KENTUCKY DEPARTMENT OF EDUCATION

# Comprehensive School Improvement

# Plan

# Campbell County Middle School

## Campbell County School District

Mr. Jason Smith, Principal
8000 Alexandria Pike
Alexandria, KY 41001-1173

# TABLE OF CONTENTS

## 2012-2013 School Improvment Plan

## Response for Required Action: K-Prep Combined Proficiency

# 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 2014.  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?**

Campbell County Middle School is a 6th through 8th grade middle school located in Alexandria, Kentucky which is 15 miles south of Cincinnati, Ohio.  The Alexandria community has a population of approximately 8,500 people.  Racial composition of the community is approximately 95% caucasian with the remaining 5% percent consisting of Asian, African American, and Hispanic.  As the of the 2006 - 2010 census data, the home ownership rate was approximately 89% with a median value of $161,400 and the median household income was $73,027.

Campbell County Middle School has a current enrollment of 1167 students.  Of this number of students, approximately 95% are caucasian with the remaining 5% consisting of Hispanic, African American, and Asian.  Approximately 40% of our students receive free and reduced lunch.

Campbell County Middle School currently has 71 full time equivalent teachers having an average of 9.5 years of teaching experience.  Approximately 51% of CCMS teachers have a Master's Degree and approximately 23% have a Rank 1.  While several teachers are currently working toward their National Board Certification, two currently have their National Board Certification.

# 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.**

Campbell County Schools - Our Community, Our Schools, Our Commitment

Campbell County Middle School Mission Statement:
CCMS stakeholders are committed to the success of all students.  No exceptions.  No excuses.

Vision:

Campbell County Middle School will be a school which:

*Focuses on student learning, utilizing research-based instruction to meet the needs of every student.

* Sets high expectations for all and supports stakeholders in achieving these expectations.

*provides a wealth of opportunities in which students can excel

*Supports and retains dedicated, highly-trained staff members, treating each member as part of a learning community

*Is vested in the community, inspiring pride and a tradition of excellence

*Builds positive relationships among all groups, promoting open communication and valuing input

Our Mission:

*Students come first

*All students can learn and will succeed given time and support.

*All students must develop self-discipline and personal responsibility.

*All students must be challenged to reach their highest potential.

*Community, parents, and educators working together will create the best support for students.

*Community, families, educators, and students share in the responsibility for learning.

*Learning is a lifelong process.

*Everyone must be treated with dignity and respect.

To prepare our students for college and career readiness and 21st Century Thinking and Learning, CCMS has implemented the common core standards.  Our teachers incorporate creativity, critical thinking, communication, and collaboration .

The structure of the school which consists of a 7-period day allows us to provide differentiated instruction in the areas of reading and math to "Meet Them (our students) Where They Are".  CCMS utilizes research-based programs to enhance the learning of the individual student.  In addition to our comprehensive common core academic opportunities, CCMS also offers a host of co- and extra-curricular opportunities such as athletics, band, chorus, Club Camel, and other experiences.

CCMS is committed to using data to make decisions when formulating response to intervention plans for students at all grade levels.  The Measures of Academic Progress, MAP, assessment is administered in the areas of Math, Reading, Language Usage, and Science.
Students not demonstrating proficiency and or college readiness receive an accelerated learning plan that is monitored regularly.  The school has invested many resources to provide research-based interventions in reading and math.  The foundation of programming is rooted in
Voyager Math and Reading, Compass Odyssey, and the pre-advanced placement Springboard program for Language Arts and math.

CCMS's commitment to all students has earned recognition from the Kentucky Department of Education by identifying CCMS as a model RtI school who welcomes visitors to share our programming and philosophy of meeting the needs of all students.

## 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.**

Notable achievements include: Academic Team, Math Counts, Future Problem Solving, STLP, Robotics, Athletics (cheerleading, basketball, wrestling, football), Community Service Projects, FRYSC, Band, Chorus, RtI Symposium, Operation Preparation, Club Camel, Character First, Intramural Basketball, Youth Leadership Development, School Resource Officer Mark Branham received Rookie SRO of the Year Award, Doni Beaupre received a teacher recognition, SACS Accreditation, and Vet Program.

Areas for improvement include:  Effective Implementation of PBIS and other Safety Policies, 100% Proficiency on state standards, 100% Proficiency of EXPLORE Benchmarks, Improved communication between school and all stakeholders, Increased opportunities for individual/group recognition of student and teacher successes, Increased community/parent involvemnt, and Provision of additional extracurricular opportunities to mee aall student needs/interests.

# Additional Information

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

In addition to the previously mentioned items, CCMS also already has many programs in place to meet the diversity and needs of our students.  CCMS currently has two autism units, two MMD classrooms, an FMD unit, a 180 program for EBD students, and accelerated offerings in areas of reading, science, and math.

# 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?**

We are trying to answer the following questions:  What barriers are there to learning?  Which students have the barriers?  At what point do we provide interventions to our students, families, community, school structure?  Are we teaching as effectively as we can?  Are the programs that we are using to provide interventions effective?

The data tells us that an area of improvement is with students with disabilities.  We are trying to determine what factors are causing students not to reach proficiency.

The information doesn't tell us specifically why students with disabilities aren't progressing as well as expected.

# 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?**

Our areas of strength are:

*CCMS had 51.8% of our students as proficient or distinguished in reading whereas the state only had 46.8%.  A difference of 5 points.

*CCMS had 55.4% of our students as proficient or distinguished in math whereas the state only had 40.6%.  A difference of 14.8 points.

*CCMS had 67.1% of our students as proficient or distinguished in science whereas the state only had 61.8%.  A difference of 5.3 points.

*CCMS had 61.7% of our students as proficient or distinguished in social studies whereas the state only had 58.6%.  A difference of 3.1 points.

*CCMS had 49.6% of our students as proficient or distinguished in on-demand writing whereas the state only had 41.4%.  A difference of 8.2 points.

*CCMS had 45.9% of our students as proficient or distinguished in language mechanics whereas the state only had 38.45.  A difference of 7.5 points.

To sustain these areas of strength we are continuing with our work in PLCs to enhance our lessons, activities, and assessments so that each continue to offer the level of rigor needed to challenge our students and successfully meet state and national expectations.

# Opportunities for Improvement

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

Our areas for improvement include:  performance of students with disabilities in all areas and performance of our male students in all areas but science as the females are significantly outperforming the males with the exception of science

In order to improve in these areas of need, we are currently evaluating our programs (core and intervention) to determine level of effectiveness and teacher implementation of these programs.  Walkthroughs involving the principal and district office staff are being intentionally scheduled for the purpose of collecting and providing feedback to teachers in collaborative classrooms.  This information will also be used to inform and develop our planning of professional development sessions which will focus on effective co-teaching strategies and needs of our collaborative classrooms.

To address the male/female issue, we are looking at developing and using some type of competition between males and females to better motivate the male students.

Lesson plans will be turned in prior to the week of instruction for review and feedback from staff developers.

# Conclusion

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

In conclusion, our next steps include lesson plan reviews, walkthroughs to evaluate programs, teacher implementation of programs, and needs of teachers in collaborative teaching classrooms.

# Response for Required Action: Achievement Gaps

# Overview

**Plan Name**

Response for Required Action: Achievement Gaps

**Plan Rationale**

Student groups not making adequate progress within the acheivement gap were identified and targeted to receive interventions and additional support in the areas of reading and math.

**Addresses Required Action**

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

# 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 | Measurable Objective | Total Funding |
|---|-----------|--------------|-----------|----------------------|---------------|
| 1 | Increase the average combined reading and math KPREP scores for middle school students from 53.6% to 76.8% in 2017. | Objectives: 1 Strategies: 5 Activities: 12 | Organizational | Collaborate to increase the averaged combined reading and math KPREP scores to 58.2% by 05/17/2013 as measured by KPREP scores. | $0 |
| 2 | Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.1% in 2012 to 67.6% in 2017. | Objectives: 1 Strategies: 2 Activities: 6 | Organizational | Demonstrate a proficiency with reading and math instruction to decrease the overall achievement gap by 10% by 05/16/2014 as measured by KPREP scores. | $0 |
| 3 | Increase the percentage of students who are college and career ready from 48.4% to 70% by 2015. | Objectives: 1 Strategies: 4 Activities: 16 | Organizational | Collaborate to have 60% of students college and career ready by 05/17/2013 as measured by the Unbridled Learning formula. | $0 |
| 4 | Increase parental involvement | Objectives: 2 Strategies: 3 Activities: 9 | Organizational | Collaborate to increase parental involvement by 05/16/2014 as measured by teacher call logs and parent sign in sheets for open house, orientation, and other school informational sessions., Collaborate to provide parents with opportunities to attend educational programs by 05/19/2017 as measured by attendance sign-in sheets. | $0 |
| 5 | All students will have opportunities to participate in rigorous and challenging educational programs and activities as determined by individual interest or need. | Objectives: 1 Strategies: 2 Activities: 2 | Organizational | Collaborate to develop programs and opportunities for students to participate in a variety of educational programs by 05/19/2017 as measured by program review. | $0 |

| 6 | Positive Behavior Intervention and Supports will be utilized effectively and consistently by all staff members. | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Organizational | Collaborate to establish school-wide expectations and procedures and implement consistently by 05/19/2017 as measured by behavior referrals and academic reports. | $0 |

# Goal 1: Increase the average combined reading and math KPREP scores for middle school students from 53.6% to 76.8% in 2017.

**Measurable Objective 1:**

Collaborate to increase the averaged combined reading and math KPREP scores to 58.2% by 05/17/2013 as measured by KPREP scores.

**Strategy 1:**

Curriculum Assessment and Alignment - Curriculum design teams will be identified and established for the areas of reading and math.

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum teams will analyze curriculum in areas of reading and math to identify gaps and make necessary adjustments. | Professional Learning | 01/14/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Updated and revised curriculums will be disseminated to teachers to gather feedback and input | Professional Learning | 04/01/2013 | 04/22/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Ensure that teachers implement the curriculum using best practices for instruction and assessment by monitoring through walk throughs and program fidelity checks | Professional Learning | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Staff Developers |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum teams will review feedback submitted, revise if necessary, and final drafts disseminated to teachers | Professional Learning | 04/29/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

**Strategy 2:**

PLCs - Teachers will work together to plan lessons, create and analyze assessment, and review student to identify student strengths and weaknesses to determine academic needs of students.

| Activity - PLC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will work together to plan lessons, create and analyze assessment, and review student to identify student strengths and weaknesses to determine academic needs of students. | Academic Support Program | 08/08/2011 | 05/19/2017 | $0 | Other | Principal, Staff Developers |

**Strategy 3:**

Extended School Services - A program will be created and utilized to allow students additional opportunities to receive instruction in areas where they may struggle or have difficulty.

| Activity - Summer School | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students not meeting promotion requirements will have an opportunity to attend a summer school program. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, Guidance Counselors, Teachers |

| Activity - ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| A program including before and after-school opportunities to address student deficiencies and areas of need will be established and utilized as needed. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, Guidance Counselors, Teachers |

**Strategy 4:**

ILP and RtI - Develop a Student Intervention Team who will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students.

| Activity - Individual Learning Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Student Intervention Team monitors student progress in interventions and makes decisions about moves in and among tiers. | Career Preparation/Orientation | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, Guidance Counselors |

| Activity - Individual Learning Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Student Intervention Team reviews and analyzes intervention approaches and protocols to determine overall effectiveness. | Career Preparation/Orientation | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, Guidance Counselors |

| Activity - Response to Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Consider large areas of student needs (i.e., 40% of a group not meeting benchmarks) and meet with grade-level, content area departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards. | Other | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, Guidance Counselors |
|---|---|---|---|---|---|---|

**Strategy 5:**

CIITS - Teachers and administration will become more familiar with and use CIITS more regularly.

| Activity - CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. | Policy and Process | 08/16/2013 | 05/16/2014 | $0 | No Funding Required | Staff Developers and Teachers |

| Activity - CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Leaders use CIITS for analyzing student level data for teacher and school-wide instructional improvements. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Staff Developers |

# Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.1% in 2012 to 67.6% in 2017.

**Measurable Objective 1:**

Demonstrate a proficiency with reading and math instruction to decrease the overall achievement gap by 10% by 05/16/2014 as measured by KPREP scores.

**Strategy 1:**

Best Practice - Teachers will receive professional development in the use of instructional best practices and differentiated instruction. Each teacher will work with a staff developer to set up classroom structures that support differentiated instruction for the purpose of meeting the needs of their students.

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Identify and define the use of instructional best practices by all staff | Professional Learning | 02/04/2013 | 03/29/2013 | $0 | No Funding Required | Principal, Staff Developers |

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Determine the assignment of staff to best serve the identified students | Direct Instruction | 04/01/2013 | 07/31/2013 | $0 | No Funding Required | Principal |

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Analyze student achievement by gap groups, relative to state (KPREP, EPAS) and school assessments. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, Staff Developers |

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Develop a program or plan to educate parents on ways to improve their child's ability and performance with reading and math | Parent Involvement | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Staff Developers, Special Education Teachers, Family Resource Center |

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness | Professional Learning | 02/04/2013 | 04/26/2013 | $0 | No Funding Required | Staff Developers, Special Education Teachers |

**Strategy 2:**

Walkthroughs - Walkthroughs of collaborative classes will identify areas of strength and growth so training sessions can be planned appropriately.

| Activity - Collaboration Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers in collaborative settings will be trained on a variety of co-teaching strategies as well as in a variety of instructional strategies to utilize to target the specific special education identification areas of students in their classes. | Academic Support Program | 01/14/2013 | 05/19/2017 | $0 | Other | Principals, DOSE, Teachers with co-teaching assignments |

# Goal 3: Increase the percentage of students who are college and career ready from 48.4% to 70% by 2015.

**Measurable Objective 1:**

Collaborate to have 60% of students college and career ready by 05/17/2013 as measured by the Unbridled Learning formula.

**Strategy 1:**

Academic and Career Advising - Students will be exposed to a variety of information and advising opportunities to be prepare for college and career readiness.

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Develop, promote, and implement Operation Preparation for 8th grade students | Career Preparation/Orientation | 02/04/2013 | 04/01/2013 | $0 | No Funding Required | Guidance Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Leaders monitor the implementation and impact of the advising program. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Guidance Counselor |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Determine a model for comprehensive school advising that best meets the needs of the students.  (Resource:  The Advising Toolkit) | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Guidance Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School administrators set clear, measurable expectations for the advising program as well as for ILP usage beyond basic compliance. | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Principals |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Establish a college day where all students (6-8) wear college shirts and a career day where all students (6-8) dress in a career related to their ILP career choice | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Guidance Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Leadership team collaborates with teachers, community, and parents on establishing and implementing the model. | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Guidance Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Develop, promote, and implement Student Success Skills for all students. | Academic Support Program | 08/16/2013 | 06/16/2017 | $0 | No Funding Required | Principal, School Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers and leaders implement the advising model in support of college and career advising for students. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principals |

**Strategy 2:**

Instructional Practices - Teachers will receive professional development on to improve instructional and assessment practices.

| Activity - Curriculum, Instruction, Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will use an instructional process that informs students of learning expectations and standards of performance.  Formative assessments will be used to to inform instructional decisions. | Direct Instruction | 01/31/2013 | 06/16/2017 | $0 | No Funding Required | Principal |

| Activity - Curriculum, Instruction, Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers consistently use a system for grading and reporting across all grade levels and courses that is based on clearly defined criteria that represents the attainment of content knowledge and skills. | Direct Instruction | 01/31/2013 | 06/16/2017 | $0 | No Funding Required | Principal |

| Activity - Curriculum, Instruction, Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| A systematic process will be established and utilized to monitor and adjust curriculum, instruction, and assessment practices. | Direct Instruction | 01/31/2013 | 08/01/2014 | $0 | No Funding Required | Principal |

| Activity - Curriculum, Instruction, Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers engage students in their learning through instructional strategies (collaboration, self-reflection, development of critical thinking skills, interventions) that ensure achievement of learning expectations. | Direct Instruction | 01/31/2013 | 06/20/2014 | $0 | No Funding Required | Principal |

**Strategy 3:**

Targeted Interventions - School reviews EPAS data to analyze gaps in instructional programming for students.

| Activity - Targeted Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| To identify students who may be in need of intervention, the school leadership team will run the persistence to graduation tool (PtGT) from IC and use data reports from EXPLORE, KPREP, and MAP. | Policy and Process | 04/01/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Guidance Counselors |

| Activity - Targeted Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Communicate with parents to inform them of the need for intervention and schedule students into intervention services.  Teachers and leaders will monitor student progress to determine the effectivenss of the intervention(s) and next steps for continuous improvement and adjustments to the implementation are made if needed. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Guidance Counselors |
|---|---|---|---|---|---|---|

**Strategy 4:**

Acceleration - Provide opportunities for students to take accelerated classes in order to best meet their needs.

| Activity - Acceleration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Commit to teacher training by attending Laying the Foundation Training | Professional Learning | 02/04/2013 | 07/31/2014 | $0 | No Funding Required | Principal, Staff Developers, Teachers |

| Activity - Acceleration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Examine the Elements of Success from the National Math and Science Initiative and the best practice guidance from Advance Kentucky to implement in our school program (teacher training, vertical team meetings, out of school time study sessions, open enrollment, etc.). | Professional Learning | 02/04/2013 | 05/16/2014 | $0 | No Funding Required | Guidance Counselors |

# Goal 4: Increase parental involvement

**Measurable Objective 1:**

Collaborate to increase parental involvement  by 05/16/2014 as measured by teacher call logs and parent sign in sheets for open house, orientation, and other school informational sessions.

**Strategy 1:**

Various forms of communication - Teachers and staff will be trained on a variety of programs and technologies to use for communicating with parents.

| Activity - Infinite Campus | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All teachers will maintain grades in Infinite Campus (IC) to keep parents better informed of their child's progress. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | Principal, All Teachers |

| Activity - School Website | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School Website will be maintained to include up-to-date information including SBDM Agendas/Minutes, Camel Connection Newsletter, Athletic Information, and other updates. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | Principal, STLP Sponsor |

**Comprehensive School Improvement Plan**

Campbell County Middle School

| Activity - School Marquee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The CCMS Marquee will be utilized to communicate school and district information. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | Principal, Secretary |

| Activity - Facebook and Texting System | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Celly, a program used for sending texts, and Facebook will be utilized by the principal to post information regarding school related events and activities. | Parent Involvement | 08/13/2012 | 05/19/2017 | $0 | Other | Principal |

| Activity - School Messenger | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School Messenger, telephone calling system, will be utilized to keep parents informed of upcoming school-related events. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | Principal, School Secretary |

| Activity - School Website | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will have and use their own websites to communicate homework and other necessary information (i.e., course syllabus, expectations, etc.) related to their course to CCMS stakeholders. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | All Teachers |

**Measurable Objective 2:**

Collaborate to provide parents with opportunities to attend educational programs by 05/19/2017 as measured by attendance sign-in sheets.

**Strategy 1:**

Parent/Teacher Programs - Parents may attend along with their child to pick up schedules, meet teachers, and become familiar with the school.

| Activity - Orientation Nights | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Parents may attend along with their child to pickup schedules, meet teachers, and become familiar with the school. | Parent Involvement | 08/05/2013 | 05/19/2017 | $0 | Other | Administration, All Teachers |

| Activity - Parent Conferences | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School-wide conference nights will be held twice per year to keep parents informed of the child's progress. | Parent Involvement | 08/19/2013 | 05/19/2017 | $0 | Other | Principals, Guidance Counselors |

**Strategy 2:**

Informational Sessions - Parents will be invited to attend a variety of informational sessions/nights over the course of the year as it pertains to them.

| Activity - Informational Sessions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Parents will have the opportunity to attend and participate in informational sessions that pertain to them (i.e., ILP, EXPLORE/EPAS, Reading/Math Nights, etc.). | Parent Involvement | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, All Teachers, Guidance Counselors, Family Resource Center |

# Goal 5: All students will have opportunities to participate in rigorous and challenging educational programs and activities as determined by individual interest or need.

**Measurable Objective 1:**

Collaborate to develop programs and opportunities for students to participate in a variety of educational programs by 05/19/2017 as measured by program review.

**Strategy 1:**

Educational Programming - Program Reviews will be conducted to indentify strengths and weaknesses in our course offerings and programs available to stduents.

| Activity - Program Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students will have opportunites to be involved in a variety of rigorous and challenging programs as determined by individual interests and needs. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, Guidance Counselors, Teachers |

**Strategy 2:**

Teacher and Leader Effectiveness - Training activities will be required for teachers and leaders to address individual areas of growth.

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Opportunities for improvement and personal growth will be made available to teachers and leaders in identified growth areas. | Professional Learning | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, Teachers |

# Goal 6: Positive Behavior Intervention and Supports will be utilized effectively and consistently by all staff members.

**Measurable Objective 1:**

Collaborate to establish school-wide expectations and procedures and implement consistently by 05/19/2017 as measured by behavior referrals and academic reports.

**Strategy 1:**

PBIS - A clear understanding of expectations and procedures by students will result in better behavior throughout the school resulting in improved educational settings allowing for increased student learning.

| Activity - PBIS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| After training on PBIS, all staff will work collaboratively to establish school-wide expectations and procedures to be taught to and used with students. | Behavioral Support Program | 08/13/2012 | 05/19/2017 | $0 | Other | Principals, Guidance Counselors, All Teachers |

| Activity - PBIS Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| A team including administration, guidance counselors, and teachers will be formed to review behavior data, create, and dessiminate findings with suggestions for improvement to SBDM and staff on a monthly basis. | Behavioral Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, Guidance Counselors, Teachers |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| CIITS | Leaders use CIITS for analyzing student level data for teacher and school-wide instructional improvements. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principal, Staff Developers |
| Academic and Career Advising | Leadership team collaborates with teachers, community, and parents on establishing and implementing the model. | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | Principal, Guidance Counselors |
| Curriculum Assessment and Alignment | Updated and revised curriculums will be disseminated to teachers to gather feedback and input | Professional Learning | 04/01/2013 | 04/22/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| Targeted Interventions | To identify students who may be in need of intervention, the school leadership team will run the persistence to graduation tool (PtGT) from IC and use data reports from EXPLORE, KPREP, and MAP. | Policy and Process | 04/01/2013 | 05/16/2014 | $0 | Principal, Guidance Counselors |
| Curriculum, Instruction, Assessment | Teachers engage students in their learning through instructional strategies (collaboration, self-reflection, development of critical thinking skills, interventions) that ensure achievement of learning expectations. | Direct Instruction | 01/31/2013 | 06/20/2014 | $0 | Principal |
| Curriculum, Instruction, Assessment | Teachers will use an instructional process that informs students of learning expectations and standards of performance.  Formative assessments will be used to to inform instructional decisions. | Direct Instruction | 01/31/2013 | 06/16/2017 | $0 | Principal |
| Academic and Career Advising | Determine a model for comprehensive school advising that best meets the needs of the students.  (Resource:  The Advising Toolkit) | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | Principal, Guidance Counselors |
| Acceleration | Commit to teacher training by attending Laying the Foundation Training | Professional Learning | 02/04/2013 | 07/31/2014 | $0 | Principal, Staff Developers, Teachers |
| CIITS | Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. | Policy and Process | 08/16/2013 | 05/16/2014 | $0 | Staff Developers and Teachers |
| Academic and Career Advising | School administrators set clear, measurable expectations for the advising program as well as for ILP usage beyond basic compliance. | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | Principals |

**Comprehensive School Improvement Plan**

Campbell County Middle School

| Acceleration | Examine the Elements of Success from the National Math and Science Initiative and the best practice guidance from Advance Kentucky to implement in our school program (teacher training, vertical team meetings, out of school time study sessions, open enrollment, etc.). | Professional Learning | 02/04/2013 | 05/16/2014 | $0 | Guidance Counselors |
|---|---|---|---|---|---|---|
| Curriculum, Instruction, Assessment | Teachers consistently use a system for grading and reporting across all grade levels and courses that is based on clearly defined criteria that represents the attainment of content knowledge and skills. | Direct Instruction | 01/31/2013 | 06/16/2017 | $0 | Principal |
| Academic and Career Advising | Teachers and leaders implement the advising model in support of college and career advising for students. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principals |
| Best Practice | Develop a program or plan to educate parents on ways to improve their child's ability and performance with reading and math | Parent Involvement | 02/04/2013 | 05/17/2013 | $0 | Staff Developers, Special Education Teachers, Family Resource Center |
| Best Practice | Identify and define the use of instructional best practices by all staff | Professional Learning | 02/04/2013 | 03/29/2013 | $0 | Principal, Staff Developers |
| Academic and Career Advising | Develop, promote, and implement Student Success Skills for all students. | Academic Support Program | 08/16/2013 | 06/16/2017 | $0 | Principal, School Counselors |
| Academic and Career Advising | Establish a college day where all students (6-8) wear college shirts and a career day where all students (6-8) dress in a career related to their ILP career choice | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | Principal, Guidance Counselors |
| Curriculum Assessment and Alignment | Curriculum teams will review feedback submitted, revise if necessary, and final drafts disseminated to teachers | Professional Learning | 04/29/2013 | 05/17/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| Curriculum Assessment and Alignment | Curriculum teams will analyze curriculum in areas of reading and math to identify gaps and make necessary adjustments. | Professional Learning | 01/14/2013 | 05/17/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| Curriculum, Instruction, Assessment | A systematic process will be established and utilized to monitor and adjust curriculum, instruction, and assessment practices. | Direct Instruction | 01/31/2013 | 08/01/2014 | $0 | Principal |
| Academic and Career Advising | Develop, promote, and implement Operation Preparation for 8th grade students | Career Preparation/Orientation | 02/04/2013 | 04/01/2013 | $0 | Guidance Counselors |
| Best Practice | Determine the assignment of staff to best serve the identified students | Direct Instruction | 04/01/2013 | 07/31/2013 | $0 | Principal |

**Comprehensive School Improvement Plan**

Campbell County Middle School

| Best Practice | Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness | Professional Learning | 02/04/2013 | 04/26/2013 | $0 | Staff Developers, Special Education Teachers |
|---|---|---|---|---|---|---|
| Targeted Interventions | Communicate with parents to inform them of the need for intervention and schedule students into intervention services.  Teachers and leaders will monitor student progress to determine the effectivenss of the intervention(s) and next steps for continuous improvement and adjustments to the implementation are made if needed. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principal, Guidance Counselors |
| Academic and Career Advising | Leaders monitor the implementation and impact of the advising program. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principal, Guidance Counselor |
| Curriculum Assessment and Alignment | Ensure that teachers implement the curriculum using best practices for instruction and assessment by monitoring through walk throughs and program fidelity checks | Professional Learning | 08/12/2013 | 05/16/2014 | $0 | Principal, Staff Developers |
| | | | | **Total** | $0 | |

**Other**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Best Practice | Analyze student achievement by gap groups, relative to state (KPREP, EPAS) and school assessments. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Principal, Staff Developers |
| Collaboration Training | Teachers in collaborative settings will be trained on a variety of co-teaching strategies as well as in a variety of instructional strategies to utilize to target the specific special education identification areas of students in their classes. | Academic Support Program | 01/14/2013 | 05/19/2017 | $0 | Principals, DOSE, Teachers with co-teaching assignments |
| Informational Sessions | Parents will have the opportunity to attend and participate in informational sessions that pertain to them (i.e., ILP, EXPLORE/EPAS, Reading/Math Nights, etc.). | Parent Involvement | 08/12/2013 | 05/19/2017 | $0 | Principals, All Teachers, Guidance Counselors, Family Resource Center |
| Infinite Campus | All teachers will maintain grades in Infinite Campus (IC) to keep parents better informed of their child's progress. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Principal, All Teachers |
| PBIS | After training on PBIS, all staff will work collaboratively to establish school-wide expectations and procedures to be taught to and used with students. | Behavioral Support Program | 08/13/2012 | 05/19/2017 | $0 | Principals, Guidance Counselors, All Teachers |

# Comprehensive School Improvement Plan

Campbell County Middle School

| Summer School | Students not meeting promotion requirements will have an opportunity to attend a summer school program. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Principals, Guidance Counselors, Teachers |
|---|---|---|---|---|---|---|
| Response to Intervention | Consider large areas of student needs (i.e., 40% of a group not meeting benchmarks) and meet with grade-level, content area departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards. | Other | 08/12/2013 | 05/19/2017 | $0 | Principal, Guidance Counselors |
| PBIS Team | A team including administration, guidance counselors, and teachers will be formed to review behavior data, create, and dessiminate findings with suggestions for improvement to SBDM and staff on a monthly basis. | Behavioral Support Program | 08/12/2013 | 05/19/2017 | $0 | Principals, Guidance Counselors, Teachers |
| PLC | Teachers will work together to plan lessons, create and analyze assessment, and review student to identify student strengths and weaknesses to determine academic needs of students. | Academic Support Program | 08/08/2011 | 05/19/2017 | $0 | Principal, Staff Developers |
| Orientation Nights | Parents may attend along with their child to pickup schedules, meet teachers, and become familiar with the school. | Parent Involvement | 08/05/2013 | 05/19/2017 | $0 | Administration, All Teachers |
| Facebook and Texting System | Celly, a program used for sending texts, and Facebook will be utilized by the principal to post information regarding school related events and activities. | Parent Involvement | 08/13/2012 | 05/19/2017 | $0 | Principal |
| Individual Learning Plan | Student Intervention Team reviews and analyzes intervention approaches and protocols to determine overall effectiveness. | Career Preparation/Orientation | 08/12/2013 | 05/19/2017 | $0 | Principal, Guidance Counselors |
| School Messenger | School Messenger, telephone calling system, will be utilized to keep parents informed of upcoming school-related events. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Principal, School Secretary |
| Parent Conferences | School-wide conference nights will be held twice per year to keep parents informed of the child's progress. | Parent Involvement | 08/19/2013 | 05/19/2017 | $0 | Principals, Guidance Counselors |
| School Marquee | The CCMS Marquee will be utilized to communicate school and district information. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Principal, Secretary |
| School Website | Teachers will have and use their own websites to communicate homework and other necessary information (i.e., course syllabus, expectations, etc.) related to their course to CCMS stakeholders. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | All Teachers |
| School Website | School Website will be maintained to include up-to-date information including SBDM Agendas/Minutes, Camel Connection Newsletter, Athletic Information, and other updates. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Principal, STLP Sponsor |
| Program Review | Students will have opportunites to be involved in a variety of rigorous and challenging programs as determined by individual interests and needs. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Principal, Guidance Counselors, Teachers |

| ESS | A program including before and after-school opportunities to address student deficiencies and areas of need will be established and utilized as needed. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Principals, Guidance Counselors, Teachers |
|---|---|---|---|---|---|---|
| Individual Learning Plan | Student Intervention Team monitors student progress in interventions and makes decisions about moves in and among tiers. | Career Preparation/Orientation | 08/12/2013 | 05/19/2017 | $0 | Principal, Guidance Counselors |
| Professional Development | Opportunities for improvement and personal growth will be made available to teachers and leaders in identified growth areas. | Professional Learning | 08/12/2013 | 05/19/2017 | $0 | Principals, Teachers |
| | | | | **Total** | $0 | |

# 2012-2013 School Improvment Plan

# Overview

**Plan Name**

2012-2013 School Improvment 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 | Measurable Objective | Total Funding |
|---|-----------|--------------|-----------|----------------------|---------------|
| 1 | Increase the average combined reading and math KPREP scores for middle school students from 53.6% to 76.8% in 2017. | Objectives: 1 Strategies: 5 Activities: 12 | Organizational | Collaborate to increase the averaged combined reading and math KPREP scores to 58.2% by 05/17/2013 as measured by KPREP scores. | $0 |
| 2 | Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.1% in 2012 to 67.6% in 2017. | Objectives: 1 Strategies: 2 Activities: 6 | Organizational | Demonstrate a proficiency with reading and math instruction to decrease the overall achievement gap by 10% by 05/16/2014 as measured by KPREP scores. | $0 |
| 3 | Increase the percentage of students who are college and career ready from 48.4% to 70% by 2015. | Objectives: 1 Strategies: 4 Activities: 16 | Organizational | Collaborate to have 60% of students college and career ready by 05/17/2013 as measured by the Unbridled Learning formula. | $0 |
| 4 | Increase parental involvement | Objectives: 2 Strategies: 3 Activities: 9 | Organizational | Collaborate to increase parental involvement  by 05/16/2014 as measured by teacher call logs and parent sign in sheets for open house, orientation, and other school informational sessions., Collaborate to provide parents with opportunities to attend educational programs by 05/19/2017 as measured by attendance sign-in sheets. | $0 |
| 5 | All students will have opportunities to participate in rigorous and challenging educational programs and activities as determined by individual interest or need. | Objectives: 1 Strategies: 2 Activities: 2 | Organizational | Collaborate to develop programs and opportunities for students to participate in a variety of educational programs by 05/19/2017 as measured by program review. | $0 |

| 6 | Positive Behavior Intervention and Supports will be utilized effectively and consistently by all staff members. | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Organizational | Collaborate to establish school-wide expectations and procedures and implement consistently by 05/19/2017 as measured by behavior referrals and academic reports. | $0 |

# Goal 1: Increase the average combined reading and math KPREP scores for middle school students from 53.6% to 76.8% in 2017.

**Measurable Objective 1:**

Collaborate to increase the averaged combined reading and math KPREP scores to 58.2% by 05/17/2013 as measured by KPREP scores.

**Strategy 1:**

Curriculum Assessment and Alignment - Curriculum design teams will be identified and established for the areas of reading and math.

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum teams will analyze curriculum in areas of reading and math to identify gaps and make necessary adjustments. | Professional Learning | 01/14/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Ensure that teachers implement the curriculum using best practices for instruction and assessment by monitoring through walk throughs and program fidelity checks | Professional Learning | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Staff Developers |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Updated and revised curriculums will be disseminated to teachers to gather feedback and input | Professional Learning | 04/01/2013 | 04/22/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum teams will review feedback submitted, revise if necessary, and final drafts disseminated to teachers | Professional Learning | 04/29/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

**Strategy 2:**

CIITS - Teachers and administration will become more familiar with and use CIITS more regularly.

# Comprehensive School Improvement Plan

Campbell County Middle School

| Activity - CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Leaders use CIITS for analyzing student level data for teacher and school-wide instructional improvements. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Staff Developers |

| Activity - CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. | Policy and Process | 08/16/2013 | 05/16/2014 | $0 | No Funding Required | Staff Developers and Teachers |

**Strategy 3:**

Extended School Services - A program will be created and utilized to allow students additional opportunities to receive instruction in areas where they may struggle or have difficulty.

| Activity - ESS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| A program including before and after-school opportunities to address student deficiencies and areas of need will be established and utilized as needed. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, School Counselors, Teachers |

| Activity - Summer School | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students not meeting promotion requirements will have an opportunity to attend a summer school program. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, School Counselors, Teachers |

**Strategy 4:**

PLCs - Teachers will work together to plan lessons, create and analyze assessment, and review student to identify student strengths and weaknesses to determine academic needs of students.

| Activity - PLC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will work together to plan lessons, create and analyze assessment, and review student to identify student strengths and weaknesses to determine academic needs of students. | Academic Support Program | 08/08/2011 | 05/19/2017 | $0 | Other | Principal, Staff Developers |

**Strategy 5:**

ILP and RtI - Develop a Student Intervention Team who will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students.

| Activity - Individual Learning Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Student Intervention Team reviews and analyzes intervention approaches and protocols to determine overall effectiveness. | Career Preparation/Orientation | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, School Counselors |

| Activity - Response to Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Consider large areas of student needs (i.e., 40% of a group not meeting benchmarks) and meet with grade-level, content area departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards. | Other | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, School Counselors |

| Activity - Individual Learning Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Student Intervention Team monitors student progress in interventions and makes decisions about moves in and among tiers. | Career Preparation/Orientation | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, School Counselors |

# Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.1% in 2012 to 67.6% in 2017.

**Measurable Objective 1:**

Demonstrate a proficiency with reading and math instruction to decrease the overall achievement gap by 10% by 05/16/2014 as measured by KPREP scores.

**Strategy 1:**

Best Practice - Teachers will receive professional development in the use of instructional best practices and differentiated instruction. Each teacher will work with a staff developer to set up classroom structures that support differentiated instruction for the purpose of meeting the needs of their students.

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Identify and define the use of instructional best practices by all staff | Professional Learning | 02/04/2013 | 03/29/2013 | $0 | No Funding Required | Principal, Staff Developers |

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Develop a program or plan to educate parents on ways to improve their child's ability and performance with reading and math | Parent Involvement | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Staff Developers, Special Education Teachers, Family Resource Center |

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness | Professional Learning | 02/04/2013 | 04/26/2013 | $0 | No Funding Required | Staff Developers, Special Education Teachers |

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Analyze student achievement by gap groups, relative to state (KPREP, EPAS) and school assessments. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, Staff Developers |

| Activity - Best Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Determine the assignment of staff to best serve the identified students | Direct Instruction | 04/01/2013 | 07/31/2013 | $0 | No Funding Required | Principal |

**Strategy 2:**

Walkthroughs - Walkthroughs of collaborative classes will identify areas of strength and growth so training sessions can be planned appropriately.

| Activity - Collaboration Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers in collaborative settings will be trained on a variety of co-teaching strategies as well as in a variety of instructional strategies to utilize to target the specific special education identification areas of students in their classes. | Academic Support Program | 01/14/2013 | 05/19/2017 | $0 | Other | Principals, DOSE, Teachers with co-teaching assignments |

# Goal 3: Increase the percentage of students who are college and career ready from 48.4% to 70% by 2015.

**Measurable Objective 1:**

Collaborate to have 60% of students college and career ready by 05/17/2013 as measured by the Unbridled Learning formula.

**Strategy 1:**

Academic and Career Advising - Students will be exposed to a variety of information and advising opportunities to be prepare for college and career readiness.

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Develop, promote, and implement Operation Preparation for 8th grade students | Career Preparation/Orientation | 02/04/2013 | 04/01/2013 | $0 | No Funding Required | School Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Leadership team collaborates with teachers, community, and parents on establishing and implementing the model. | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Principal, School Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers and leaders implement the advising model in support of college and career advising for students. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principals |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Determine a model for comprehensive school advising that best meets the needs of the students. (Resource: The Advising Toolkit) | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Principal, School Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Establish a college day where all students (6-8) wear college shirts and a career day where all students (6-8) dress in a career related to their ILP career choice | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Principal, School Counselors |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School administrators set clear, measurable expectations for the advising program as well as for ILP usage beyond basic compliance. | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | No Funding Required | Principals |

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Develop, promote, and implement Student Success Skills for all students. | Academic Support Program | 08/16/2013 | 06/16/2017 | $0 | No Funding Required | Principal, School Counselors |
|---|---|---|---|---|---|---|

| Activity - Academic and Career Advising | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Leaders monitor the implementation and impact of the advising program. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, School Counselor |

**Strategy 2:**

Targeted Interventions - School reviews EPAS data to analyze gaps in instructional programming for students.

| Activity - Targeted Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| To identify students who may be in need of intervention, the school leadership team will run the persistence to graduation tool (PtGT) from IC and use data reports from EXPLORE, KPREP, and MAP. | Policy and Process | 04/01/2013 | 05/16/2014 | $0 | No Funding Required | Principal, School Counselors |

| Activity - Targeted Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Communicate with parents to inform them of the need for intervention and schedule students into intervention services.  Teachers and leaders will monitor student progress to determine the effectivenss of the intervention(s) and next steps for continuous improvement and adjustments to the implementation are made if needed. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, School Counselors |

**Strategy 3:**

Instructional Practices - Teachers will receive professional development on to improve instructional and assessment practices.

| Activity - Curriculum, Instruction, Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will use an instructional process that informs students of learning expectations and standards of performance.  Formative assessments will be used to to inform instructional decisions. | Direct Instruction | 01/31/2013 | 06/16/2017 | $0 | No Funding Required | Principal |

| Activity - Curriculum, Instruction, Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| A systematic process will be established and utilized to monitor and adjust curriculum, instruction, and assessment practices. | Direct Instruction | 01/31/2013 | 08/01/2014 | $0 | No Funding Required | Principal |

| Activity - Curriculum, Instruction, Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers consistently use a system for grading and reporting across all grade levels and courses that is based on clearly defined criteria that represents the attainment of content knowledge and skills. | Direct Instruction | 01/31/2013 | 06/16/2017 | $0 | No Funding Required | Principal |

| Activity - Curriculum, Instruction, Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers engage students in their learning through instructional strategies (collaboration, self-reflection, development of critical thinking skills, interventions) that ensure achievement of learning expectations. | Direct Instruction | 01/31/2013 | 06/20/2014 | $0 | No Funding Required | Principal |

**Strategy 4:**

Acceleration - Provide opportunities for students to take accelerated classes in order to best meet their needs.

| Activity - Acceleration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Examine the Elements of Success from the National Math and Science Initiative and the best practice guidance from Advance Kentucky to implement in our school program (teacher training, vertical team meetings, out of school time study sessions, open enrollment, etc.). | Professional Learning | 02/04/2013 | 05/16/2014 | $0 | No Funding Required | Guidance Counselors |

| Activity - Acceleration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Commit to teacher training by attending Laying the Foundation Training | Professional Learning | 02/04/2013 | 07/31/2014 | $0 | No Funding Required | Principal, Staff Developers, Teachers |

# Goal 4: Increase parental involvement

**Measurable Objective 1:**

Collaborate to increase parental involvement by 05/16/2014 as measured by teacher call logs and parent sign in sheets for open house, orientation, and other school informational sessions.

**Strategy 1:**

Various forms of communication - Teachers and staff will be trained on a variety of programs and technologies to use for communicating with parents.

| Activity - Infinite Campus | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All teachers will maintain grades in Infinite Campus (IC) to keep parents better informed of their child's progress. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | Principal, All Teachers |

# Comprehensive School Improvement Plan

Campbell County Middle School

| Activity - Facebook and Texting System | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Celly, a program used for sending texts, and Facebook will be utilized by the principal to post information regarding school related events and activities. | Parent Involvement | 08/13/2012 | 05/19/2017 | $0 | Other | Principal |

| Activity - School Messenger | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School Messenger, telephone calling system, will be utilized to keep parents informed of upcoming school-related events. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | Principal, School Secretary |

| Activity - School Website | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School Website will be maintained to include up-to-date information including SBDM Agendas/Minutes, Camel Connection Newsletter, Athletic Information, and other updates. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | Principal, STLP Sponsor |

| Activity - School Website | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will have and use their own websites to communicate homework and other necessary information (i.e., course syllabus, expectations, etc.) related to their course to CCMS stakeholders. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | All Teachers |

| Activity - School Marquee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The CCMS Marquee will be utilized to communicate school and district information. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Other | Principal, Secretary |

**Measurable Objective 2:**

Collaborate to provide parents with opportunities to attend educational programs by 05/19/2017 as measured by attendance sign-in sheets.

**Strategy 1:**

Informational Sessions - Parents will be invited to attend a variety of informational sessions/nights over the course of the year as it pertains to them.

| Activity - Informational Sessions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Parents will have the opportunity to attend and participate in informational sessions that pertain to them (i.e., ILP, EXPLORE/EPAS, Reading/Math Nights, etc.). | Parent Involvement | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, All Teachers, Guidance Counselors, Family Resource Center |

**Strategy 2:**

Parent/Teacher Programs - Parents may attend along with their child to pick up schedules, meet teachers, and become familiar with the school.

| Activity - Orientation Nights | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Parents may attend along with their child to pickup schedules, meet teachers, and become familiar with the school. | Parent Involvement | 08/05/2013 | 05/19/2017 | $0 | Other | Administration, All Teachers |

| Activity - Parent Conferences | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| School-wide conference nights will be held twice per year to keep parents informed of the child's progress. | Parent Involvement | 08/19/2013 | 05/19/2017 | $0 | Other | Principals, Guidance Counselors |

# Goal 5: All students will have opportunities to participate in rigorous and challenging educational programs and activities as determined by individual interest or need.

**Measurable Objective 1:**

Collaborate to develop programs and opportunities for students to participate in a variety of educational programs by 05/19/2017 as measured by program review.

**Strategy 1:**

Educational Programming - Program Reviews will be conducted to indentify strengths and weaknesses in our course offerings and programs available to stduents.

| Activity - Program Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students will have opportunites to be involved in a variety of rigorous and challenging programs as determined by individual interests and needs. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principal, School Counselors, Teachers |

**Strategy 2:**

Teacher and Leader Effectiveness - Training activities will be required for teachers and leaders to address individual areas of growth.

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Opportunities for improvement and personal growth will be made available to teachers and leaders in identified growth areas. | Professional Learning | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, Teachers |

# Goal 6: Positive Behavior Intervention and Supports will be utilized effectively and consistently by all staff members.

**Measurable Objective 1:**

Collaborate to establish school-wide expectations and procedures and implement consistently by 05/19/2017 as measured by behavior referrals and academic reports.

**Strategy 1:**

PBIS - A clear understanding of expectations and procedures by students will result in better behavior throughout the school resulting in improved educational settings allowing for increased student learning.

| Activity - PBIS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| After training on PBIS, all staff will work collaboratively to establish school-wide expectations and procedures to be taught to and used with students. | Behavioral Support Program | 08/13/2012 | 05/19/2017 | $0 | Other | Principals, School Counselors, All Teachers |

| Activity - PBIS Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| A team including administration, guidance counselors, and teachers will be formed to review behavior data, create, and dessiminate findings with suggestions for improvement to SBDM and staff on a monthly basis. | Behavioral Support Program | 08/12/2013 | 05/19/2017 | $0 | Other | Principals, School Counselors, Teachers |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Academic and Career Advising | Develop, promote, and implement Operation Preparation for 8th grade students | Career Preparation/Orientation | 02/04/2013 | 04/01/2013 | $0 | School Counselors |
| Curriculum Assessment and Alignment | Curriculum teams will analyze curriculum in areas of reading and math to identify gaps and make necessary adjustments. | Professional Learning | 01/14/2013 | 05/17/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| Targeted Interventions | To identify students who may be in need of intervention, the school leadership team will run the persistence to graduation tool (PtGT) from IC and use data reports from EXPLORE, KPREP, and MAP. | Policy and Process | 04/01/2013 | 05/16/2014 | $0 | Principal, School Counselors |
| Curriculum Assessment and Alignment | Ensure that teachers implement the curriculum using best practices for instruction and assessment by monitoring through walk throughs and program fidelity checks | Professional Learning | 08/12/2013 | 05/16/2014 | $0 | Principal, Staff Developers |
| Curriculum, Instruction, Assessment | A systematic process will be established and utilized to monitor and adjust curriculum, instruction, and assessment practices. | Direct Instruction | 01/31/2013 | 08/01/2014 | $0 | Principal |
| Curriculum, Instruction, Assessment | Teachers will use an instructional process that informs students of learning expectations and standards of performance.  Formative assessments will be used to to inform instructional decisions. | Direct Instruction | 01/31/2013 | 06/16/2017 | $0 | Principal |
| Acceleration | Examine the Elements of Success from the National Math and Science Initiative and the best practice guidance from Advance Kentucky to implement in our school program (teacher training, vertical team meetings, out of school time study sessions, open enrollment, etc.). | Professional Learning | 02/04/2013 | 05/16/2014 | $0 | Guidance Counselors |
| Best Practice | Develop a program or plan to educate parents on ways to improve their child's ability and performance with reading and math | Parent Involvement | 02/04/2013 | 05/17/2013 | $0 | Staff Developers, Special Education Teachers, Family Resource Center |

| | | | | | | |
|---|---|---|---|---|---|---|
| Curriculum Assessment and Alignment | Updated and revised curriculums will be disseminated to teachers to gather feedback and input | Professional Learning | 04/01/2013 | 04/22/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| CIITS | Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. | Policy and Process | 08/16/2013 | 05/16/2014 | $0 | Staff Developers and Teachers |
| Best Practice | Determine the assignment of staff to best serve the identified students | Direct Instruction | 04/01/2013 | 07/31/2013 | $0 | Principal |
| Academic and Career Advising | Establish a college day where all students (6-8) wear college shirts and a career day where all students (6-8) dress in a career related to their ILP career choice | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | Principal, School Counselors |
| Curriculum Assessment and Alignment | Curriculum teams will review feedback submitted, revise if necessary, and final drafts disseminated to teachers | Professional Learning | 04/29/2013 | 05/17/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| Best Practice | Identify and define the use of instructional best practices by all staff | Professional Learning | 02/04/2013 | 03/29/2013 | $0 | Principal, Staff Developers |
| Curriculum, Instruction, Assessment | Teachers consistently use a system for grading and reporting across all grade levels and courses that is based on clearly defined criteria that represents the attainment of content knowledge and skills. | Direct Instruction | 01/31/2013 | 06/16/2017 | $0 | Principal |
| Academic and Career Advising | Leadership team collaborates with teachers, community, and parents on establishing and implementing the model. | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | Principal, School Counselors |
| Academic and Career Advising | Determine a model for comprehensive school advising that best meets the needs of the students. (Resource: The Advising Toolkit) | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | Principal, School Counselors |
| Academic and Career Advising | Leaders monitor the implementation and impact of the advising program. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principal, School Counselor |
| Targeted Interventions | Communicate with parents to inform them of the need for intervention and schedule students into intervention services. Teachers and leaders will monitor student progress to determine the effectivenss of the intervention(s) and next steps for continuous improvement and adjustments to the implementation are made if needed. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principal, School Counselors |
| Acceleration | Commit to teacher training by attending Laying the Foundation Training | Professional Learning | 02/04/2013 | 07/31/2014 | $0 | Principal, Staff Developers, Teachers |

# Comprehensive School Improvement Plan

Campbell County Middle School

| | | | | | | |
|---|---|---|---|---|---|---|
| Best Practice | Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness | Professional Learning | 02/04/2013 | 04/26/2013 | $0 | Staff Developers, Special Education Teachers |
| CIITS | Leaders use CIITS for analyzing student level data for teacher and school-wide instructional improvements. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principal, Staff Developers |
| Academic and Career Advising | Develop, promote, and implement Student Success Skills for all students. | Academic Support Program | 08/16/2013 | 06/16/2017 | $0 | Principal, School Counselors |
| Academic and Career Advising | Teachers and leaders implement the advising model in support of college and career advising for students. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principals |
| Academic and Career Advising | School administrators set clear, measurable expectations for the advising program as well as for ILP usage beyond basic compliance. | Policy and Process | 02/04/2013 | 05/17/2013 | $0 | Principals |
| Curriculum, Instruction, Assessment | Teachers engage students in their learning through instructional strategies (collaboration, self-reflection, development of critical thinking skills, interventions) that ensure achievement of learning expectations. | Direct Instruction | 01/31/2013 | 06/20/2014 | $0 | Principal |
| | | | | **Total** | $0 | |

## Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Orientation Nights | Parents may attend along with their child to pickup schedules, meet teachers, and become familiar with the school. | Parent Involvement | 08/05/2013 | 05/19/2017 | $0 | Administration, All Teachers |
| PBIS | After training on PBIS, all staff will work collaboratively to establish school-wide expectations and procedures to be taught to and used with students. | Behavioral Support Program | 08/13/2012 | 05/19/2017 | $0 | Principals, School Counselors, All Teachers |
| Facebook and Texting System | Celly, a program used for sending texts, and Facebook will be utilized by the principal to post information regarding school related events and activities. | Parent Involvement | 08/13/2012 | 05/19/2017 | $0 | Principal |
| Parent Conferences | School-wide conference nights will be held twice per year to keep parents informed of the child's progress. | Parent Involvement | 08/19/2013 | 05/19/2017 | $0 | Principals, Guidance Counselors |
| Infinite Campus | All teachers will maintain grades in Infinite Campus (IC) to keep parents better informed of their child's progress. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Principal, All Teachers |
| Summer School | Students not meeting promotion requirements will have an opportunity to attend a summer school program. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Principals, School Counselors, Teachers |

# Comprehensive School Improvement Plan

Campbell County Middle School

| Professional Development | Opportunities for improvement and personal growth will be made available to teachers and leaders in identified growth areas. | Professional Learning | 08/12/2013 | 05/19/2017 | $0 | Principals, Teachers |
|---|---|---|---|---|---|---|
| School Marquee | The CCMS Marquee will be utilized to communicate school and district information. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Principal, Secretary |
| ESS | A program including before and after-school opportunities to address student deficiencies and areas of need will be established and utilized as needed. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Principals, School Counselors, Teachers |
| PBIS Team | A team including administration, guidance counselors, and teachers will be formed to review behavior data, create, and dessiminate findings with suggestions for improvement to SBDM and staff on a monthly basis. | Behavioral Support Program | 08/12/2013 | 05/19/2017 | $0 | Principals, School Counselors, Teachers |
| Best Practice | Analyze student achievement by gap groups, relative to state (KPREP, EPAS) and school assessments. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Principal, Staff Developers |
| PLC | Teachers will work together to plan lessons, create and analyze assessment, and review student to identify student strengths and weaknesses to determine academic needs of students. | Academic Support Program | 08/08/2011 | 05/19/2017 | $0 | Principal, Staff Developers |
| Individual Learning Plan | Student Intervention Team monitors student progress in interventions and makes decisions about moves in and among tiers. | Career Preparation/Orientation | 08/12/2013 | 05/19/2017 | $0 | Principal, School Counselors |
| School Website | School Website will be maintained to include up-to-date information including SBDM Agendas/Minutes, Camel Connection Newsletter, Athletic Information, and other updates. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Principal, STLP Sponsor |
| Individual Learning Plan | Student Intervention Team reviews and analyzes intervention approaches and protocols to determine overall effectiveness. | Career Preparation/Orientation | 08/12/2013 | 05/19/2017 | $0 | Principal, School Counselors |
| School Messenger | School Messenger, telephone calling system, will be utilized to keep parents informed of upcoming school-related events. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | Principal, School Secretary |
| Informational Sessions | Parents will have the opportunity to attend and participate in informational sessions that pertain to them (i.e., ILP, EXPLORE/EPAS, Reading/Math Nights, etc.). | Parent Involvement | 08/12/2013 | 05/19/2017 | $0 | Principals, All Teachers, Guidance Counselors, Family Resource Center |
| Response to Intervention | Consider large areas of student needs (i.e., 40% of a group not meeting benchmarks) and meet with grade-level, content area departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards. | Other | 08/12/2013 | 05/19/2017 | $0 | Principal, School Counselors |

| | | | | | | |
|---|---|---|---|---|---|---|
| Program Review | Students will have opportunites to be involved in a variety of rigorous and challenging programs as determined by individual interests and needs. | Academic Support Program | 08/12/2013 | 05/19/2017 | $0 | Principal, School Counselors, Teachers |
| Collaboration Training | Teachers in collaborative settings will be trained on a variety of co-teaching strategies as well as in a variety of instructional strategies to utilize to target the specific special education identification areas of students in their classes. | Academic Support Program | 01/14/2013 | 05/19/2017 | $0 | Principals, DOSE, Teachers with co-teaching assignments |
| School Website | Teachers will have and use their own websites to communicate homework and other necessary information (i.e., course syllabus, expectations, etc.) related to their course to CCMS stakeholders. | Parent Involvement | 08/15/2011 | 05/19/2017 | $0 | All Teachers |
| | | | | **Total** | $0 | |

# Response for Required Action: K-Prep Combined Proficiency

# Overview

**Plan Name**

Response for Required Action: K-Prep Combined Proficiency

**Plan Rationale**

**Addresses Required Action**

Statement

K-Prep Combined Proficiency

Description

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

# 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 | Measurable Objective | Total Funding |
|---|-----------|--------------|-----------|----------------------|---------------|
| 1 | Increase the average combined reading and math KPREP scores for middle school students from 53.6% to 76.8% in 2017. | Objectives: 1<br>Strategies: 2<br>Activities: 6 | Organizational | Collaborate to increase the averaged combined reading and math KPREP scores to 58.2% by 05/17/2013 as measured by KPREP scores. | $0 |

# Goal 1: Increase the average combined reading and math KPREP scores for middle school students from 53.6% to 76.8% in 2017.

**Measurable Objective 1:**

Collaborate to increase the averaged combined reading and math KPREP scores to 58.2% by 05/17/2013 as measured by KPREP scores.

**Strategy 1:**

Curriculum Assessment and Alignment - Curriculum design teams will be identified and established for the areas of reading and math.

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum teams will analyze curriculum in areas of reading and math to identify gaps and make necessary adjustments. | Professional Learning | 01/14/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Ensure that teachers implement the curriculum using best practices for instruction and assessment by monitoring through walk throughs and program fidelity checks | Professional Learning | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Staff Developers |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Updated and revised curriculums will be disseminated to teachers to gather feedback and input | Professional Learning | 04/01/2013 | 04/22/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

| Activity - Curriculum Assessment and Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Curriculum teams will review feedback submitted, revise if necessary, and final drafts disseminated to teachers | Professional Learning | 04/29/2013 | 05/17/2013 | $0 | No Funding Required | Principal, Staff Developers, Curriculum Teams |

**Strategy 2:**

CIITS - Teachers and administration will become more familiar with and use CIITS more regularly.

| Activity - CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. | Policy and Process | 08/16/2013 | 05/16/2014 | $0 | No Funding Required | Staff Developers and Teachers |

| Activity - CIITS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Leaders use CIITS for analyzing student level data for teacher and school-wide instructional improvements. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | No Funding Required | Principal, Staff Developers |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| CIITS | Leaders use CIITS for analyzing student level data for teacher and school-wide instructional improvements. | Policy and Process | 08/12/2013 | 05/16/2014 | $0 | Principal, Staff Developers |
| Curriculum Assessment and Alignment | Ensure that teachers implement the curriculum using best practices for instruction and assessment by monitoring through walk throughs and program fidelity checks | Professional Learning | 08/12/2013 | 05/16/2014 | $0 | Principal, Staff Developers |
| CIITS | Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. | Policy and Process | 08/16/2013 | 05/16/2014 | $0 | Staff Developers and Teachers |
| Curriculum Assessment and Alignment | Updated and revised curriculums will be disseminated to teachers to gather feedback and input | Professional Learning | 04/01/2013 | 04/22/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| Curriculum Assessment and Alignment | Curriculum teams will review feedback submitted, revise if necessary, and final drafts disseminated to teachers | Professional Learning | 04/29/2013 | 05/17/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| Curriculum Assessment and Alignment | Curriculum teams will analyze curriculum in areas of reading and math to identify gaps and make necessary adjustments. | Professional Learning | 01/14/2013 | 05/17/2013 | $0 | Principal, Staff Developers, Curriculum Teams |
| | | | | **Total** | $0 | |