers is provided during the school day as opposed to after school hours in order to honor teacher's time. Teachers have received learning map, formative, assessment, & brain-friendly strategies training already this year. Additional trainings will include but not be limited to: reading strategies, instructional planning checklist, growth mindset, etc.	Professional Learning	08/01/2016	05/31/2017	\$0	Principal District IBC's Curriculum Coordinator
Total					\$0	

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	Initially, our data was reviewed by leadership & then the principal shared the data & analysis with the staff. Once the data was shared, further analysis was done by individual teachers to determine instruction effectiveness.	

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	Our staff attended Engage New York math training & is currently implementing with fidelity. Reading teachers will be meeting with our district IBC's & the Curriculum Coordinator to learn some brain friendly strategies. CCMS leadership developed a master schedule with only 7 periods this year which is more conducive to learning than the 8 period day we were on last year. Additionally, our intervention period this year is 53 minutes as opposed to 30 minutes like it was last year. These 2 schedule changes allows us to capture more valuable instructional time for our students.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Our teachers have studied MAP scores to group students based on skills they are lacking. For the intervention class, students will be grouped based specific skills needed. This will allow a teacher to intentionally focus on a specific skill during the CPC/Intervention block. By basing our rosters for the intervention on skills, we are also allowing our teachers to specialize instruction based on their individual strengths. Therefore the students receive the best instruction possible for our intervention.	

Comprehensive School Improvement Plan

Christian County Middle School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	CCMS participated in teacher recruitment fairs at Murray State & in a recruitment fair that was held here in Christian County. Due to our involvement in the recruitment activities, we were able to fill all positions early in the year & we believe were able to obtain more effective teachers than in the past.	

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	Our Title I Coordinator collaborates with district personnel to ensure that we spend money appropriately.	

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

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

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

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

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

Comprehensive School Improvement Plan

Christian County Middle School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Our special education staff & leadership works together to develop a schedule for identified students to receive the most beneficial specialized instruction through the least restrictive environment. Last year, our special ed population	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Our students that need additional Math & Reading interventions are placed in reading & math intervention programs. Special education students are placed in their least restrictive environment & collaborative teachers work with them in regular classes whenever possible. If they need resource time, they are scheduled for that as well.	

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

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

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

Comprehensive School Improvement Plan

Christian County Middle 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		

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		

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		

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

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

Comprehensive School Improvement Plan

Christian County Middle School

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

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

2016-17 #1- Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high quality, equitable education & are prepared for community & global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships & responsibilities by 06/30/2017 as measured by The District's Strategic Plan.

Strategy1:

Evidence Collection for Program Review - Program Review Committees will meet regularly with the Curriculum Coordinator to gather evidence & discuss progress towards the program review standards using the appropriate rubrics.

Category: Career Readiness Pathways

Research Cited:

Activity - Arts & Humanities Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities team will meet to discuss the program review, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/ Orientation	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal Arts & Humanities Committee/Team

Activity - PLCS-(Practical Living Career Studies)Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Practical Living Committee/Team meets to discuss the program review standards, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/ Orientation	11/01/2016	05/31/2017	\$0 - No Funding Required	Practical Living Committee/Team Curriculum Coordinator

Activity - Program Review Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Coordinator & appropriate teachers attend training on Program Review Evidence (Related Arts & Writing)	Professional Learning	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal Related Arts Teachers Writing Teacher

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Activity - Related Arts Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related Arts Teachers Collaborate during PLC's to ensure that we are making progress towards proficiency in the program review areas.	Career Preparation/ Orientation	11/01/2016	05/31/2017	\$0 - No Funding Required	Related Arts Teachers Curriculum Coordinator Princip

Activity - Literacy Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy team will meet to by 5/30/2017 to discuss program review standards, gather evidence, & score CCMS on the Program Review Rubric.	Career Preparation/ Orientation	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Writing/Literacy Committee

Strategy2:

Improve Working Conditions - CCMS principal is recognizing teachers & staff that have perfect attendance each month.

Category: Human Capital Management

Research Cited:

Activity - Departmentalized Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCMS teachers are planning by department this year as opposed to team planning. This does foster vertical planning time. Additionally, teachers have many more opportunities to share strategies that are working for specific content.	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Principal All teachers Curriculum Coordinator

Activity - Golden Trashcan Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCMS Principal is utilizing the "Golden Trashcan" during faculty meetings to recognize teachers who have been willing to try a new strategy. He is asking them to share an idea that they tried that didn't work & share how they make 'tweak' the idea or strategy to use it again.	Recruitment and Retention	11/01/2016	06/30/2017	\$0 - No Funding Required	CCMS Principal All teachers

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month CCMS principal recognizes staff that have had perfect attendance for that month. A sticker is placed on their door for all to see & names are emailed out to entire staff.	Recruitment and Retention	11/01/2016	06/15/2017	\$0 - No Funding Required	CCMS Principal CCMS Secretary

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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development aimed at providing engaging strategies to teachers is provided during the school day as opposed to after school hours in order to honor teacher's time. Teachers have received learning map, formative, assessment, & brain-friendly strategies training already this year. Additional trainings will include but not be limited to: reading strategies, instructional planning checklist, growth mindset, etc.	Professional Learning	08/01/2016	05/31/2017	\$0 - District Funding	Principal District IBC's Curriculum Coordinator

Strategy3:

Retention of Staff - New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.

Category: Human Capital Management

Research Cited:

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal Curriculum Coordinator All teachers

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

Goal 1:

2016-17 #2- CCMS will increase the average combined reading & math proficiency ratings for all students from 40.3 to 58.2 by 2019 as measured by the Kentucky State Assessment.

Measurable Objective 1:

collaborate to increase the average combined reading & math scores to 51.9% in Reading & 40.6% in Math by 06/30/2017 as measured by KPREP testing..

Strategy1:

Increase Awareness of Engaging Strategies - The teachers will meet in PLC's that are embedded within the instructional day. They will be trained on strategies to increase student engagement. Those topics include but are not limited to: formative assessment, brain-friendly strategies, kagan strategies, learning maps, & guiding questions.

Category: Professional Learning & Support

Research Cited:

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Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on & implement High Impact Instructional Strategies including using learning maps, guiding questions, & formative assessment	Professional Learning	08/01/2016	06/30/2017	\$0 - District Funding	Principal Curriculum Coordinator District IBCs All teachers

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on & implement Brain friendly Strategies in their classrooms.	Professional Learning	09/01/2016	06/30/2017	\$0 - District Funding	Principal Curriculum Coordinator District IBCs All teachers

Strategy2:

Lesson Planning - Principal & Curriculum Coordinator are working to revise the lesson plan checklist & template centered around using High Impact Instructional Strategies & Brain Friendly Strategies. This checklist is shared with teachers during PLC time. Teachers are expected to implement it for future lessons & this will be monitored using the ELEOT walk-through & formal observations.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plan Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on & utilize the Lesson Plan Checklist as they plan in order to improve student engagement & understanding.	Professional Learning	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal All teachers

Strategy3:

Engage New York - Teachers received initial training & materials prior to the 2016-17 school year. Administration is monitoring implementation of the program through walk-throughs & lesson plans.

Category: Professional Learning & Support

Research Cited:

Activity - PLC Planning/Departmental Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers are able to plan, share ideas, & share progress with the Engage New York Curriculum as a department. This department planning also allows them to plan vertically.	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Principal Curriculum Coordinator All teachers

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

N/A (this question does not apply)

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

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N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016-17 #3-- CCMS will increase the non-duplicated gap proficiency score from 36.4% to 55.5% by the year 2019 as measured by the Kentucky State Assessment.

Measurable Objective 1:

demonstrate a proficiency 40.6 % of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 06/30/2017 as measured by KPREP testing..

Strategy1:

RTI Math Intervention-CPC time - Students will receive differentiated instruction in math within the classroom & in smaller group settings.

Category: Continuous Improvement

Research Cited:

Activity - Colonel Prep Class (CPC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend a 50 min class 5 days a week for additional instruction in math. Students are placed in these classes based on skills that they are missing in Math according to MAP data. By placing students based on missing skills, teachers are able to be more effective at differentiating instruction for students.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	All teachers Administrators

Activity - Math 180, Do the Math Now, & Fraction Nation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP Scores & SMI scores, students who needed additional Math instruction were placed in these programs. These students attend a 53 min class 5 days a week in addition to their regular Math class. Progress is continuously monitored.	Academic Support Program	08/01/2016	06/30/2017	\$0 - District Funding	Math Interventionist Administration Guidance Counselors

Strategy2:

PLC Meetings-Professional Learning Communities - Professional Learning Communities (PLC'S) will meet on a weekly basis to plan effective instruction and assessments by backward design. PLC objectives will rotate weekly. There will be a 5 week rotation. Each week there will be an intentional focus on formative assessment.

Category: Professional Learning & Support

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Research Cited:

Activity - Communicate Progress with students & parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress is communicated through many venues. Those include all of the following: Infinite Campus Parent Portal, Student Agenda, Midterms, Report Cards, Parent Involvement Night, phone calls & teacher conferences	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	All teachers Principal Guidance Counselors

Activity - PLC Planning Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our 5 week PLC Planning Process, Teacher teams Plan instruction to meet the needs of students, Plan assessments, Analyze Data, Share student progress & concerns, & adjust instruction to meet the needs of all students.	Professional Learning Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	Principal Curriculum Coordinator All teachers

Activity - Power Tuesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Male & female mentoring groups have been established on Tuesdays. During lunch, community mentors come & eat lunch with male & female students to provide a positive male role model. Student goals & future plans are discussed. Community members share their life experiences & discuss their careers with these students.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0 - No Funding Required	Administrators Counselors Paraprofessionals that help get the mentors

Measurable Objective 2:

demonstrate a proficiency 51.9% of Black or African-American, Economically Disadvantaged & Students with Disabilities students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 06/30/2017 as measured by KPREP testing..

Strategy1:

Providing appropriate reading interventions - Students who score low on KPREP & MAP testing are given additional Reading inventories to determine which intervention program is appropriate for them.

Category: Continuous Improvement

Research Cited:

Activity - Colonel Prep Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student in the school has an intervention class 7th period every day. They are placed in these classes using MAP data. Students are placed in the classes based on skills they are missing; therefore, a teacher can focus on teaching that group of students missing skills. During this time, students receive additional instruction in reading & math. This is a Tier II intervention or enrichment where all students' needs are being addressed.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	Principal Guidance Counselors Reading Interventionists All teachers

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Activity - Measure Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measure progress using district benchmark assessments, common assessments, learning checks, MAP, KPREP, SRI, Read 180 & Systems 44 data, & RTI meetings. All students will be given MAP testing 3 times a year.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	All teachers Principal Guidance Counselors

Activity - Read 180 & Systems 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of more intentional interventions in reading (based on MAP, KPREP, & SRI data) are placed in Read 180 & Systems 44 programs. Students attend this class daily.	Academic Support Program	08/01/2016	06/30/2017	\$0 - District Funding	Reading Interventionist Principal Guidance Counselors

Activity - Communicate progress with students & parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receive both midterm & end of quarter progress reports for all classes. Parents are communicated with on a regular basis concerning their child's progress through multiple venues such as: Infinite Campus parent portal, midterms, report cards, parent phone calls, conferences & student agenda tracking sheet.	Parent Involvement	08/01/2016	06/30/2017	\$0 - No Funding Required	All teachers Guidance Counselors

Strategy2:

Targeted Student Groups - Groups will meet regularly to mentor students & monitor their progress

Category: Continuous Improvement

Research Cited:

Activity - Monitoring of Persistence to Graduation Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators monitor the Persistence to Graduation Report a minimum of once a month to be sure student needs are being met through interventions, programs, etc.	Academic Support Program Behavioral Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	Administrators Guidance Counselors

Activity - Power Tuesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Male mentoring & female mentoring groups have been established on Tuesdays. During lunch, community mentors come & eat lunch with male students to provide a positive male /female role model. Student goals & student progress towards those goals are discussed weekly.	Community Engagement	08/01/2016	06/30/2017	\$0 - No Funding Required	Administrators Counselors Paraprofessionals that help get mentors

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Activity - Dream Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
African American males who are demonstrating leadership (not necessarily positive leadership) are nominated by their teachers to be a part of this group. This group meets once a month & focuses on developing manners & positive leadership characteristics.	Behavioral Support Program Academic Support Program	08/01/2016	06/30/2017	\$0 - Other	Youth Service Center Director

Strategy3:

Data Monitoring - Students that are identified through MAP testing & SRI will be placed in the appropriate programs.

Category: Continuous Improvement

Research Cited:

Activity - ELEOT Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators & Curriculum Specialist observe classes using the ELEOT document & provide feedback & coaching as needed. Administrators & Curriculum Specialist are charged with getting a minimum of 5 ELEOT observations a week.	Professional Learning	08/01/2016	06/30/2017	\$0 - District Funding	Administrators Curriculum Specialist

Activity - Read 180 & Systems 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 & System 44 are provided for students based upon their MAP , KPREP , & SRI data.	Academic Support Program	08/01/2016	06/30/2017	\$0 - District Funding	Principal Reading Interventionist Guidance Counselors

Activity - Data Tracking Document	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, compile data from student's performance on K-Prep , MAP & common assessments to track progress & identify needs for supplemental instruction	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	All teachers Administrators

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend parent conferences & meetings to discuss student goals. In addition. parent feedback & suggestions will be used in our monitoring process.	Academic Support Program Parent Involvement	08/01/2016	06/30/2017	\$0 - No Funding Required	Principal All teachers

Goal 2:

2016-17 #4--CCMS will decrease the percentage of students scoring novice from 24.2% in reading to 14.2% & from 24.6% to 14.6 % in math by 2019 as measured by the Kentucky State Assessment.

Measurable Objective 1:

demonstrate a proficiency by reducing our novices from 24.2% in reading to 14.2% in math by 06/30/2017 as measured by KPREP testing..

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Strategy1:

High Impact Instruction - Job embedded through Professional Learning Communities.

Category: Professional Learning & Support

Research Cited:

Activity - Formative Assessment as a High Impact Instructional Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend High Impact Instruction Training throughout the 2016-17 School Year. They will receive training on formative assessment.	Professional Learning	08/01/2016	06/30/2017	\$0 - District Funding	Principal Curriculum Specialist District IBC

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on Brain-friendly strategies & will be expected to implement those strategies into their daily instruction.	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Principal Curriculum Coordinator District IBC's All teachers

Strategy2:

Monitor Student Progress - We will utilize Tyler Pulse & Infinite Campus to continuously monitor: attendance, grades, & behavior of all students scoring Novice

Category: Continuous Improvement

Research Cited:

Activity - Data Tracking Document	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have a data tracking sheet for all students. Students will participate in monitoring their own data as well.	Academic Support Program Behavioral Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	All teachers Administrators

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:

2016-17 #5-CCMS will increase the percentage of students college & career ready from 40.3 to 58.2 by 2019 as measured by the Kentucky

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State Assessment.

Measurable Objective 1:

52% of All Students will achieve college and career readiness by scoring proficient or distinguished in Reading by 06/30/2017 as measured by KPREP testing..

Strategy1:

Colonel Content Review - All reading teachers & math teachers will spend the first 2-3 weeks of school reviewing reading & math skills from the previous year.

Category: Continuous Improvement

Research Cited:

Activity - Colonel Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review reading & math skills & practice test taking strategies with an emphasis on time. Teachers embed teaching test strategies into their content throughout the year. They practice timed events in order to prepare students for timed tests.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	All teachers

Strategy2:

College & Career Readiness - CCMS staff will expose students to multiple career choices that specifically apply to their individual learning plan.

Category: Career Readiness Pathways

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCMS coordinates with district personnel to get community members to come in to talk to students about their specific careers. Students are scheduled to go to those speakers based on their interests which are reflected in the ILP.	Career Preparation/ Orientation	08/01/2016	06/30/2017	\$0 - No Funding Required	Youth Service Director Counselors Administrators District Personnel

Activity - Power Tuesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every Tuesday, our students are encouraged to dress for success (like they would for a career). Students are selected to attend a lunch with a guest speaker, from the community, that shares with them about their career & about their life/career experiences.	Career Preparation/ Orientation	08/01/2016	06/30/2017	\$0 - No Funding Required	Administrators Two Paraprofessionals that get our community speakers to come in & share with our students

Strategy3:

Individual Learning Plan (ILP) - Students will complete appropriate sections on the ILP through our exploratory classes or with the

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counselors throughout the year.

Category: Career Readiness Pathways

Research Cited:

Activity - Complete grade appropriate sections of the ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete appropriate sections of the ILP through related arts classes throughout the year.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0 - No Funding Required	Library Media Specialist Principal Technology Director

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

Goal 1:

2016-17 #1- Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high quality, equitable education & are prepared for community & global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships & responsibilities by 06/30/2017 as measured by The District's Strategic Plan.

Strategy1:

Evidence Collection for Program Review - Program Review Committees will meet regularly with the Curriculum Coordinator to gather evidence & discuss progress towards the program review standards using the appropriate rubrics.

Category: Career Readiness Pathways

Research Cited:

Activity - Literacy Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy team will meet to by 5/30/2017 to discuss program review standards, gather evidence, & score CCMS on the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Writing/Literacy Committee

Activity - Arts & Humanities Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts & Humanities team will meet to discuss the program review, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/Orientation	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal Arts & Humanities Committee/Team

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Activity - Related Arts Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related Arts Teachers Collaborate during PLC's to ensure that we are making progress towards proficiency in the program review areas.	Career Preparation/ Orientation	11/01/2016	05/31/2017	\$0 - No Funding Required	Related Arts Teachers Curriculum Coordinator Princip

Activity - Program Review Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Coordinator & appropriate teachers attend training on Program Review Evidence (Related Arts & Writing)	Professional Learning	11/01/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal Related Arts Teachers Writing Teacher

Activity - PLCS-(Practical Living Career Studies)Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Practical Living Committee/Team meets to discuss the program review standards, gather evidence, & score CCMS using the Program Review Rubric.	Career Preparation/ Orientation	11/01/2016	05/31/2017	\$0 - No Funding Required	Practical Living Committee/Team Curriculum Coordinator

Strategy2:

Retention of Staff - New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.

Category: Human Capital Management

Research Cited:

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be assigned a mentor & will be supported through PLC's. The principal & curriculum coordinator will be meeting with the new teachers in their PLC's weekly to support & monitor their progress & their work.	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal Curriculum Coordinator All teachers

Strategy3:

Improve Working Conditions - CCMS principal is recognizing teachers & staff that have perfect attendance each month.

Category: Human Capital Management

Research Cited:

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month CCMS principal recognizes staff that have had perfect attendance for that month. A sticker is placed on their door for all to see & names are emailed out to entire staff.	Recruitment and Retention	11/01/2016	06/15/2017	\$0 - No Funding Required	CCMS Principal CCMS Secretary

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Activity - Golden Trashcan Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCMS Principal is utilizing the "Golden Trashcan" during faculty meetings to recognize teachers who have been willing to try a new strategy. He is asking them to share an idea that they tried that didn't work & share how they make 'tweak' the idea or strategy to use it again.	Recruitment and Retention	11/01/2016	06/30/2017	\$0 - No Funding Required	CCMS Principal All teachers

Activity - Departmentalized Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCMS teachers are planning by department this year as opposed to team planning. This does foster vertical planning time. Additionally, teachers have many more opportunities to share strategies that are working for specific content.	Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Principal All teachers Curriculum Coordinator

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development aimed at providing engaging strategies to teachers is provided during the school day as opposed to after school hours in order to honor teacher's time. Teachers have received learning map, formative, assessment, & brain-friendly strategies training already this year. Additional trainings will include but not be limited to: reading strategies, instructional planning checklist, growth mindset, etc.	Professional Learning	08/01/2016	05/31/2017	\$0 - District Funding	Principal District IBC's Curriculum Coordinator

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?

Christian County Kentucky is located in the southwestern portion of the state situated on the Tennessee state line. It neighbors Fort Campbell, KY, home to the 101st Airborne. It is a rural community with abundant agricultural and industrial growth. Christian County is one of the largest districts in Western Kentucky & the second largest Kentucky district in geographical miles. The greatest growth is in the Hispanic population with a growth rate of 121.6% over the last ten years. The Hispanic/Latino community currently makes up 6% of Christian County's population. Our district is 33% African American, 57% Caucasian, 12% Disability & we have a 5.3 mobility rate.

Christian County Middle School is located in the city limits of Hopkinsville, Kentucky. It is one of 2 middle schools in the Christian County Public Schools System. Currently our total population is 679 students, & we house 7-8 grades in our building. Though we are located in the city, we service many children from the county as well. Our school opened in 2012, & CCMS was designed to meet the needs of the 21st Century Learner. Our students take pride in attending one of the most state of the art facilities in the state of Kentucky. Our School Mission is "We Believe". Our District Mission statement is "Creating an educational culture of continuous growth through shared partnerships & responsibilities." Our District Vision Statement is to: Transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

CCMS has approximately 50 certified staff employed to meet the needs of our 7th & 8th grade students. With all support staff, custodians, & cafeteria workers, the CCMS staff is approximately 80 total employees. We have a student population of 679 students & over 75% of those qualify for free or reduced lunch. Our student population is very diverse with over 37.4% African American, 12% special education, 4.2% Hispanic & we have 30 military dependent families (4.2%).

Prior to the 2012 School Year, CCMS did not perform well on state assessments, benchmarks, & accountability models. In the 2013- 14 school year, our school became a Proficient School on the State Assessment. CCMS maintained that Proficient status for the 2014-15 school year. CCMS began the 2015-16 School year with all new Administration. This new administration worked diligently to continue the progress that occurred here with the previous administration. In October 2016, we received our KPREP scores & upon initial review, we were disappointed because we scored as a Needs Improvement School instead of a Proficient School. As we began to further analyze these scores, we realized that our scores are not comparable to last year due to consolidation, rezoning, calculation of novice reduction, & moving 6th grade back to elementary school. Our district staff recognized this fact as well. When you analyze our students, we actually did make great improvements with our students. We were actually .4 of a point away from being distinguished.

For two years, we have been working to implement High Impact Instructional Strategies in all classrooms to guide instruction, and properly assess to close gaps & increase student achievement. Our teachers have received embedded professional development on learning maps & formative assessments which are both High Impact Instructional Strategies. Already this school year, teachers have received embedded professional development on brain friendly strategies. All of this training is aimed at improving student engagement & understanding in the classroom.

Additionally, we are continuing Schoolwide PBIS & working to decrease the number of students out of class for behavior incidents.

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The culture of CCMS is growing stronger & there is a sense of pride within the students & community that attend & support Christian County Middle School. Christian County Middle School is working hard to create a safe, secure, & positive learning environment for our students, so they can excel & achieve at higher levels in the 21st Century. Students are becoming increasingly aware of the purpose of CCMS & are ready to meet the challenges & expectations of the school & staff. Our school motto, "We Believe" is simple, yet powerful and our students are capable of achieving & accomplishing more than before. Our School wide PBIS expectations are Respect, Responsibility, & Effort.

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.

Christian County Middle School is constantly reviewing its mission, belief, & vision statements. Our leadership team has reviewed our previous year's data & has decided to continue to focus on the following three areas: culture/building relationships with students, instruction, & structures. Our school's vision /mission is reflective of the district's mission & vision statement which is "Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high quality, equitable education & are prepared for community & global responsibilities." CCMS is working hard to create a safe, secure, & positive learning environment for our students, so they can excel & achieve at higher levels in the 21st Century. Students are becoming increasingly aware of the purpose of CCMS & are ready to meet the challenges & expectations of the school & staff. Our School Motto, "We Believe " is simple, yet powerful, & capable of achieving & accomplishing more than ever before. Our School Wide PBIS expectations are Respect, Responsibility, & Effort. Our motto, "We Believe," embodies every initiative. The belief that students can achieve at high levels, that current staff can make this happen, & that the resources we have will be adequate are all hurdles faculty & staff must overcome in order to achieve our goals

Last school year (2015-16) we had completely new building administration. After one successful year in the building, leadership was able to work with staff over the summer to tweak previous expectations & structures to 'raise the bar' in expectations both for behavior & academics. Teachers & leadership decided to continue to work on the same teacher non-negotiables that were developed last year. Administrators are holding teachers more accountable by being in classrooms more often & providing ELEOT walkthrough feedback. PLC's are operating at a high level & hold themselves accountable to each other.

Our PBIS team has new leadership & is working fast to create more positive behavior supports than we have had in the past. The team is meeting at least monthly and sometimes twice a month to create supports & structures that improve student success. We have already had an off-campus reward for 396 students who received no major or minor office referrals for the first quarter & a PBIS reward day for mid term second quarter. Students are getting excited about being rewarded for positive behavior.

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.

Christian County Middle School has continued to make academic progress over the last 3 years. When you analyze the data, our students showed tremendous growth on the state assessment. Our student attendance has been very good for several years now. We are continuously working to improve our discipline system to cut our suspensions & lost instructional time. We have behavior interventions in place to keep students in the classroom. Students are losing less instructional time because they are in their classrooms, administration is highly visible in hallways & teachers are using more & more engaging strategies & activities.

Our attendance has consistently been above 95% for 4 years now.

Our KPREP data does still indicate that we still need to improve in all areas. Our improvement efforts this year are focused on improving math through the use of the new Engage New York curriculum, using more high impact engaging strategies in all classrooms, & providing brain-friendly activities in the classroom. Our administration & leadership team is working through our PLC process to ensure that content is being covered with rigor & is congruent to the standards. Administration is monitoring classroom instruction & providing immediate feedback through ELEOT walk-throughs. Data is constantly being analyzed by administration & teachers. Leadership meets twice a week to analyze data, plan, & adjust systems as needed to ensure continuous improvement in all areas.

Additional Information

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

Prior to the 2015-16 school year, our school was a 6-8th grade center. With the 2015-16 school year, came new administration. This is the principal's second year at CCMS. At the beginning of the 2015-16 school year, schools were consolidated & CCMS enrolled 150 students from a much lower performing school in the district. Despite that consolidation, our school showed a great deal of academic progress when you analyze the data.