



# **KDE Comprehensive School Improvement Plan**

**Campbellsville Middle School  
Campbellsville Independent**

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Campbellsville, KY 42718

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## **Introduction**

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

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## Executive Summary

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## **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.

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## **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?**

Campbellsville Middle School is an independent middle school located in the center of Kentucky in the city of Campbellsville. Campbellsville is a pleasant, rural city and home to Campbellsville University, a college with 3500 students. The community has recovered over the past two decades from the devastating loss of the Fruit of the Loom industry by recruiting a diversified group of industries with the largest being Amazon. Campbellsville Middle houses five grades, 4-8, and has an enrollment of 473 students. The school has experienced steady growth in enrollment over the past four years and is up nearly seventy students during that time span. Another change in the past year has been in the area of leadership as the current principal is in her first year on the job. The biggest thing you will notice as you walk the halls of the school is the pride the students and staff take in being eagles and their commitment to performing at their highest level in academics, athletics, and extracurriculars. There is a commitment to succeed in all endeavors and the culture is driven by the motto live purple dream gold. This commitment to success has led to unparalleled accomplishments. The school has won championships in football, boys' basketball, cross country, girls' basketball, cheerleading, academic team, and track. Test scores have also risen steadily. These accomplishments are due in large part to the positive relationships built between students and staff and our staffs' ability to push every student to be the best they can be. Our staff is committed to providing activities that challenge and differentiate for all students. The atmosphere of our school lends itself to one on one attention for our students and a highly individualized experience. We have increased our efforts to provide enrichment and intervention for our students. Students not at benchmark receive daily intervention in reading and math while those displaying mastery are offered opportunities to enrich. We have made a conscious effort to get students at or above grade level in reading by stressing reading and writing in all content areas. The caring, positive atmosphere is evidenced by in the fact that we have seen our highest attendance rates in decades over the past three years and our school has led the district in overall attendance. We have also instituted a monthly spirit assembly in which we celebrate student accomplishments and recognize both students and staff going above and beyond. This time has really allowed us to celebrate who we are and what it means to be an Eagle.



## 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.**

Our school's purpose is to provide a positive educational experience for all students and to prepare them to not only succeed in high school but also to help them prepare to compete in a global job market. Our mission statement, "At CMS, every student, teacher, and staff member will experience success everyday through teamwork and cooperation, thus assuring high levels of academic achievement", touches on some major parts of our focus. We strive to see that every member of our CMS family experiences daily success and feel we have created an environment that encourages stakeholders to succeed. We feel we have assembled a great team at our school and that everyone works together for the common good of our students. We have adopted a "whatever it takes" mentality to help each student achieve their very best and to help them feel comfortable being who they are. We take on the responsibility of providing a rigorous curriculum and quality programs that are second to none. Simply put, we want to provide our students with ample opportunity to succeed while at the same time providing an environment that is nurturing and encouraging and one that pushes them to succeed. We have partnered with our regional coop, GRREC, to provide our teachers with the best training that provides strategies and ideas that challenge all students. Our staff will arrive early and stay late to provide students individual attention needed to achieve and they develop strong positive relationships with our students and their families. In addition, we have really stressed a focus on individual student needs. We have brought programs on board such as reading Plus, that are able to meet students on their level and promote daily individual achievement.

## 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.**

The past three years have certainly been banner years at CMS. Our greatest achievement certainly lies in the fact that our Explore composite score has gone from a 14.0 to a 15.9. We have seen gains that are listed in the top 50 middle schools in the state of Kentucky. We are now above national averages in every single content area and this is something that we are extremely proud of. We also had our first perfect score by an individual student on the exam this fall. Along with our Explore scores, we have had several K-Prep scores eclipse the state average. Our entire 7th grade scores last year all topped the state average in all content areas. We also saw 8th grade math scores over 13% above the state average and tops in our area. We made tremendous strides in the area of On Demand writing, which was a focus for improvement for our school last year. Both 5th and 8th grade topped the state average while 6th grade was less than a point away.

CMS has a proud history of success in athletics and extracurriculars and we have witnessed a new chapter in this area. We secured conference championships in football and boys and girls basketball as well as many other regular season and tournament accolades even though we are the smallest school in our conference. We continue to reach new heights with our Beta and KYA clubs and received the outstanding KYA delegation in 2010. We have seen great strides made in our girls sports programs and are certainly proud to see the gains these programs have made.

Our chorus and band program has grown to the largest size in decades as we now have a 40 member choir and a band program that requires all 5th graders to take beginning band and allows 7th and 8th graders to compete at the high school level. The choir puts on several yearly performances and has students selected to all-state choir annually. The band qualified for the state semifinals for the first time in seven years.

Just as we celebrate our recent successes, we continue to set goals for our future. One of the immediate goals for our school is to get in the top half of Ky's middle schools with our overall KPREP scale score. We currently are in the 45th percentile and we feel like our school belongs in the top half. We eventually want to become a school of proficiency. In order to get there, we have identified language mechanics as an area we want to improve upon. We were significantly below the state average in this area last year and expect drastic improvements in that area this year. We also want to improve our overall reading scores. We saw growth in this area last year but are not satisfied as we still fall below the state average on the reading exam. We have incorporated Reading Plus and have tweaked our AR system and want to see our students improve in this area. Finally, we felt we had too many students scoring novice last year in any given subject area and we want to decrease the amount of students scoring novice in all tested areas. Our students and staff are working too hard to see scores at the novice level.

## **Additional Information**

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

We look forward to the future at Campbellsville Middle School and are optimistic about what the future holds. We have a great partnership with our community and want to continue to be an educational institution that all stakeholders can be proud of.

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# 2014/2015 Plan for KDE Comprehensive School Improvement Plan

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## Overview

### Plan Name

2014/2015 Plan for KDE Comprehensive School Improvement Plan

### Plan Description

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## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase achievement for all students in Kentucky so that the achievement gap decreases from 8.2% in 2012 to 4.1 in 2017 as measured by the school report.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$123500
2	Increase the averaged combined reading and math K-prep scores middle school students from 41.7% to 70.9% by 2017.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$4800
3	Increase the percent of students who are college and career ready	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Increase the percent of students scoring proficient in 4th grade on KPREP in the area of science	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$10000
5	Increase the percent of students scoring proficient in 4th grade on KPREP in the area of Math	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
6	Increase the percent of students scoring proficient in 4th grade on KPREP in the area of Reading	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$0
7	Increase the percent of students scoring proficient in 5th grade on KPREP in the area of Math	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$10000
8	Increase the percent of students scoring proficient in 5th grade on KPREP in the area of Social Studies	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$0
9	Increase the percent of students scoring proficient in 6th grade on KPREP in the area of Reading	Objectives: 1 Strategies: 5 Activities: 14	Academic	\$14150
10	Increase the percent of students scoring proficient in 7th grade on KPREP in the area of Math	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$10000
11	Increase the percent of students scoring proficient in 7th grade on KPREP in the area of Reading	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$10000
12	Arts and Humanities portion of program review at Campbellsville Middle School will be proficient	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

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13	The writing component of Program review at Campbellsville Middle School will be proficient	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
14	The Practical Living and vocational studies component of Program review at Campbellsville Middle School will be proficient	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
15	Review Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Increase achievement for all students in Kentucky so that the achievement gap decreases from 8.2% in 2012 to 4.1 in 2017 as measured by the school report.

### Measurable Objective 1:

66% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase proficiency in reading and math on the KPREP exam. in English Language Arts by 05/19/2017 as measured by the 2012-2016 KPREP exam and school report..

### Strategy 1:

Individualized/Differentiated Instruction - Students will receive instruction that is differentiated and individualized to meet their needs based on data that is examined through formative and summative assessments.

Category:

Activity - Best Practice Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take part in activities that are best practice strategies which yield the highest amount of knowledge gained and retained. This will be monitored through weekly informal and formal classroom observations by the principal and support staff.	Direct Instruction	01/03/2013	05/19/2017	\$123000	General Fund	Elisha Rhodes/CMS teachers and staff

### Strategy 2:

Alternatives to suspension implementation - Staff will research and implement alternative discipline measures rather than rely solely on suspension for reoccurring behavior incidents and will work on this in conjunction with the annual KCMP report.

Category:

Activity - Implement behavior RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to begin implementation of behavior interventions to reduce number of suspensions.	Academic Support Program	08/01/2013	05/16/2014	\$500	Other	Principal and Assistant Principal RTI Team

## Goal 2: Increase the averaged combined reading and math K-prep scores middle school students from 41.7% to 70.9% by 2017.

### Measurable Objective 1:



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A 29% increase of Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading and math by 2017 in English Language Arts by 05/19/2017 as measured by 2013-2016 K-prep exam.

### Strategy 1:

Differentiated/Individualized instructional practices. - Teachers will continue to analyze data and use their findings to drive instruction so that activities used in class will be those that best serve the needs of the students and will help in the decisions when considering additional supports such as RTI are needed for a student.

Category:

Activity - Monitoring of Classroom instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and support staff will continue to formally and informally observe and monitor instructional practices that are taking place in the classroom.	Direct Instruction	01/03/2013	05/19/2017	\$0	No Funding Required	Principal

### Strategy 2:

Increase parental involvement - We will continue to step up our efforts to increase parental involvement in our school through conferences, increased PTA participation, and community events.

Category:

Activity - Student Led Conferences & Test Results nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents can come in and discuss student progress and review recent test results every mid term	Academic Support Program	08/02/2012	05/16/2014	\$3800	Title I Schoolwide	Elisha Rhodes Beth Wiedewitsch

Activity - Community Assemblies for Durham Alumni, Retired teachers, and local veterans.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to host assemblies to honor Durham High Alumni, local veterans, and retired teachers.	Academic Support Program	01/04/2013	05/16/2014	\$1000	Title I Schoolwide	David Petett

## Goal 3: Increase the percent of students who are college and career ready

### Measurable Objective 1:

A total of 97 Eighth grade students will collaborate to increase the percent of students reaching college and career ready from 405.5 to 44.1 in Reading by 09/30/2015 as measured by Explore test.

### Strategy 1:

Explore Rotations - Students will receive explicit instruction for Explore prep in each content area

Category:

Activity - Practice Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in practice test to formatively assess current knowledge and progress monitor where they are	Academic Support Program	05/19/2014	09/30/2014	\$0	No Funding Required	Elisha Rhodes Beth Wiedewitsch 8th grade teachers/7th grade teachers

## Goal 4: Increase the percent of students scoring proficient in 4th grade on KPREP in the area of science

### Measurable Objective 1:

A total of 70 Fourth grade students will collaborate to increase the percentage of students scoring proficient from 60.9% to 70% in Science by 05/21/2015 as measured by KPREP data.

### Strategy 1:

Individualized Instruction - When instruction is individualized students will accel at a faster rate

Category:

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are made aware of the standards that they will be tested on through the use of study island. Students also practice test questions, study for specific subjects, and have continuous progress monitoring through the use of this program.	Academic Support Program	08/06/2014	05/21/2015	\$10000	Title I Schoolwide	Elisha Rhodes Anthony Farris

### Strategy 2:

Assessments - Formative assessments will be used to assess students understanding and increase content knowledge

Category: Learning Systems

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Bell Ringers are administered at the beginning of each class period to formatively assess students content knowledge	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Anthony Farris
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Activity - Exit slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
What was the focus for today, Versa Tiles, Daily Science questions over the unit topic	Other	08/06/2014	05/21/2015	\$0	No Funding Required	Farris

### Strategy 3:

Technology Integration - Technology is integrated and embeded into instruction to enrich content delivery

Category:

Activity - Brain Pop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brain Pop videos are used to enrich and bring science to life when teaching the content students are responsible for knowing on the KPREP assessment.	Academic Support Program	08/06/2014	05/21/2015	\$0	General Fund	Anthony Farris, Elisha Rhodes

Activity - Scholastic Study Science Videos	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Are used to enhance the understanding of the content that students are required to know and will be assessed on when taking the KPREP assessment.	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Anthony Farris

### Strategy 4:

Differentiation of Instruction - When instruction is differentiated to meet the needs of students, students will excel at a faster rate.

Category:

Activity - Hands on Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meeting the needs of kin-esthetic hands on learners	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Farris

Activity - Movement activities to simulate concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promotes instruction through various learning styles	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Farris

Activity - Prepared Notes for lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Prepared notes for students provides time that they can focus on instruction instead of worrying about taking down the information	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Farris
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**Strategy 5:**

Cooperative Learning - Cooperative learning provides ways for students to lead group discussions, enhance their current knowledge and guide others to understanding

Category: Learning Systems

Activity - Think , Pair , Share	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Think on your own, Pair with a partner, share what you know to come up with an answer	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Farris

Activity - Small Group Activities and projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working collaboratively in small groups provides academic support and enhancement	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Farris

## Goal 5: Increase the percent of students scoring proficient in 4th grade on KPREP in the area of Math

**Measurable Objective 1:**

A total of 70 Fourth grade students will collaborate to increase the percentage of students scoring proficient from 37 % to 45% in Mathematics by 05/21/2015 as measured by KPREP assessment.

**Strategy 1:**

Increase Math Fluency - Increase in math fluency will increase proficiency in all students

Category:

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will summarize what they have learned or be asked to work a problem from the lesson to show mastery	Academic Support Program	08/07/2013	05/19/2014	\$0	No Funding Required	Garnetta Murrell Elisha Rhodes

Activity - Computer Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will work on various computer activities that require problems to be completed within an allotted amount of time	Academic Support Program	08/07/2013	05/19/2014	\$0	No Funding Required	Garnetta Murrell Elisha Rhodes
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Activity - Timed Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Timed Tests every Friday to prepare them for KPREP computation testing	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Garnetta Murrell Elisha Rhodes

Activity - Minute Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete daily minute math activities, requiring them to complete 10 mixed problems in one minute or less	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Garnetta Murrell, Elisha Rhodes

**Strategy 2:**

Technology - Increasing technology will work to meet the needs of students learning styles

Category: Integrated Methods for Learning

Activity - Teacher Tube	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Tube is used as a way to introduce new topics to students from another perspective	Technology	08/06/2014	05/21/2015	\$0	No Funding Required	Murrell

Activity - Math Playground	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math playground provides remedial activities, and games for students who are struggling with the information	Technology	08/06/2014	05/21/2015	\$0	No Funding Required	Murrell

**Strategy 3:**

Hands on Learning - Providing hands on experiences will help to reach learners who are kinesthetic learners

Category: Other - Learning Styles

Activity - Student made lap books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students create booklets while learning new material that they can go back to and reference	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Murrell

## Goal 6: Increase the percent of students scoring proficient in 4th grade on KPREP in the area of Reading

### Measurable Objective 1:

A total of 70 Fourth grade students will collaborate to increase the percentage of students scoring proficient from 41.3% to 53% in Reading by 05/19/2014 as measured by KPREP assessment.

### Strategy 1:

Individualized Learning - When instruction is individualized students are able to accel at a faster rate

Category:

Activity - Student Paced MAP Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on their MAP scores students recieve self paced lessons and activities to complete on the MAP practice Website	Academic Support Program	11/04/2013	05/19/2014	\$0	No Funding Required	Elisha Rhodes Miranda Wright
Activity - Self Paced Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self paced activities allow students to perform at a level that is best for them for true comprehension of material.	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Miranda Wright, Elisha Rhodes
Activity - Remedial Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remediation is provided for students who do not reach mastery	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Miranda Wright, Elisha Rhodes

### Strategy 2:

Technology integration - The integration of technology helps to enhance students understanding of content presented

Category:

Activity - Flocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Used to enhance students understanding of various key vocabulary words in reading and language arts	Academic Support Program	11/07/2013	05/19/2014	\$0	Other	Miranda Wright, Elisha Rhodes

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### Strategy 3:

Formative Assessments - Formative assessments are used to gage student learning and comprehension

Category:

Activity - KPREP test practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KPREP test practice provides a formative assessment that assess students knowledge	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Miranda Wright, Elisha Rhodes

Activity - Timed Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every class period begins with KPREP like, timed bell ringers that assess student knowledge	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Miranda Wright, Elisha Rhodes

### Strategy 4:

Whole Group Instruction - Various forms of whole group instruction are used to teach material students are required to know based on Core Content for Assessment.

Category:

Activity - Passage Based Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Passage Based Activities are used to teach content and prepare students for the material they will be assessed on when taking the KPREP assessment.	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Miranda Wright, Elisha Rhodes

## Goal 7: Increase the percent of students scoring proficient in 5th grade on KPREP in the area of Math

### Measurable Objective 1:

A total of 86 Fifth grade students will collaborate to increase the number of students scoring proficient from 37% to 47% in Mathematics by 05/19/2014 as measured by KPREP assessment.

### Strategy 1:

Technology - When technology is integrated into instruction, students will accel at a faster rate

Category: Integrated Methods for Learning

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Study island will be used to help struggling math students catch up. Program is used during RTI time and at home for extra help	Academic Support Program	08/06/2014	05/21/2015	\$10000	Title I Schoolwide	Elisha Rhodes Tammy Hash
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Activity - Math Whizz	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All fifth grade students have a log in to math whizz and they are asked to work 30 to 60 minutes a week. The program tests each students and places them at their own level working on items that are relevant to them.	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes Tammy Hash

Activity - Map Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in bring your own device to school and use devices to access MAP games to increase in the areas they are struggling. This is permitted once classwork is finished.	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes Tammy Hash

### Strategy 2:

Hands on Learning - When students are involved in hands on learning, retention of information increases

Category: Learning Systems

Activity - Interactive Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students create interactive notebooks when note taking and receiving math instruction.	Direct Instruction	08/06/2014	05/15/2015	\$0	No Funding Required	Hash

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When students have the ability to talk to each other and enhance the lesson, increase in learning takes place	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	hash

## Goal 8: Increase the percent of students scoring proficient in 5th grade on KPREP in the area of Social Studies

### Measurable Objective 1:

A total of 86 Fifth grade students will collaborate to increase the percentage of students scoring proficient to 60 % in Social Studies by 05/21/2014 as measured by KPREP assessment.

### Strategy 1:

Differentiated Instruction - Differentiated instruction will increase proficiency by meeting the needs of all students based on how they learn best and where they are at based on content knowledge.



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Category:

Activity - Social studies Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Centers are used to teach content in various ways dependent upon students needs	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes Jessica Lile

Activity - Instructional songs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional songs are used to bring history alive and enhance the material covered that students are expected to know when taking the KPREP assessment	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes Jessica Lile

Activity - Picture Notes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Picture notes are used to enhance the instruction and used to bring history alive when covering material students are expected to know when taking the KPREP assessment	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Jessica Lile

Activity - Content Based Literature	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction is taught through literature providing a differentiated way to cover content.	Other	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Jessica Lile

Activity - Student Led Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Led Activities are used to incorporate both higher order thinking as well as student engagement and involvement in making history come alive to them as they cover material that will be assessed on the KRPREP assessment	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Jessica Lile, Elisha Rhodes

**Strategy 2:**

Instructional Technology - Various forms of technology are used within the classroom to engage students in learning.

Category:

Activity - Zondle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Zondle is a website used to review information students are responsible to know on KPREP	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes Jessica Lile

**KDE Comprehensive School Improvement Plan**

Campbellsville Middle School

Activity - Brain Pop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brain pop videos are used to enhance material covered that students are responsible for knowing on KPREP	Academic Support Program	08/06/2014	05/21/2015	\$0	General Fund	Elisha Rhodes Jessica Lile

Activity - You Tube Clips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clips from You Tube are used to bring history alive and enhance the material covered that students are responsible for knowing when taking the KPREP test	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes Jessica Lile

Activity - online simulations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
online simulations are used to bring history alive and enhance the material covered that students are expected to know when taking the KPREP assessment	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes Jessica Lile

**Strategy 3:**

Individualized instruction - When instruction is individualized students are able to excel at a faster rate

Category:

Activity - Interactive student notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students create interactive notebooks that are meaningful to them to enhance material that was covered and that they are responsible for knowing when taking the KPREP assessment.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes Jessica Lile

Activity - Guided Reading Notes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided reading notes are used to assist students with comprehension when reading social studies material.	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Elisha Rhodes, Jessica Lile

**Strategy 4:**

Whole Group Instruction - Various methods of whole group instruction is used to teach material students are required to know and prepare them for the KPREP assessment

Category:

Activity - Timed Bellwork	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Campbellsville Middle School

Bell work is KPREP like and timed to both formatively assess and pre assess students knowledge.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Jessica Lile
<b>Activity - Formative Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Formative assessments are used daily to assess students knowledge prior to exiting the classroom each day.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Jessica Lile
<b>Activity - High Level questioning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Questioning strategies are used daily to assess content knowledge and increase students ability to think high order thoughts.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Jessica Lile
<b>Activity - Extended Response Questions</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Extended Response Questions provide a summative assesemnt for students understanding and ability to think high order.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Jessica Lile
<b>Activity - Coach Book</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Coach Books are used to deliver content and assess information covered to prepare students to take the KPREP assesement.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha RHodes, Jessica Lile

## Goal 9: Increase the percent of students scoring proficient in 6th grade on KPREP in the area of Reading

### Measurable Objective 1:

A total of 93 Sixth grade students will collaborate to increase the percent of students scoring proficient to 53 % in English Language Arts by 05/21/2015 as measured by KPREP assessment.

### Strategy 1:

Formative Assessments - Formative Assessments will be used to assess students content knowledge and adjust lessons accordingly

Category:

<b>Activity - KPREP Test Practice</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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## KDE Comprehensive School Improvement Plan

Campbellsville Middle School

KPREP "like" test will be given to formatively assess students content knowledge	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Lisa Kearney, Elisha Rhodes
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Activity - Timed Bell Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Timed KPREP like Bell work will be used to pre assess and formatively assess students content knowledge.	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Lisa Kearney, Elisha Rhodes

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exit slips are used as a formative assessment	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	L. Kearney

### Strategy 2:

Individualized Instruction - When instruction is individualized students accel at a faster rate

Category:

Activity - Remedial Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will recieve remediation when they do not master content	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Lisa Kearney, Elisha Rhodes

Activity - MAP Practice Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students recieve practice in the areas they need help with according to their RIT score in Language Arts	Academic Support Program	10/14/2013	05/19/2014	\$0	No Funding Required	Lisa Kearney, Elisha Rhodes

Activity - Readworks.org	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Passages for different groups	Academic Support Program	08/07/2013	05/19/2014	\$0	No Funding Required	Lisa Kearney, Elisha Rhodes

### Strategy 3:

Whole Group Instruction - Whole group instruction will be given using various methods to ensure in depth understanding of content knowledge.

Category:

Activity - Passage Based Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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Are used to teach content and material students are required to know based on Common Core for KPREP assessment	Direct Instruction	08/07/2013	05/19/2014	\$0	No Funding Required	Lisa Kearney, Elisha Rhodes
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### Strategy 4:

Technology Integration - Technology is integrated and embeded into instruction to teach, guide and enhance content

Category:

Activity - Flocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Used to teach important vocabulary words students are responsible for knowing when taking the KPREP assessment	Academic Support Program	08/07/2013	05/19/2014	\$150	Other	Elisha Rhodes, Llsa Kearney

Activity - Brain Pop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brain pop lessons are integrated as an alternate means to deliver content	Direct Instruction	08/06/2014	05/21/2015	\$10000	District Funding	L. Kearney

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is used to enhance and individualize instruction	Direct Instruction	08/06/2014	05/21/2015	\$4000	Grant Funds	L.Kearney

Activity - Jeopardy Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology integration to enhance instruction	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	L.Kearney

### Strategy 5:

Cooperative Learning - Cooperative learning is a strategy used in the classroom to allow peer to peer instruction and enhancement of instruction

Category: Learning Systems

Activity - Elbow buddy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are asked to talk to their neighbor and explain	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	L.Kearney

Activity - Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stations are used to individualize instruction and allow students to work together to increase content understanding	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	L.Kearney

Activity - Think , Pair , Share	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Think it out alone, pair with a partner, share what you came up with	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	L.Kearney

## Goal 10: Increase the percent of students scoring proficient in 7th grade on KPREP in the area of Math

### Measurable Objective 1:

A total of 97 Seventh grade students will collaborate to increase the number of students scoring proficient from 39.6 to 55% in Mathematics by 05/19/2014 as measured by KPREP assessment.

### Strategy 1:

Direct Instruction - When given direct instruction through a variety of strategies students will reach proficiency

Category:

Activity - Note Taking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided notes with students and teachers	Other	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

Activity - Whole Group Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussion amongst students and supporting answers or enhancing discussion between each other	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

### Strategy 2:

Technology Integration - Integrating various types of technology and embedding into instruction can help students to gain content knowledge or be used to remediate when mastery is not reached.

Category:

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is a computer based program that will be used for RTI for students who have not reached mastery on specific performance strands.	Academic Support Program	08/06/2014	05/21/2015	\$10000	Title I School Improvement (ISI)	Katie Campbell, Elisha Rhodes

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Activity - Math Videos	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Videos will be used to enhance, teach and guide content knowledge in the area of Math	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Katie Campbell, Elisha Rhodes

Activity - Edmodo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology integration	Technology	08/06/2014	05/21/2015	\$0	No Funding Required	Campbell

Activity - Khan Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology integration	Technology	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

Activity - Wolf Ram Alpha	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology integration	Technology	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

**Strategy 3:**

Cooperative Learning - Students work cooperatively in groups to enhance content discussion and increase knowledge

Category: Learning Systems

Activity - Think Pair Share	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Think along, pare with a parenter, share your ideas and explain why	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

Activity - Check your Neighbor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work to check each others work and communicate correct answers and come to a agreed upon decision	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

Activity - Jig Saw	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students lead other students in instrcution through jig saw activity	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

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

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Students complete centers that are individualized for them based on pre test, map test and individual needs and thinking	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell
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**Strategy 4:**

Thinking Strategies - Students will be taught various thinking strategies to help them when working through information

Category: Learning Systems

Activity - Working Backwards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the answer and be asked to work backwards to prove it.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

Activity - Process of Elimination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through practice multiple choice students will learn the strategy of process of elimination	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

**Strategy 5:**

Assessment - Assessment is integrated to assess where students formatively to make changes to lesson plans and summatively for understanding

Category: Integrated Methods for Learning

Activity - Bell Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bellwork is used daily to pre assess and well as assess information from previous day	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	K. Campbell

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Are used to formatively assess students understanding so adjustments to lessons can be made.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Campbell

## Goal 11: Increase the percent of students scoring proficient in 7th grade on KPREP in the area of Reading

**Measurable Objective 1:**

A total of 97 Seventh grade students will collaborate to increase the percent of students scoring proficient to 53% in English Language Arts by 05/19/2014 as measured by KPREP assessment.



**KDE Comprehensive School Improvement Plan**

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**Strategy 1:**

Formative assessments - Formative Assessments will be used to assess students content knowledge and adjust lessons accordingly

Category:

Activity - KPREP test practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KPREP "like" test will be given to formatively assess students content knowledge	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Sharon Harris, Elisha Rhodes

Activity - Timed Bell Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Timed KPREP like Bell work will be used to pre assess and formatively assess students content knowledge.	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Sharon Harris, Elisha Rhodes

**Strategy 2:**

Individualized Instruction - When instruction is individualized students excel at a faster rate

Category:

Activity - Remedial Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive remediation when they do not master content	Other	08/06/2014	05/21/2015	\$0	No Funding Required	Sharon Harris, Elisha Rhodes

Activity - Map Practice Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive practice in the areas they need help with according to their RIT score in Language Arts	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Sharon Harris, Elisha Rhodes

Activity - Readworks.org	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Passages for different groups	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	Sharon Harris, Elisha Rhodes

**Strategy 3:**

Whole Group Instruction - Whole group instruction will be given using various methods to ensure in depth understanding of content knowledge.

Category:

**KDE Comprehensive School Improvement Plan**

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Activity - Passage Based Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Are used to teach content and material students are required to know based on Common Core for KPREP assessment	Direct Instruction	08/06/2014	05/21/2015	\$0	No Funding Required	Sharon Harris, Elisha Rhodes

**Strategy 4:**

Technology Integration - Technology is integrated and embeded into instruction to teach, guide and enhance content

Category:

Activity - Flocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Used to teach important vocabulary words students are responsible for knowing when taking the KPREP assessment	Academic Support Program	08/06/2014	05/21/2015	\$0	Other	Sharon Harris, Elisha Rhodes

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is a computer based program used to guide, teach, enhance, and remediate content for English and Language Arts based on Common Core	Academic Support Program	08/06/2014	05/21/2015	\$10000	Title I Schoolwide	Sharon Harris, Elisha Rhodes

## Goal 12: Arts and Humanities portion of program review at Campbellsville Middle School will be proficient

**Measurable Objective 1:**

100% of All Students will complete a portfolio or performance to ensure proficiency in Art &amp; Humanities by 05/21/2015 as measured by program review report.

**Strategy 1:**

Program Review Proficiency - The Arts and Humanities committee will meet weekly to evaluate the on-going progress of collecting data and ensuring rationals are appropriate.

Category:

Activity - Program Review Committee Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanties department will be a part of committee meeting and work to dicuss progress towards proficiency	Other	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Zach Shelton, JoAnn Harris, David Petett

## Goal 13: The writing component of Program review at Campbellsville Middle School will be proficient

### Measurable Objective 1:

100% of All Students will complete a portfolio or performance to ensure proficiency in Writing by 05/19/2014 as measured by program review report.

### Strategy 1:

Program Review Proficiency - The writing committee will meet weekly to evaluate the on-going progress of collecting data and ensuring rationals are appropriate.

Category:

Activity - Program Review Committee Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing department will be a part of the committee meeting and work to discuss the progress towards proficiency.	Other	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, Kaye Breeding, English Department

## Goal 14: The Practical Living and vocational studies compnent of Program review at Campbellsville Middle School will be proficient

### Measurable Objective 1:

100% of All Students will complete a portfolio or performance to ensure proficiency in Health/Physical education in Health/Physical Education by 05/19/2014 as measured by Program review report.

### Strategy 1:

Program Review Proficiency - The Health/Physical education teacher will meet weekly with the program review team to evaluate the on-going progress of collecting data and ensuring rationals are appropriate.

Category:

Activity - Program Review Committee Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The health/pe teacher and guidance counselor will be a part of the committee meeting and work to discuss the progress towards proficiency	Other	08/06/2014	05/21/2015	\$0	Other	Elisha Rhodes, Weston Jones, Beth Wiedewitsch, Sara Cobb
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**Goal 15: Review Tell Survey**

**Measurable Objective 1:**

collaborate to become more aware of the TELL survey results by 05/19/2014 as measured by notes of SBDM and faculty meetings where the TELL survey is reviewed.

**Strategy 1:**

Tell Survey - Administrators, teachers and staff will review the TELL survey to find areas where improvements can be made

Category:

Activity - Tell Survey Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TELL survey will be reviewed by administrators, teachers and staff and shared at SBDM meetings	Professional Learning	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes and SBDM council

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Study Island is a computer based program that will be used for RTI for students who have not reached mastery on specific performace strands.	Academic Support Program	08/06/2014	05/21/2015	\$10000	Katie Campbell, Elisha Rhodes
<b>Total</b>					\$10000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Passage Based Activities	Are used to teach content and material students are required to know based on Common Core for KPREP assessment	Direct Instruction	08/06/2014	05/21/2015	\$0	Sharon Harris, Elisha Rhodes
Wolf Ram Alpha	Technology integration	Technology	08/06/2014	05/21/2015	\$0	K. Campbell
Timed Bell Ringers	Every class period begins with KPREP like, timed bell ringers that assess student knowledge	Direct Instruction	08/07/2013	05/19/2014	\$0	Miranda Wright, Elisha Rhodes
Remedial Activities	Students will recieve remediation when they do not master content	Direct Instruction	08/07/2013	05/19/2014	\$0	Lisa Kearney, Elisha Rhodes
Readworks.org	Leveled Passages for different groups	Academic Support Program	08/07/2013	05/19/2014	\$0	Lisa Kearney, Elisha Rhodes
Timed Bell Work	Timed KPREP like Bell work will be used to pre assess and formatively assess students content knowledge.	Direct Instruction	08/06/2014	05/21/2015	\$0	Sharon Harris, Elisha Rhodes
Jeopardy Review	Technology integration to enhance instruction	Direct Instruction	08/06/2014	05/21/2015	\$0	L. Kearney
Interactive student notebooks	Students create interactive notebooks that are meaningful to them to enhance material that was covered and theat they are responsible for knowing when taking the KPREP assessment.	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha Rhodes Jessica Lile
Think , Pair , Share	Think on your own, Pair with a partner, share what you know to come up with an answer	Direct Instruction	08/06/2014	05/21/2015	\$0	Farris

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Teacher Tube	Teacher Tube is used as a way to introduce new topics to students from another prosepctive	Technology	08/06/2014	05/21/2015	\$0	Murrell
You Tube Clips	Clips from You Tube are used to bring history alive and enhance the material covered that studetns are responsible for knowing when taking the KPREP test	Academic Support Program	08/06/2014	05/21/2015	\$0	Elisha Rhodes Jessica Lile
Elbow buddy	Students are asked to talk to their neighbor and explain	Direct Instruction	08/06/2014	05/21/2015	\$0	L.Kearney
Cooperative Learning	When students have the ability to talk to each other and enhance the lesson, increase in learning takes place	Direct Instruction	08/06/2014	05/21/2015	\$0	hash
Program Review Committee Meeting	Arts and Humanties department will be a part of committee meeting and work to dicuss progress towards proficiency	Other	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Zach Shelton, JoAnn Harris, David Petett
Hands on Activities	Meeting the needs of kin-esthetic hands on learners	Direct Instruction	08/06/2014	05/21/2015	\$0	Farris
Timed Bellwork	Bell work is KPREP like and timed to both formatively assess and pre assess students knowledge.	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Jessica Lile
Jig Saw	Students lead other students in instrcution through jig saw activity	Direct Instruction	08/06/2014	05/21/2015	\$0	K. Campbell
Movement activities to simulate concepts	Promotes instruction through various learning styles	Direct Instruction	08/06/2014	05/21/2015	\$0	Farris
Think Pair Share	Think along, pare with a parenter, share your ideas and explain why	Direct Instruction	08/06/2014	05/21/2015	\$0	K. Campbell
Small Group Activities and projects	Working collaboratively in small groups provides academic support and enhancement	Academic Support Program	08/06/2014	05/21/2015	\$0	Farris
Exit Slips	Exit slips are used as a formative assessment	Direct Instruction	08/06/2014	05/21/2015	\$0	L. Kearney
Remedial Activities	Students will recieve remediation when they do not master content	Other	08/06/2014	05/21/2015	\$0	Sharon Harris, Elisha Rhodes
Remedial Activities	Remediation is provided for students who do not reach mastery	Direct Instruction	08/07/2013	05/19/2014	\$0	Miranda Wright, Elisha Rhodes
Process of Elimination	Through practice multiple choice students will learn the strategy of process of elimination	Direct Instruction	08/06/2014	05/21/2015	\$0	K. Campbell
Note Taking	Guided notes with students and teachers	Other	08/06/2014	05/21/2015	\$0	K. Campbell
Program Review Committee Meeting	The writing department will be a part of the committee meeting and work to discuss the progress towards proficiency.	Other	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Kaye Breeding, English Department

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Passage Based Activities	Passage Based Activities are used to teach content and prepare students for the material they will be assessed on when taking the KPREP assessment.	Direct Instruction	08/07/2013	05/19/2014	\$0	Miranda Wright, Elisha Rhodes
Edmodo	Technology integration	Technology	08/06/2014	05/21/2015	\$0	Campbell
Timed Test	Students will complete Timed Tests every Friday to prepare them for KPREP computation testing	Academic Support Program	08/06/2014	05/21/2015	\$0	Garnetta Murrell Elisha Rhodes
Zondle	Zondle is a website used to review information students are responsible to know on KPREP	Academic Support Program	08/06/2014	05/21/2015	\$0	Elisha Rhodes Jessica Lile
Working Backwards	Students will be given the answer and be asked to work backwards to prove it.	Direct Instruction	08/06/2014	05/21/2015	\$0	K. Campbell
KPREP test practice	KPREP "like" test will be given to formatively assess students content knowledge	Direct Instruction	08/06/2014	05/21/2015	\$0	Sharon Harris, Elisha Rhodes
Readworks.org	Leveled Passages for different groups	Academic Support Program	08/06/2014	05/21/2015	\$0	Sharon Harris, Elisha Rhodes
Minute Math	Students complete daily minute math activities, requiring them to complete 10 mixed problems in one minute or less	Academic Support Program	08/06/2014	05/21/2015	\$0	Garnetta Murrell, Elisha Rhodes
Exit Slips	Students will summarize what they have learned or be asked to work a problem from the lesson to show mastery	Academic Support Program	08/07/2013	05/19/2014	\$0	Garnetta Murrell Elisha Rhodes
Social studies Centers	Centers are used to teach content in various ways dependent upon students needs	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha Rhodes Jessica Lile
Computer Activities	Students will work on various computer activities that require problems to be completed within an allotted amount of time	Academic Support Program	08/07/2013	05/19/2014	\$0	Garnetta Murrell Elisha Rhodes
Map Practice Website	Students receive practice in the areas they need help with according to their RIT score in Language Arts	Academic Support Program	08/06/2014	05/21/2015	\$0	Sharon Harris, Elisha Rhodes
KPREP Test Practice	KPREP "like" test will be given to formatively assess students content knowledge	Direct Instruction	08/07/2013	05/19/2014	\$0	Lisa Kearney, Elisha Rhodes
Content Based Literature	Instruction is taught through literature providing a differentiated way to cover content.	Other	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Jessica Lile
Khan Academy	Technology integration	Technology	08/06/2014	05/21/2015	\$0	K. Campbell
High Level questioning	Questioning strategies are used daily to assess content knowledge and increase students ability to think high order thoughts.	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Jessica Lile

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Math Whizz	All fifth grade students have a log in to math whizz and they are asked to work 30 to 60 minutes a week. The program tests each students and places them at their own level working on items that are relevant to them.	Academic Support Program	08/06/2014	05/21/2015	\$0	Elisha Rhodes Tammy Hash
Tell Survey Review	The TELL survey will be reviewed by administrators, teachers and staff and shared at SBDM meetings	Professional Learning	08/06/2014	05/21/2015	\$0	Elisha Rhodes and SBDM council
Guided Reading Notes	Guided reading notes are used to assist students with comprehension when reading social studies material.	Direct Instruction	08/07/2013	05/19/2014	\$0	Elisha Rhodes, Jessica Lile
MAP Practice Website	Students recieve practice in the areas they need help with according to their RIT score in Language Arts	Academic Support Program	10/14/2013	05/19/2014	\$0	Lisa Kearney, Elisha Rhodes
online simulations	online simulations are used to bring history alive and enhance the material covered that students are expected to know when taking the KPREP assessment	Academic Support Program	08/06/2014	05/21/2015	\$0	Elisha Rhodes Jessica Lile
Centers	Students complete centers that are individualized for them based on pre test, map test and individual needs and thinking	Academic Support Program	08/06/2014	05/21/2015	\$0	K. Campbell
Whole Group Discussion	Discussion amongst students and supporting answers or enhancing discussion between each other	Direct Instruction	08/06/2014	05/21/2015	\$0	K. Campbell
Map Math	Students participate in bring your own device to school and use devices to access MAP games to increase in the areas they are struggling. This is permitted once classwork is finished.	Academic Support Program	08/06/2014	05/21/2015	\$0	Elisha Rhodes Tammy Hash
Student Led Activities	Student Led Activities are used to incorporate both higher order thinking as well as student engagement and involvement in making history come alive to them as they cover material that will be assessed on the KRPREP assessment	Direct Instruction	08/06/2014	05/21/2015	\$0	Jessica Lile, Elisha Rhodes
Instructional songs	Instructional songs are used to bring history alive and enhance the material covered that students are expected to know when taking the KPREP assessment	Academic Support Program	08/06/2014	05/21/2015	\$0	Elisha Rhodes Jessica Lile
Student Paced MAP Practice	Based on their MAP scores students recieve self paced lessons and activities to complete on the MAP practice Website	Academic Support Program	11/04/2013	05/19/2014	\$0	Elisha Rhodes Miranda Wright
Check your Neighbor	Students work to check each others work and communicate correct answers and come to a agreed upon decision	Direct Instruction	08/06/2014	05/21/2015	\$0	K. Campbell
Student made lap books	students create booklets while learning new material that they can go back to and reference	Direct Instruction	08/06/2014	05/21/2015	\$0	Murrell
Scholastic Study Science Videos	Are used to enhance the understanding of the content that students are required to know and will be assessed on when taking the KPREP assessment.	Academic Support Program	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Anthony Farris
Bell Work	Bellwork is used daily to pre assess and well as assess information from previous day	Direct Instruction	08/06/2014	05/21/2015	\$0	K .Campbell



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Passage Based Activities	Are used to teach content and material students are required to know based on Common Core for KPREP assessment	Direct Instruction	08/07/2013	05/19/2014	\$0	Lisa Kearney, Elisha Rhodes
Exit slips	What was the focus for today, Versa Tiles, Daily Science questions over the unit topic	Other	08/06/2014	05/21/2015	\$0	Farris
Bell Ringers	Bell Ringers are administered at the beginning of each class period to formatively assess students content knowledge	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Anthony Farris
Timed Bell Work	Timed KPREP like Bell work will be used to pre assess and formatively assess students content knowledge.	Direct Instruction	08/07/2013	05/19/2014	\$0	Lisa Kearney, Elisha Rhodes
Self Paced Learning	Self paced activities allow students to perform at a level that is best for them for true comprehension of material.	Direct Instruction	08/07/2013	05/19/2014	\$0	Miranda Wright, Elisha Rhodes
Coach Book	Coach Books are used to deliver content and assess information covered to prepare students to take the KPREP assesment.	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha RHodes, Jessica Lile
Monitoring of Classroom instruction	The principal and support staff will continue to formally and informally observe and monitor instructional practices that are taking place in the classroom.	Direct Instruction	01/03/2013	05/19/2017	\$0	Principal
Formative Assessments	Formative assessments are used daily to assess students knowledge prior to exiting the classroom each day.	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Jessica Lile
Exit Slips	Are used to formatively assess students understanding so adjustments to lessons can be made.	Direct Instruction	08/06/2014	05/21/2015	\$0	Campbell
Extended Response Questions	Extended Response Questions provide a summative assesemnt for students understanding and ability to think high order.	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Jessica Lile
Stations	Stations are used to individualize instruction and allow students to work together to increase content understanding	Direct Instruction	08/06/2014	05/21/2015	\$0	L.Kearney
Practice Test	Students will engage in practice test to formatively assess current knowledge and progress monitor where they are	Academic Support Program	05/19/2014	09/30/2014	\$0	Elisha Rhodes Beth Wiedewitsch 8th grade teachers/7th grade teachers
Picture Notes	Picture notes are used to enhance the instruction and used to bring history alive when covering material students are expected to know when taking the KPREP assessment	Direct Instruction	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Jessica Lile
Think , Pair , Share	Think it out alone, pair with a partner, share what you came up with	Direct Instruction	08/06/2014	05/21/2015	\$0	L.Kearney
Math Playground	Math playground provides remedial activities, and games for students who are struggling with the information	Technology	08/06/2014	05/21/2015	\$0	Murrell

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KPREP test practice	KPREP test practice provides a formative assessment that assess students knowledge	Direct Instruction	08/07/2013	05/19/2014	\$0	Miranda Wright, Elisha Rhodes
Math Videos	Videos will be used to enhance, teach and guide content knowledge in the area of Math	Academic Support Program	08/06/2014	05/21/2015	\$0	Katie Campbell, Elisha Rhodes
Prepared Notes for lessons	Prepared notes for students provides time that they can focus on instruction instead of worrying about taking down the information	Academic Support Program	08/06/2014	05/21/2015	\$0	Farris
Interactive Notebooks	Students create interactive notebooks when note taking and receiving math instruction.	Direct Instruction	08/06/2014	05/15/2015	\$0	Hash
<b>Total</b>					\$0	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Study Island is used to enhance and individualize instruction	Direct Instruction	08/06/2014	05/21/2015	\$4000	L.Kearney
<b>Total</b>					\$4000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brain Pop	Brain pop lessons are integrated as an alternate means to deliver content	Direct Instruction	08/06/2014	05/21/2015	\$10000	L. Kearney
<b>Total</b>					\$10000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brain Pop	Brain pop videos are used to enhance material covered that students are responsible for knowing on KPREP	Academic Support Program	08/06/2014	05/21/2015	\$0	Elisha Rhodes Jessica Lile
Brain Pop	Brain Pop videos are used to enrich and bring science to life when teaching the content students are responsible for knowing on the KPREP assessment.	Academic Support Program	08/06/2014	05/21/2015	\$0	Anthony Farris, Elisha Rhodes
Best Practice Strategies	Students will take part in activities that are best practice strategies which yield the highest amount of knowledge gained and retained. This will be monitored through weekly informal and formal classroom observations by the principal and support staff.	Direct Instruction	01/03/2013	05/19/2017	\$123000	Elisha Rhodes/CMS teachers and staff

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**Total**      \$123000

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flocabulary	Used to enhance students understanding of various key vocabulary words in reading and language arts	Academic Support Program	11/07/2013	05/19/2014	\$0	Miranda Wright, Elisha Rhodes
Flocabulary	Used to teach important vocabulary words students are responsible for knowing when taking the KPREP assessment	Academic Support Program	08/07/2013	05/19/2014	\$150	Elisha Rhodes, Llsa Kearney
Flocabulary	Used to teach important vocabulary words students are responsible for knowing when taking the KPREP assessment	Academic Support Program	08/06/2014	05/21/2015	\$0	Sharon Harris, Elisha Rhodes
Program Review Committee Meeting	The heath/pe teacher and guidance counselor will be a part of the committee meeting and work to discuss the progress towards proficiency	Other	08/06/2014	05/21/2015	\$0	Elisha Rhodes, Weston Jones, Beth Wiedewitsch, Sara Cobb
Implement behavior RTI	Staff will work to begin implementation of behavior interventions to reduce number of suspensions.	Academic Support Program	08/01/2013	05/16/2014	\$500	Principal and Assistant Principal RTI Team
<b>Total</b>					\$650	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students are made aware of the standards that they will be tested on through the use of study island. Students also practice test questions, study for specific subjects, and have continuous progress monitoring through the use of this program.	Academic Support Program	08/06/2014	05/21/2015	\$10000	Elisha Rhodes Anthony Farris
Study Island	Study Island is a computer based program used to guide, teach, enhance, and remediate content for English and Language Arts based on Common Core	Academic Support Program	08/06/2014	05/21/2015	\$10000	Sharon Harris, Elisha Rhodes
Study Island	Study island will be used to help struggling math students catch up. Program is used during RTI time and at home for extra help	Academic Support Program	08/06/2014	05/21/2015	\$10000	Elisha Rhodes Tammy Hash
Community Assemblies for Durham Alumni, Retired teachers, and local veterans.	We will continue to host assemblies to honor Durham High Alumni, local veterans, and retired teachers.	Academic Support Program	01/04/2013	05/16/2014	\$1000	David Petett

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Student Led Conferences & Test Results nights	Parents can come in and discuss student progress and review recent test results every mid term	Academic Support Program	08/02/2012	05/16/2014	\$3800	Elisha Rhodes Beth Wiedewitsch
					<b>Total</b>	\$34800

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## **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

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## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

With the data that we have been provided, our primary goal is to determine what is working, what is not working, and for whom it is working for. We have broken apart the data for the nearly two months now to analyze what it says about the things we are doing here at CMS. Three things we have looked at closely is what the numbers say about our writing program at CMS, the results of the reading initiatives we have started, and how our system of interventions is working. The data shows us that we have made gains in several areas. One question mark that remains is how we are doing with our RTI plan as our number of novice continues to be too high. The big thing we have taken away from the recent data is that we are so close to getting above the state average in all categories which has been a goal of our school. We want to rank in the top half of Kentucky's middle schools. Though we have proven we can do this in several grades and subjects, we still have some inconsistencies as a school

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## 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?**

We were above the state average in several areas on KPREP.

One of the major things we have tried to do to sustain our areas of strength is to meet in our PLCs to discuss what is working and what is not working. We feel by discussing what is working, we can not only continue the practices but also spread them throughout our school. We are also meeting in grade level teams to discuss what has worked from a procedural standpoint so that we can continue to capitalize on those practices. We also want to establish procedures that allow for sharing of the things that are working in our school so that we don't keep it a secret within a particular classroom. This is the second year we have implemented MAP into our curriculum as a progress monitoring tool throughout the year. MAP is also beneficial in helping us target areas where students struggle and give them specific instruction to help meet their needs.

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## Opportunities for Improvement

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

The first major area of improvement that we have to address is reading . We have noted that our students will not improve in any area unless first they can read on grade level.

test. We have began to discuss things we can do within classrooms, grade levels and building wide that will make this a priority. We have brought on Reading Plus as an intervention and have seen gains with this

program. We have also raised awareness in the content areas about literacy practices and strategies and ways to improve literacy. We have placed a focus on improving all students reading levels in vocabulary and comprehension and have Susan Barton for all tier 3 readers including our ECE students.

Lastly, we plan to reevaluate our system of interventions to make sure that we are doing everything possible so that we decrease the amount of students scoring novice. We feel strongly that we have done a quality job of identifying these students but we need to improve what we are doing to intervene to make sure we are helping them to improve. This year we are working with an ABRI team from the Univeristy of Louisville to desegregate data and help us to create both an academic as well as a behavioral RTI plan that is successful for all students.

A third and final area for improvement is Program Review. We now have in place a weekly collector per grade level to get program review information from and the Program Review team is meeting weekly to conduct meetings and assure that demonstrators are proficient

## Conclusion

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

Our next step is to make the necessary mid course corrections so that we tweak our plan to first get over the hump and get into the top 50% of the state's middle schools. We have seen some excellent gains and have gotten above the state average in several areas but we want all areas above the state average. Our immediate needs include addressing our reading deficits and continuing our growth in reading comprehension. We want to build upon our success in math and science and make sure we share the ideas that are working throughout our building. . We feel as though we have developed a good system of identifying struggling students early on in the year and are trying to improve our system of interventions to maximize the help we deliver. We will continue to progress monitor using map, and set smart goals for students, and our grade level content areas. Our three year goal is to become a school of proficiency and climb to the top 30% of the state's middle schools

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# The Missing Piece

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## **Introduction**

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

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## **Stakeholders**

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

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

Teachers of CMS

Site Base Decision Making Council

Principal

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## Relationship Building

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

Overall Rating: 3.14

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

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	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
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

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

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

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

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

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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

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## Decision Making

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

Overall Rating: 2.57

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

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

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## Advocacy

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

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff 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.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

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

## Learning Opportunities

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

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

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

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

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

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## Community Partnerships

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

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	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
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

## Reflection

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

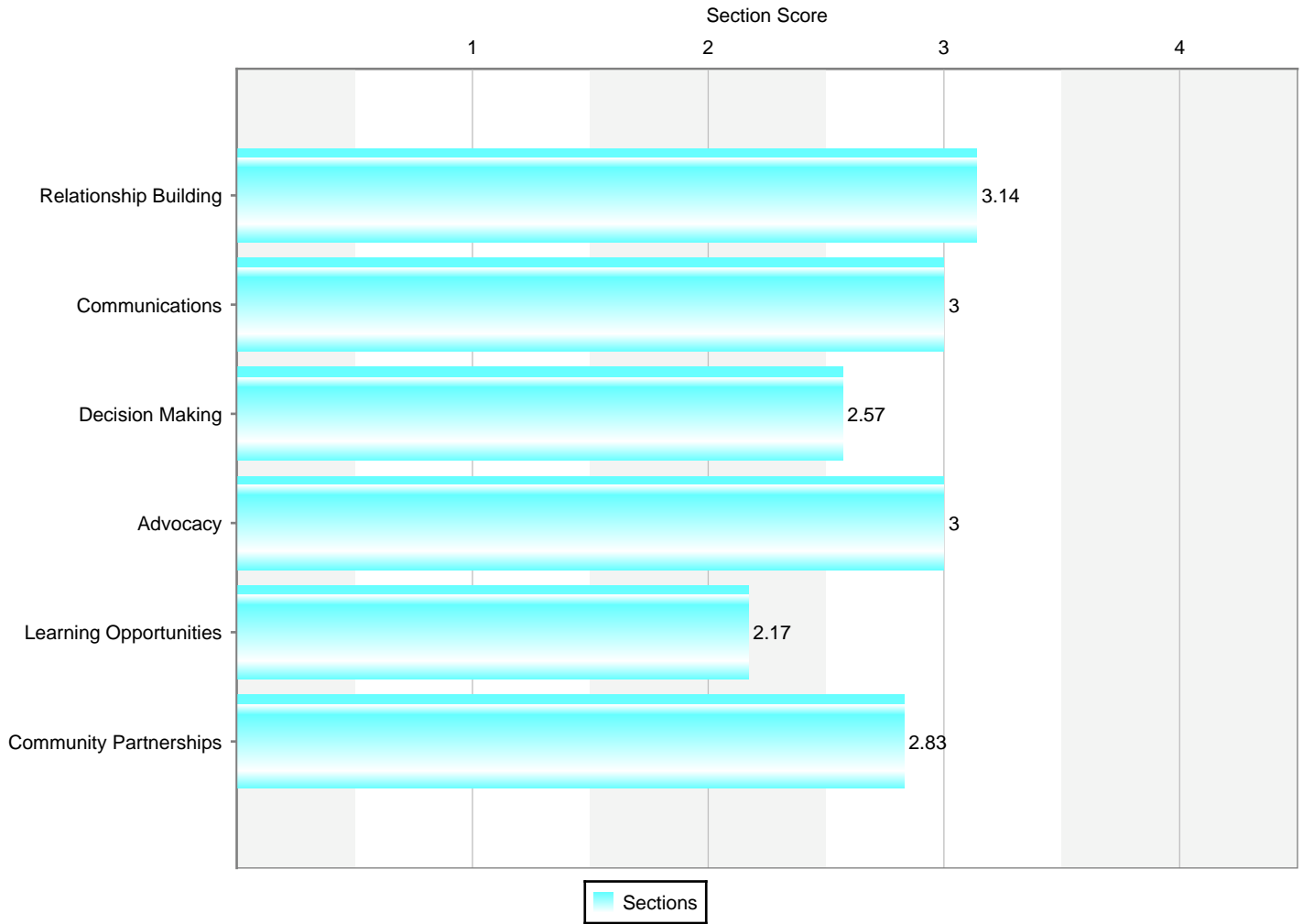
**Reflect upon your responses to each of the Missing Piece objectives.**

We work hard to provide opportunities for parents to be involved, but one area we need to improve on is recruiting those parents. We have a plan to devise a parent lighthouse team that will help us to do this in the future. Another way I believe we progressing is getting businesses involved by having them speak to and sponsor our leaders of the week each month.

DRAFT

## Report Summary

### Scores By Section





# Improvement Plan Stakeholder Involvement

DRAFT

## **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.

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## **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.**

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

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

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