



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.

Executive Summary

Introduction

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

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

Description of the School

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

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 435 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 two years has been in the area of leadership as CMS works to implement the Leader in Me process with our students through a 40 minute leadership period. 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 Team - Together Everyone Achieves More. 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 through credit enhancement. 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 Friday Finish 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, "Learn, Lead, Soar", touches on some major parts of our focus. We strive to ensure students not only come to school everyday with the mindset to improve their education, but we encourage them to find the place where they can plug in and lead and then prepare to soar at the next level. 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 four years have certainly been banner years at CMS. We have several K-Prep scores eclipse the state average. Our percentile ranking has improved tremendously and as a 4-5 and a 6-8 school we are only 3 percentile points from being a proficient school. Campbellsville Middle School has made tremendous strides in the area of Reading, which was a focus for improvement for our school last year.

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 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, and are the state holders of the President of the Senate for KYA and Secretary General for KUNA. 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. 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. In order to get there, we have identified Math 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.

2015-2016 improvement Plan

Overview

Plan Name

2015-2016 improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	When given the KPREP, Campbellsville Middle School will improve in grades 4 and 5 from 39.5 percent proficient distinguished in reading to 54.8 and students in grades 6-8 will increase percent proficient distinguished in reading from 42.7 to 53.4	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$3750
2	When given the KPREP, Campbellsville Middle School will improve math proficiency for grades 4 and 5 from 35.9 percent proficient distinguished to 55.4 percent and grades 6-8 will improve from 34.9 to 52.1	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$1000
3	When given the 2016 KPREP exam, CMS will reduce the percentage of students scoring at novice by 10 percent	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$0
4	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
5	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: 2	Academic	\$3800
6	Class Size Reduction	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$200506
7	Increase the percent of students who are college and career ready	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: When given the KPREP, Campbellsville Middle School will improve in grades 4 and 5 from 39.5 percent proficient distinguished in reading to 54.8 and students in grades 6-8 will increase percent proficient distinguished in reading from 42.7 to 53.4

Measurable Objective 1:

A 15% increase of Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/31/2016 as measured by 2016 KPREP exam.

(shared) Strategy 1:

Improve our English/Language Arts percentage of students scoring proficient/distinguished. - This strategy will work by improving the delivery of English instruction and system of reading interventions.

Category:

Activity - First period Leveled Reading Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The daily schedule will include a first period leveled reading class where students go to their grade level class to work on activities to help improve reading level.	Direct Instruction	08/31/2015	05/31/2016	\$0	General Fund	Elisha Rhodes/ SBDM
Activity - Utilize Susan Barton System and Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These two programs will be used to supplement our reading instruction and also to help our struggling readers. Tier 2 kids are placed into Reading plus for a daily activity and tier 3 students receive Susan Barton interventions.	Academic Support Program	08/05/2015	05/31/2016	\$3750	Title I Schoolwide	Elisha Rhodes/ Susan Barton interventionist / reading plus teachers/ SBDM
Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/administration weekly meetings to monitor progress and provide academic support.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	rhodes

Measurable Objective 2:

A 11% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the area of in Reading by 05/31/2016 as measured by 2015 2016 KPREP.

(shared) Strategy 1:

Improve our English/Language Arts percentage of students scoring proficient/distinguished. - This strategy will work by improving the delivery of English instruction and

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system of reading interventions.

Category:

Activity - First period Leveled Reading Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The daily schedule will include a first period leveled reading class where students go to their grade level class to work on activities to help improve reading level.	Direct Instruction	08/31/2015	05/31/2016	\$0	General Fund	Elisha Rhodes/ SBDM

Activity - Utilize Susan Barton System and Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These two programs will be used to supplement our reading instruction and also to help our struggling readers. Tier 2 kids are placed into Reading plus for a daily activity and tier 3 students receive Susan Barton interventions.	Academic Support Program	08/05/2015	05/31/2016	\$3750	Title I Schoolwide	Elisha Rhodes/ Susan Barton interventionist / reading plus teachers/ SBDM

Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/administration weekly meetings to monitor progress and provide academic support.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	rhodes

Goal 2: When given the KPREP, Campbellsville Middle School will improve math proficiency for grades 4 and 5 from 35.9 percent proficient distinguished to 55.4 percent and grades 6-8 will improve from 34.9 to 52.1

Measurable Objective 1:

20% of Fourth and Fifth grade students will demonstrate a proficiency in the area of in Mathematics by 05/31/2016 as measured by the 2016 KPREP math exam.

(shared) Strategy 1:

Improve upon best practice strategies being utilized in the classroom - Teachers will share and learn new strategies that can be utilized in all grade level math instruction.

Category:

Activity - First period Levled math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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First period leveled math classes will be taught 2 days a week to provide interventions for students below grade level.	Academic Support Program	08/05/2015	05/31/2016	\$0	General Fund	Elisha Rhodes, SBDM, Teachers
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Activity - Math revisited	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students below grade level in tier 3 or ECE students in grades 4-6 receive one extra period of math interventions through math revisited.	Academic Support Program	08/05/2015	05/31/2016	\$1000	Title I Schoolwide	Elisha Rhodes, Staff, SBDM

Activity - Guided planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher/Admin weekly meetings for support and monitoring purposes	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Rhodes

Measurable Objective 2:

A 18% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the area of in Mathematics by 05/31/2016 as measured by 2016 KPREP.

(shared) Strategy 1:

Improve upon best practice strategies being utilized in the classroom - Teachers will share and learn new strategies that can be utilized in all grade level math instruction.

Category:

Activity - First period Levled math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First period leveled math classes will be taught 2 days a week to provide interventions for students below grade level.	Academic Support Program	08/05/2015	05/31/2016	\$0	General Fund	Elisha Rhodes, SBDM, Teachers

Activity - Math revisited	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students below grade level in tier 3 or ECE students in grades 4-6 receive one extra period of math interventions through math revisited.	Academic Support Program	08/05/2015	05/31/2016	\$1000	Title I Schoolwide	Elisha Rhodes, Staff, SBDM

Activity - Guided planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher/Admin weekly meetings for support and monitoring purposes	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Rhodes

Goal 3: When given the 2016 KPREP exam, CMS will reduce the percentage of students scoring at novice by 10 percent

Measurable Objective 1:

10% of Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by decreasing novice in Mathematics by 05/31/2016 as measured by kprep 2016.

Strategy 1:

Leveled Math - One period will be assigned school wide for all students to attend leveled Math based on their current grade level.

Category: Management Systems

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students in grades 4-8 will be leveled two days a week one hour a day for interventions in Math to reduce Novice,	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	Rhodes, Counselor, SBDM

Strategy 2:

math revisited - Master schedule will provide one period a day for tier 3 math and ECE students to receive additional math support.

Category: Management Systems

Activity - Math revisited	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tier 3 along with ECE students will receive one hour of additional math instruction to reduce the number of novice in math	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	Principal, Counselor SBDM

Measurable Objective 2:

10% of Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in the area of novice in Reading by 05/30/2016 as measured by KPREP 2016.

Strategy 1:

Leveled Reading - One period a day two days a week will be blocked off for leveled reading to improve student achievement in reading

Category: Continuous Improvement

Activity - Leveled reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in grade level reading classes first period to improve reading instruction for tier 2 and tier 3 reading students	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Principal, Counselor, SBDM

Strategy 2:

Reading Revisited - One period a day in grades 4-6 will be set aside for students who are tier 3 or ECE reading students

Category: Continuous Improvement

Activity - Reading revisited	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students in tier 3 or ECE students in reading will receive one additional period a day for interventions and work to improve reading proficiency and decrease novice.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Principal, Counselor, SBDM

Goal 4: 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
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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
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Goal 5: Increase the averaged combined reading and math K-prep scores middle school students from 41.7% to 70.9% by 2017.

Measurable Objective 1:

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	08/06/2014	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

Goal 6: Class Size Reduction

Measurable Objective 1:

collaborate to keep average class sizes at or below state average. by 05/31/2016 as measured by Improvement shown on 2016 KPREP exam.

Strategy 1:

Staffing - Title I funds will be utilized to supplement staffing so that out numbers in classes will remain below the state average.

Category:

Activity - Scheduling and staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master schedule will reflect enough staffing to keep average class sizes below state average.	Class Size Reduction	08/06/2014	05/21/2015	\$200506	Title I Schoolwide	Elisha Rhodes, Beth Wiedewitsch and SBDM council.

Activity - Highly qualified	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be highly qualified	Other	08/06/2014	05/21/2015	\$0	No Funding Required	Elisha Rhodes, SBDM Council

Goal 7: Increase the percent of students who are college and career ready

Measurable Objective 1:

11% of Eighth grade students will collaborate to increase math and reading proficiency from 42.7 to 53.4 in Mathematics by 05/01/2016 as measured by kprep 2016.

Strategy 1:

Rresponse to intervention - A one hour block on Monday and Wednesday will be blocked off for math RTI and Tuesday and Thursday for Reading RTI

Category: Management Systems

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in math and reading RTI for interventions to improve proficiency and college and career readiness	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	teachers, principal, counselor, SBDM

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
First period Leveled Reading Classes	The daily schedule will include a first period leveled reading class where students go to their grade level class to work on activities to help improve reading level.	Direct Instruction	08/31/2015	05/31/2016	\$0	Elisha Rhodes/ SBDM
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
First period Levled math	First period leveled math classes will be taught 2 days a week to provide interventions for students below grade level.	Academic Support Program	08/05/2015	05/31/2016	\$0	ELisha Rhodes, SBDM, Teachers
Total					\$123000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/06/2014	05/19/2017	\$0	Principal
Guided planning	Teacher/Admin weekly meetings for support and monitoring purposes	Academic Support Program	08/05/2015	05/31/2016	\$0	Rhodes
Guided Planning	Teachers/administration weekly meetings to monitor progress and provide academic support.	Academic Support Program	08/05/2015	05/31/2016	\$0	rhodes
Math RTI	students in grades 4-8 will be leveled two days a week one hour a day for interventions in Math to reduce Novice,	Direct Instruction	08/05/2015	05/31/2016	\$0	Rhodes, Counselor, SBDM
Highly qualified	All teachers will be highly qualified	Other	08/06/2014	05/21/2015	\$0	Elisha Rhodes, SBDM Council

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Reading revisited	students in tier 3 or ECE students in reading will receive one additional period a day for interventions and work to improve reading proficiency and decrease novice.	Academic Support Program	08/05/2015	05/31/2016	\$0	Principal, Counselor, SBDM
Leveled reading	Students will be placed in grade level reading classes first period to improve reading instruction for tier 2 and tier 3 reading students	Academic Support Program	08/05/2015	05/31/2016	\$0	Principal, Counselor, SBDM
Math revisited	Students in tier 3 along with ECE students will receive one hour of additional math instruction to reduce the number of novice in math	Direct Instruction	08/05/2015	05/31/2016	\$0	Principal, Counselor SBDM
RTI	Students will be placed in math and reading RTI for interventions to improve proficiency and college and career readiness	Academic Support Program	08/05/2015	05/31/2016	\$0	teachers, principal, counselor, SBDM
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
Total					\$500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
Utilize Susan Barton System and Reading Plus	These two programs will be used to supplement our reading instruction and also to help our struggling readers. Tier 2 kids are placed into Reading plus for a daily activity and tier 3 students receive Susan Barton interventions.	Academic Support Program	08/05/2015	05/31/2016	\$3750	Elisha Rhodes/ Susan Barton interventionist / reading plus teachers/ SBDM
Scheduling and staffing	Master schedule will reflect enough staffing to keep average class sizes below state average.	Class Size Reduction	08/06/2014	05/21/2015	\$200506	Elisha Rhodes, Beth Wiedewitsch and SBDM council.

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Math revisited	Students below grade level in tier 3 or ECE students in grades 4-6 receive one extra period of math interventions through math revisited.	Academic Support Program	08/05/2015	05/31/2016	\$1000	Elisha Rhodes, Staff, SBDM
					Total	\$209056

KDE Needs Assessment

Introduction

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

Data Analysis

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

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. Our math scores continue to be above the state average as well as our science scores. Our 8th grade math scores rank near the top in our region and we made strides in On-demand writing which was a major focus of ours. We also made an overall gain in where we stand among the state's middle schools as we went from the 42% of the state's middle schools last year to the 45% this year, though the tests were different. We have had some reassurance that what we are doing for reading and writing is working as our students showed much improvement. One question mark that remains is how we are doing with our RTI plan as our number of novice increased which has raised some concerns for us. We were also pleased to see that our students that were identified in the GAP groups ranked above the state average with scores which is something we are very proud of. One major area of concern that we see is in the area of Language Mechanics as we find ourselves significantly below the state average in this area. 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.

Percent Proficient/Distinguished

4th Math-38.1% *4th Reading-47.4%

5th Math-31.0% 5th Reading-39.0%

6th Math-36.0% 6th Reading-34.9%

*7th Math-41.3% *7th Reading-50.0%

*8th Math-54.5% 8th Reading-44.2%

*7th Science-68.8%

5th Social Studies-55.0%

8th Social Studies-50.6%

*5th Writing 35.0%

6th Writing-38.4%

*8th Writing-45.5%

6th Language Mechanics-24.4%

Combined Reading and Math CMS-41.7 State-43.7

Gap Targets (Scores of students in Gap Group)

*Combined Reading and Math-33.5 State-31.8

Math-32.5 State-28.7

Reading-34.5 State 34.8

Science-60.7 State-50.1

Social Studies 45.0 State 46.0

Writing 29.9 State-38.8

Achievement Scores (NAPD Calculation)

Reading 55.6 State 59.0

Math 60.9 State 59.7

Science 82.0 State 79.0

Social Studies 75.5 State 78.2

Language Mechanics 43.9 State 52.1

On Demand 62.4 State 63.6

Growth Score (Percentage of students making adequate reading and math growth)

CMS-58.6 State 60.4

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?

The chart below indicates, with a star, each assessed area that was above the state average in percent proficient/distinguished. We were above the state average in 7th grade math and reading, 8th grade math, 7th grade science, and 5th and 8th on-demand writing. One of our greatest strengths was that our 8th grade math scores were nearly 14% above the state average. The on demand writing gains were exciting for us because it was a focus of our CSIP last year as we looked to improve. It also shows that our combined reading and math gap targets were more than 4% above the state average. Our math and science achievement scores were above the state average and our on demand writing was only a point away.

Percent Proficient/Distinguished

4th Math-38.1% *4th Reading-47.4%

5th Math-31.0% 5th Reading-39.0%

6th Math-36.0% 6th Reading-34.9%

*7th Math-41.3% *7th Reading-50.0%

*8th Math-54.5% 8th Reading-44.2%

*7th Science-68.8%

5th Social Studies-55.0%

8th Social Studies-50.6%

*5th Writing 35.0%

6th Writing-38.4%

*8th Writing-45.5%

6th Language Mechanics-24.4%

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Reading-34.5 State 34.8

Science-60.7 State-50.1

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Social Studies 75.5 State 78.2

Language Mechanics 43.9 State 52.1

On Demand 62.4 State 63.6

Growth Score (Percentage of students making adequate reading and math growth)

CMS-58.6 State 60.4

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 wroked 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.

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 language mechanics. We were extremely below the state average in this area and we have to make it a priority as not only do we see it in the language assessment but also in the on demand writing portion of the test. We have begun to discuss things we can do within classrooms, grade levels and building wide that will make this a priority. We have asked each grade level to develop a procedure for daily grammar practice as well as ways to put it into writing at a minimum weekly.

Secondly, our reading scores still fall below state average and this is something that we have striven to improve. We saw gains but had hoped for even more improvement. With that said, we do not want to abandon ship with our plan but instead continue to streamline what we are doing across grade level and content areas. 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.

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.

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 language mechanics deficit 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. Early signs from our Explore scores this year are extremely positive and we feel our plan is working. 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 also want to step up our STEM efforts and provide challenging opportunities for those demonstrating excellence. Our three year goal is to become a school of proficiency and climb to the top 30% of the state's middle schools.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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.

Strategy1:

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

Category:

Research Cited:

Activity - Tell Survey Review	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

Goal 1:

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

Measurable Objective 1:

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.

Strategy1:

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:

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Research Cited:

Activity - Monitoring of Classroom instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/06/2014	05/19/2017	\$0 - No Funding Required	Principal

Strategy2:

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:

Research Cited:

Activity - Student Led Conferences & Test Results nights	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase 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,

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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..

Strategy1:

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:

Research Cited:

Activity - Best Practice Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$0 - No Funding Required	Elisha Rhodes/CMS teachers and staff

Strategy2:

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:

Research Cited:

Activity - Implement behavior RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

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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 & Humanities by 05/21/2015 as measured by program review report.

Strategy1:

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:

Research Cited:

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

Goal 2:

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.

Strategy1:

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

Category:

Research Cited:

Activity - Program Review Committee Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	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

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Guided planning, RTI, Math and Reading Revisited	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Guided planning, RTI, Math and Reading Revisited	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Cap 4 interviews in collaboration with Campbellsville University	

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Guided planning, RTI, Math and Reading Revisited	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.cville.kyschools.us/userfiles/989/cmscdip2015Pdf.pdf	

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

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

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

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

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

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

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

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

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

The Missing Piece

Introduction

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

Stakeholders

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

Teachers of CMS

Site Base Decision Making Council

Principal

Relationship Building

Overall Rating: 3.14

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

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

Communications

Overall Rating: 2.86

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

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

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

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

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

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

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

Decision Making

Overall Rating: 2.57

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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
4.4	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
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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

Advocacy

Overall Rating: 3.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

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

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

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

Learning Opportunities

Overall Rating: 2.17

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

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

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

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

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

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

Community Partnerships

Overall Rating: 2.83

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

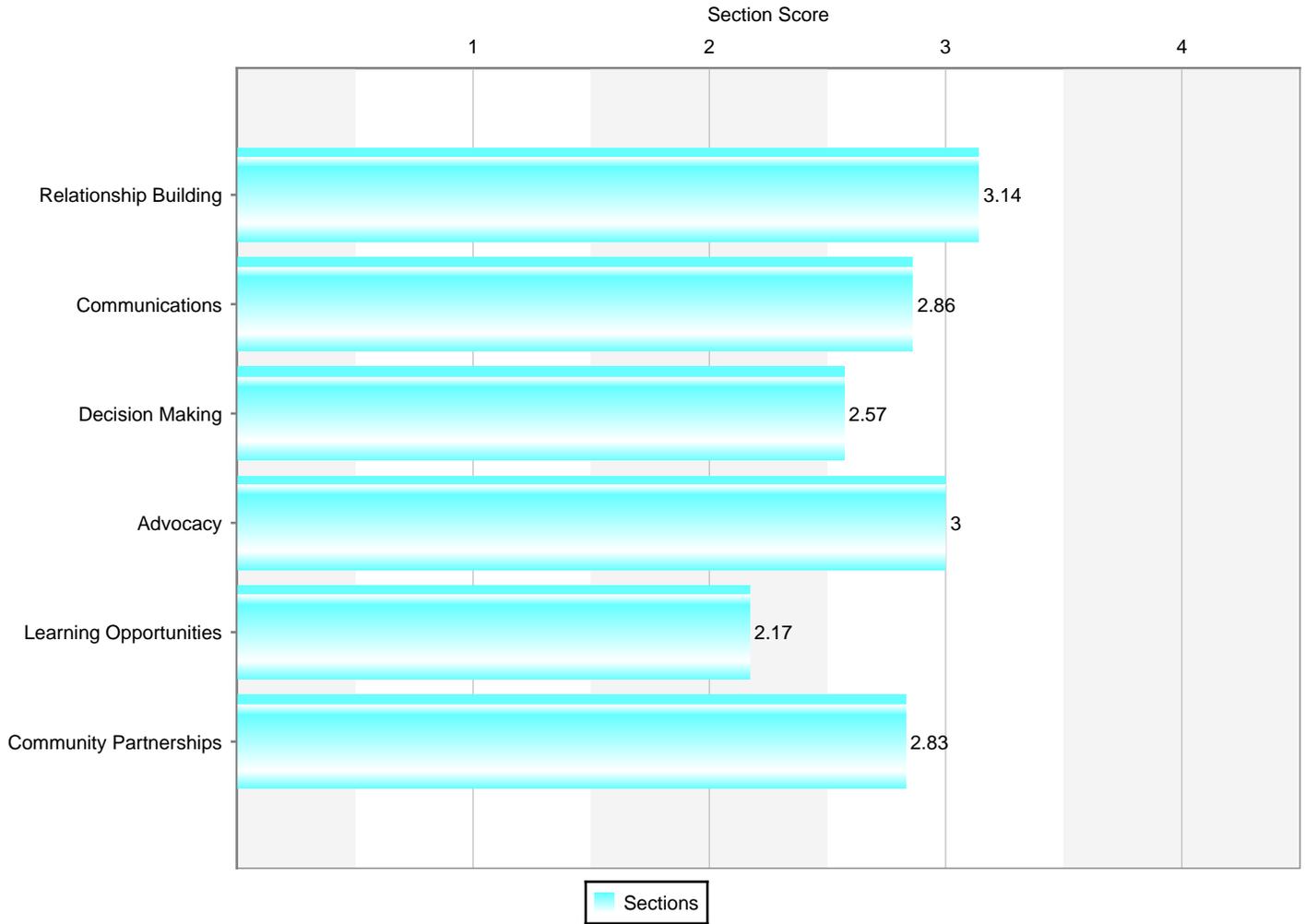
Reflection

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

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.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The 2015-2016 improvement plan was developed by PLC meetings. In PLC meetings teachers were asked to discuss how we can improve as a school for their content area in the categories of Achievement, Growth. Collaboratively teachers were then asked to create activities and strategies that will be used within their classroom to reach our goal. Once created, teachers were asked to share this in their guided planning meetings that are held weekly. Once approved, it was put into the CSIP and brought before the SBDM that consist of teachers and parents of CMS for approval.

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

Teachers - were responsible for looking over the data, creating a goal and designing activities and strategies to meet that goal.

Principa - Was responsible for meeting with the teachers during guided planning to review the goal, activiites and strategies

SBDM council - was responsible for reviewing all goals, activities and strategies for approval

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

The goal was shared with stake holders during guided planning, and the monitoring process takes place also during guided planning as we review what their current goal, activities and strategies are and their effectiveness weekly.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	August 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 2015	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	july 2015	

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

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

KDE Comprehensive School Improvement Plan

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

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

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	As required	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

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

Needs Assessment

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

What are the barriers identified?

There is no inequity due to all teachers being high qualified

What sources of data were used to determine the barriers?

Lead report is checked to be sure all teachers in the course are highly qualified.

What are the root causes of those identified barriers?

N/A

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

There are zero teachers who are ineffective based on the PGES system at CMS. Majority of the teachers fall into the developing and accomplished category and a smaller percentage in the exemplary.

Equitable Access Strategies

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

students are scheduled individually to meet the personal needs of each student. This placement takes into consideration all board and school staffing policies and all students are placed with highly qualified educators.

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

students are scheduled individually to meet the personal needs of each student. There are no students assigned to out of area teachers nor are any students assigned to teachers that do not meet highly qualified status.

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

Jobs are posted both online at the KDE website as well as at the board of education. CMS works with the local university to interview students exiting and work to recruit them for hire. We send representatives from the district to exit interviews at Campbellsville University in order for us to target teacher candidates that can work successfully with a diverse student population.

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

Jobs are posted both online at the KDE website as well as at the board of education. CMS works with the local university to interview students exiting and work to recruit them for hire.

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

CMS works to create an environment that people do not want to leave. We take part in the Campbellsville Excellence in teaching Award program and the Campbellsville Chamber Educator Excellence Program. We also recognize through our Dare to Soar program, teachers and staff that have gone above and beyond the call of duty.

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

First year and non tenured meetings monthly to provide professional development and support for teachers.

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

Guided planning and individualized professional development and coaching sessions.

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

Professional development was individualized this year for the teachers in order to meet their needs personally. All days are now flexible PD days to accommodate the diverse needs of our teaching corps.

Questions

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

Our goal is to place a highly qualified, effective teacher in each classroom throughout our school that is teaching in their trained area. We have been successful in achieving 100% highly qualified staff within content areas and are using the Framework of Teaching to move our teachers to an effective rating. Teachers take part in weekly guided planning and coaching sessions, monthly workshops and flexible PD tailored to their specific needs in order to achieve the effective or exemplary rating.