

2019-20 CCMS Phase Three: Executive Summary for Schools_11182019_12:05

2019-20 Phase Three: Executive Summary for Schools

Christian County Middle School

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215 Glass Avenue

Hopkinsville, Kentucky, 42240

United States of America

Last Modified: 12/02/2019

Status: Open

TABLE OF CONTENTS

2019-20 Phase Three: Executive Summary for Schools..... 3
Attachment Summary 8

2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Description of the School

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

Christian County Kentucky is located in the southwestern portion of the state situated on the Tennessee state line. It neighbors FortCampbell, KY, home to the 101st Airborne. It is a rural community with abundant agricultural and industrial growth. Christian County is one of the largest districts in Western Kentucky & the second largest Kentucky district in geographical miles. The greatest growth is in the Hispanic population with a growth rate of 121.6% over the last ten years. The Hispanic/Latino community currently makes up 6% of Christian County's population. Our district is 33% African American, 57% Caucasian, 12% Disability & we have a 5.3 mobility rate. Our school is actually 35.9% African American & 79.4% qualify for free/reduced lunch. Christian County Middle School is located in the city limits of Hopkinsville, Kentucky. It is one of 2 middle schools in the Christian County Public Schools System. Currently our total population is 700 students, & we house 7-8 grades in our building. Though we are located in the city, we service many children from the county as well. Our school opened in 2012, & CCMS was designed to meet the needs of the 21st Century Learner. Our students take pride in attending one of the most state of the art facilities in the state of Kentucky. Our District Mission statement is "Creating an educational culture of continuous growth through shared partnerships & responsibilities." Our District Vision Statement is to: Transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities. Our School Mission/Purpose Statement is : Christian County Middle School will provide a challenging and relevant environment that inspires academic excellence, instills personal integrity and builds opportunities for student success so they may create a positive legacy for the future. Our School Vision is: To create a learning environment where all students are motivated to find their purpose, to know their value, and to realize their full potential. CCMS has approximately 50 certified staff employed to meet the needs of our 7th & 8th grade students. With all support staff, custodians, & cafeteria workers, the CCMS staff is approximately 80 total employees. We have a student population of 700 students & 79% of those qualify for free or reduced lunch. Our student population is very diverse with over 35.9% African American, 12.2% special education, 6% Hispanic, 6% multiracial students & we have 30 military dependent families (4.2%). Our special needs population has been slightly increasing in the last few years. Our students with severe disabilities has increased & for two years now, we have had 2 classrooms of students with severe disabilities. Our school population has grown this year by about 40 students. Our enrollment increased to 700 this school year. Our school is surrounded by seven government housing areas. CCMS enrollment includes students from not only these seven city government housing areas; but also, from the rural outskirts of the county. All of these factors together create a very diverse population in our school. Our greatest challenge is that over 50% of our students (coming to us from 6 different elementary schools) are behind in reading & math. Since we have them at CCMS for only two years, it is very difficult to catch them up & teach the 7th & 8th grade content that we are accountable for at the middle school level. One other significant challenge is that of dealing with all of the issues that come with teaching students of poverty. There is a lack of parent involvement in our school because education is not valued in many of our students' homes. For many of our parents, school was not a positive experience; therefore, they do not have a positive view of education & school in general. In looking at our latest KPREP data, we recognize that we are closing the gaps with our African American students very slowly & that our Students with Disabilities Gap is not closing. The data indicates that we still have

a great deal of work to do in all subject areas. CCMS teachers & staff are working hard to implement literacy strategies in all classrooms in order to help close our gaps & make all students successful. The culture of CCMS is growing stronger & there is a sense of pride within the students & community that attend & support Christian County Middle School. Christian County Middle School is working hard to create a safe, secure, & positive learning environment for our students, so they can excel & achieve at higher levels in the 21st Century. Students are becoming increasingly aware of the purpose of CCMS & are ready to meet the challenges & expectations of the school & staff. Our school motto, "The Colonel Way" is simple, yet powerful and our students are capable of achieving & accomplishing more than before. Our School wide PBIS expectations are Respect, Responsibility, & Effort. Our PBIS team meets monthly & have been working diligently to increase the positive supports for our students over the last two years. This team is also working to increase our Tier II interventions this school year. Currently 20 students are receiving Tier II behavior interventions.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Christian County Middle School is constantly reviewing its mission, belief, & vision statements. Our leadership team has reviewed our previous year's data & has decided to continue to focus on the following three areas: culture/building relationships with students, instruction, & structures. Our school's mission/purpose statement is: Christian County Middle School will provide a challenging and relevant environment that inspires academic excellence, instills personal integrity and builds opportunities for student success so they may create a positive legacy for the future. CCMS is working hard to create a safe, secure, & positive learning environment for our students, so they can excel & achieve at higher levels in the 21st Century. Students are becoming increasingly aware of the purpose of CCMS & are ready to meet the challenges & expectations of the school & staff. Our School Motto, "The Colonel Way" is simple, yet powerful, & capable of achieving & accomplishing more than ever before. Our School Wide PBIS expectations are Respect, Responsibility, & Effort. Our motto, The Colonel Way, embodies every initiative. The belief that students can achieve at high levels, that current staff can make this happen, & that the resources we have will be adequate are all hurdles faculty & staff must overcome in order to achieve our goals. For three years now, we have adopted Google as a way to improve communication & transparency. All lesson plans, communication, living calendar, & data are stored on Google which allows for total transparency & collaboration among the entire staff. CCMS offers not only our core classes of Reading, Math, Science, Writing, & Social Studies; but also, we offer: Band, Chorus, JROTC, Health, Physical Education, Art, Career Choices, Keyboarding, Business, & Algebra I. In addition to these classes, students are placed into intervention reading & math classes when their scores on district universal-screener assessments indicate the need for them. Our leadership team has been working together now for five years in this building & have been able to tweak expectations & structures each year to improve overall school climate. For the 2017-18 year, we began rewarding students for scoring 8th grade ready & high school ready for reading & math. In 2018-19 we added a lanyard reward system for those students. Students scoring 8th or High School ready in reading & math gain rewards such as: free seating in the cafeteria, cell phone pass in the cafeteria, & free entry to all home games & dances. This is something that the students really strive to achieve. For 2019-20 we added their names on bulletin boards when they achieved High School or Eighth Grade Ready Status. Each year, we tweak our discipline plan to try & improve protecting the instructional time in the classroom. Prior to 2019-20 school year, our process for referring students to the office was revised in order to allow teachers to provide more Tier 1 interventions for behavior in the classroom. This has cut down on the amount of instructional time lost for many of our students. Teachers & leadership decided to continue to work on the same teacher non-

negotiables that were developed last year. Administrators are holding teachers more accountable by being in classrooms more often walk-through feedback. PLC's are operating at a high level & hold themselves accountable to each other. The PLC process has been tweaked to include more time for data analysis & discussion about what a teacher could do differently to change their data. All data is transparent on Google. In addition, math PLC has been tweaked to better accommodate their need for planning for rotations & differentiation. Planning for teaching literacy across all contents is also a part of PLC. Our PBIS team is working fast to create more positive behavior supports than we have had in the past. We have Tier II Interventions for behavior in place & currently 20 students are receiving those interventions. The PBIS team is meeting at least monthly and sometimes twice a month to create supports & structures that improve student success. We have already had an off-campus reward for 396 students who received no major or minor office referrals for the first quarter & a PBIS reward day for mid term second quarter. Students are getting excited about being rewarded for positive behavior.

Notable Achievements and Areas of Improvement

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

We, at CCMS, have many strengths. One of the many strengths is our PLC process. Through the PLC process, we are working to implement literacy strategies in all subject areas. Additionally, all PLC work is centered around providing engaging lessons for all students. Formative assessment & utilizing formative assessment data to adjust lessons for students is a focus in our PLC discussions. --Our data tracking & data analysis protocol is another area where we are very strong. Our teachers are constantly analyzing data, all data is transparent and it is housed as a Google Doc. --We have numerous opportunities for intervention in math & reading for our students. We have Math 180, Read 180, Systems 44, & Fast Math available for intervention purposes. We have 54 students currently being served by Math 180. We are servicing 76 Read 180 Students at this time. --Our PBIS committee has really worked to increase our positive supports over the last three years. Our PBIS committee meets a minimum of once a month to discuss data, target students, & tweak positive behavior supports for our students. This committee has put several things in place for rewards: the colonel cash system, student of the month, quarterly rewards, kona ice, & an end of the year event for those students with no major referrals. -This year we have a lanyard system in place to reward students for their success in reading & math. When students achieve 8th grade readiness (7th graders) or high school readiness (8th graders), on our Reading Inventory & Math Inventory tests, they achieve certain privileges with the lanyard system & get their name posted in the hallway for all to see their success.--Our Employee Engagement Survey mean score was 3.96 & our goal is to increase that to 4.06 by June 2020 Basically, our lowest scores centered around teachers wanting more feedback on their job performance. Our leadership team has already taken measures to increase the feedback provided to teachers this year. We have provided more support for our new teachers. We began the year by providing them with a folder with some valuable information which included: Things I wish I knew as a first year teacher letter from both a veteran teacher & a teacher who completed her first year. Leadership has also met with the new teachers monthly to be sure they have what they need & hear their concerns /struggles. --In 2016-17 we had a safety audit & it was nearly perfect. The auditors said they could not believe how smoothly things were run here at our school & they could not give us suggestions for improvement. Each year, we tweak our emergency procedures in an effort to improve safety. Our Emergency Preparedness Plan has been shared with all & all drills are conducted & results are shared with staff. We have conducted a lockdown in conjunction with the local police department & they have provided feedback on how to make things even more safe. --Although we have several concerns with our academics, we do have some positive results to celebrate: Our latest KPREP data indicates that we are making slow progress in both reading & math. However, we are still well

below where we want to be with only 51% of our total population scoring P/D in reading & only 29.7 scoring P/D in math. We are beginning to close the gap between how African American students score vs. how other students score in both reading & math. Our science scores showed great improvement from 2017-18 to 2018-19 & were above the state average. -CCMS has a vast array of opportunities for extracurricular activities for all students. --We have 120 total in our band program at CCMS. We have 16 students in percussion & 18 students were selected to quad state band. --Our CCMS 8th Grade Choir was invited to hold a concert at the Kentucky Music Educators Association's Annual Conference in February of 2019. There were a large number of outstanding auditions submitted for this event and our choir was one of three middle school groups selected to perform.--We have the following sports for our students: Volleyball--we have approximately 20 middle school girls who practice & play in conjunction with the high school; Basketball--21 boys & 21 girls; football--Approximately 50 boys;Baseball--we have approximately 20 boys; Softball--7 middle school girls are on the high school softball team;Cheerleading: 10 girls;Dance Team: 12 girls;--28 students are attended KYA this year & we had 2 students received honors for Outstanding Speakers & one student was recognized as an Outstanding delegate. Both of our KYA students bills passed & were signed as laws by KYA Governor & Lieutenant Governor. For the first time, we had a student serve as a doorkeeper for chambers. ---This year we have multiple clubs available for our students. Those opportunities include: Beta Club, Academic Team, STLP, Future Problem Solving, KYA, Art Club & Chess Club.We do have some students participating in Bass fishing with the highschool & a few participating in wrestling at the high school level. --Our STLP Minecraft division came in second in the state in middle school division last year. --Our STLP Project teams all advanced to the state last year. --Skills USA last year-- Middle School results were: -----Placed 1st at State for: 3D Print Design, Job Interview, Urban Search & Rescue, 30 sec Elevator Story-----Placed 3rd at Nationals for Urban Search & RescueVEX last year--2 teams made it to state (1 all girls team & 1 boys team)--1 team placed 1st at state & qualified for World--1 team placed 16th in the world for VEX Robotics----CCMS is currently working hard to address our gaps with the African American & Students with a disability populations. These two areas are ones that we will likely be working on for three years. Our leadership team meets with the special education team a minimum of once a month to discuss data, specific student needs, progress monitoring, & plans for improvement. The special education teachers are working very hard to progress monitor their students to ensure that progress is being made towards their goals. Additionally, our leadership team has met with math teachers numerous times this school year to plan, discuss & implement using math rotations/workshop & increase engagement in their classrooms by using more differentiation. Currently CCMS is a part of a literacy grant. Through this grant teachers are receiving professional development on using literacy strategies in all content areas. The team of teachers attending this training are in the beginning stages of bringing back what they learn to share with their colleagues. Through this grant opportunity, we will fully implement more literacy strategies in all contents over the course of the next three years. All content areas are implementing literacy strategies this year. We believe that this will help to close the gap between our African American Population & all students. Our leadership team is constantly looking for ways to improve our overall school discipline & classroom management. We have some teachers that have become masters at creating a warm & inviting environment & developing a positive classroom culture that supports learning for all students. We have already begun to have other teachers visit their classrooms to gain ideas as to how to create these cultures. In the future we plan to continue having our teachers visit their colleagues classrooms to gain ideas for creating a warm learning climate for all. One other step that we plan to take in the near future is that of beginning to video-tape our teachers & have them watch themselves to analyze what they see & make adjustments to their teaching. In summary, our three year plan for improvement will include working to close our gaps by : closely monitoring special education students' progress, fully implementing literacy strategies in all contents, fully implementing differentiation in all math classrooms, beginning to use reading workshop/rotations in our reading classrooms & continuously

improving our classroom environments & school climate to protect instructional time. We are also working on having engaged learners in all content areas & all classrooms. We are utilizing feedback from the ELEOT document to help provide formative data to our teachers in order to foster that growth.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

Additional Information

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

All information has been included in the previous questions.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 CCMS Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Christian County Middle School

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215 Glass Avenue

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TABLE OF CONTENTS

2019-20 Phase One: Continuous Improvement Diagnostic for Schools	3
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Mr. Kevin Crider, Principal Christian County Middle School --August 23, 2019

2019-20 CCMS Phase Two: The Needs Assessment for Schools_08282019_15:42

2019-20 Phase Two: The Needs Assessment for Schools

Christian County Middle School

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TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	8
Trends	9
Potential Source of Problem.....	10
Strengths/Leverages	11
Attachment Summary	12

2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our Continuous Improvement Team: Analysis & Review of data for our needs assessment began with our Leadership Team at CCMS. These members include: Kevin Crider--Principal; Kristen Kellum--Assistant Principal; Gwen Chaudoin--Assistant Principal; Aleshia Underwood--Counselor; Mari Owens--Curriculum Coordinator. After beginning analysis with this small group, then further analysis occurred with the entire faculty. Our entire faculty began by using the KCWP's to evaluate our school procedures & practices. Data was then analyzed by each departmental PLC & then finally by individual teacher. SBDM also assists in analyzing data & making creating our CSIP.

Gather and organize data: School leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes.

Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.

Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified.

Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations.

Identify root causes: Continuous Improvement Team identifies root causes for each priority performance concern. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Tools to identify root causes include: The 5 Why's, Fishbone diagrams, Pareto charts, and scatter diagrams.

Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established.

Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives.

Implement plan: The improvement plan is communicated to all stakeholders and implemented.

Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will be using The School Score Card, 5X monitoring, department meetings, PLCs, Progress Buddy for Special Education, CCMS Data Tracking Document and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

CCMS Behavior Data--Our Behavior Referrals have been decreasing for the last 3 years. They decreased from 1066 in 2017-18 to 746 in 2018-19. The number of African American & SPED referrals has also steadily decreased. As of the end of Aug 2019 we had only 37 referrals for the year. We have several things in place to continue to reduce the number of referrals this year. Our Fall 2019 Reading Inventory Data shows: 7th Grade--48% proficient 8th Grade--52.7% proficient Math Inventory shows: 7th grade--15% proficient 8th grade--6% proficient We have lots of work to do in math. Based on our most recent KPREP Data: ELA --18/19 Reading 51% P&D overall 18.8% difference between females/males (males being lower) scored P&D 17.4 % difference between White and AA students scoring P&D (White being higher) 18/19 Writing 28.2 % P&D overall--Our students struggle with writing. 35.5 % difference between females/males (males being lower) scored P & D 4.8% difference between White and AA students scoring P & D (White being higher) Science--46% OF SPED WERE NOVICE, 26% AFRICAN AMERICAN ARE NOVICE. ALMOST 10% DECREASE FOR SPED, AND AFRICAN AMERICAN SCORING NOVICE. OVERALL 12.6 INCREASE IN P&D AND 11% DECREASE IN NOVICE. ALL DEMOGRAPHICS SHOWED GROWTH IN ALL AREAS. AFRICAN AMERICAN AND SPED HAVE MORE % NOVICE THAN P/D Math--Between 2016-2017 to 2017-2018, P/D percentages increased by 4.2%. The gap between African American and white students has closed by 5.2% between 2017-18 and 2018-19 school years. The gap is closing, but it's still not enough in math or any subject area--Social Studies--In 2018-2019 32% of special ed students scored novice on KPREP. In 2017-2018 18% of African American students scored Novice on KPREP Social Studies. The number of proficient and distinguished overall went up by 1.1% The overall novice percentage went up by 2.1% For economically disadvantaged students there was a rise in distinguished and proficient as well as novice. There was a 3.1% increase in novice, and a 3.9% increase in proficient and distinguished. There was a significant increase of 6.6% in proficient and distinguished scored for the African American population between the 17-18 and 18-19 school years. Novice for African American students increased by 1.1% from the 2017-2018 school year to 2018-2019. Our Fall 2019 DSA Data: Math Fall 2019: 7th Grade = 16% projected proficiency ; 8th Grade = 15.5% projected proficiency ; Overall in Math = 16% projected proficiency ; Reading DSA Fall 2019: 7th Grade = 30.25% projected proficiency ; 8th Grade = 31.5% projected proficiency ; Overall Reading = 31% projected proficiency ; According to all of that data, we have several areas of concern. We have an immediate concern in Reading & Math for our entire student body. Our two most concerning populations are the African American, & special education

populations. We recognize that we have become stagnant. Our Fall DSA data indicates that we have a tremendous amount of work to do in order to meet our goals & close our gaps. Reading is still a huge concern as it impacts all other academic areas. We still had 27.4% of our students scoring novice in reading. We still have a significant gap between how our African American students score vs. how our White students score. There is a difference of 17.4% in reading. Math is an immediate concern for everyone. Only 14.8% of our SPED students scored proficient in math. Only 29.7% of our entire student population scored proficient or distinguished in math. For the last 3 years that score has been almost the same. There is a 14.8% difference between African American student scores & White student scores in math. Only 7.4% of our SPED students scored proficient or above. In addition, our KPREP data indicates that our students are really struggling to write about what they are learning or have read with only 28% scoring P & D. -----Safety- Safety has been a number one priority in Christian County Public Schools for many years. Our staff has gone through numerous trainings to prepare for any crisis that could occur. We have developed a district wide emergency plan as well as a reunification plan. With SB1 our current need is training and information on Trauma Informed Care to better address the mental health needs of our students. Instructional Technology-In Christian County Public Schools the biggest instructional technology need is multi-faceted. First, we have a need for more opportunities to bridge the knowing/doing gap through coaching. Our district has access to resources however, some of our teachers and staff are intimidated by these technologies. Second, we have a need for an additional digital learning coach to help coach our teachers and staff with the use of instructional technologies that are available. Additional coaching opportunities made available by increasing the number of Digital Learning Coaches would strengthen the abilities of a teacher within our environment. Lastly, we need devices in the hands of our students on a daily basis being used for instruction. Our teachers site the issue of lack of devices or access to devices a barrier to implementing instructional technology opportunities.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

ELA--65.4% of SPED students scored novice in reading during the 2019 KPREP test. A 16.9% gap exists between the male and female population in reading. 48.6% of SPED students scored novice in writing during the 2019 KPREP test. A 16.6% gap exists between the male and female population in writing. Reading is still a huge concern as it impacts all other academic areas. We still had 27.4% of our students scoring novice in reading. We still have a significant gap between how our African American students score vs. how our White students score. There is a difference of 17.4% in reading. Math--Is an overall concern for all students. Sped: Roughly 60% (about 10% increase) of the SPED population are Novice in 2018-19. AA: The African American population continues to score below their peers. P/D% increased from 17.3 to 20.7, but the Novice% increased too--from 31.6% to 39%. The Apprentice level must have split to help both P/D and N increase. SPED remains a concern for our department. Data shows regression. African American novice total is 5.6% higher than the overall average for novice students. Only 14.8% of our SPED students scored proficient in math. Only 29.7% of our entire student population scored proficient or distinguished in math. For the last 3 years that score has been almost the same. There is a 14.8% difference between African American student scores & White student scores in math. Only 7.4% of our SPED students scored proficient or above. Science--There is simply a need for students to be taught science before they come to the middle school level. Our science scores showed tremendous growth. ---Social Studies Social Studies concern is that we still only have 50.9% of our population that is proficient or above. We still have 13.9% of our students that are scoring novice. These numbers are fairly stagnant over the last 3 years. SPED is a huge concern. Writing --only 28.2% of our students are Proficient or Distinguished. Our females are way outscoring our males in writing. SPED is an immediate concern. Our priorities are Math & writing for everyone. We are working to increase lit. In addition we are concentrating on our African American & SPED populations in all subject areas. --Continuing to decrease our behavior referrals is also a priority, as this will increase valuable instructional time & keep all students in the classroom.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

ELA--Overall, each novice category is consistent including the sub-group categories. In writing, the overall novice percentages from 2017/2018 to 2018-2019 increased. Similarly in reading, the P&D numbers in all categories are consistent. Writing--In writing, proficient distinguished number decreased (Female by 9.3%, Male 8.7%, white 17.7%) in all categories except African American and African American stayed the same. In writing, P&D numbers went up 6.5%. Science--INCREASE IN PD, DECREASE IN NOVICE. CLOSING THE GAP BETWEEN MALE AND FEMALE IN COMPARISON TO OTHER SUBJECT AREAS Math--Data shows that math scores for the overall population is having very little growth of 0.4 gain. Math proficiency is a huge concern as less than 30% of our students are proficient in math. Social Studies Due to less referrals, leading to an increase in instruction, this could explain the increased percentage of proficient and distinguished for the 18-19 school year. --SPED is consistently low---African-American novice numbers remain high EQUITABLE EXPERIENCES As poverty rates increase, students have less access to rich experiences in STEM, the ARTS, literacy, etc.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

ELA--KCWP 5--Science-KCWP5- FOCUSING ON SPED ACCOMODATIONSScience--KCWP 1 - SCIENCE HAVING TO GO BACK IN GRADE LEVELS TO FOCUS ON STANDARDSMath--KCWP 1--Design and Deploy StandardsKCWP 2--Design and Deliver Instruction Ensure teacher determine the most appropriate & effective high yield strategies to implement in order to ensure congruency to the intent of the learning target System in place to ensure students take responsibility for their own learning How does the teacher ensure cognitive engagement versus passive or active engagement?Social Studies-KCWP 4-- Review, Analyze, and Apply dataWhat systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? What system is in place school/district wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery?• How do students know where they are in their own progression of learning?KCWP 5: Design Align & Deliver Support • What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? • What data points inform modification to curriculum and instructional practices?





Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

ELA--Female scores are strong for both reading and writing (reading 60.9% PD and writing 48.3% PD);Science--INSTRUCTION, DUE TO ALL AREAS DECREASING. NO GAP BETWEEN MALE/FEMALE IN P/D;Math--Over the last three years, we have made very small P/D gains (+4.6%);Social StudiesP/D numbers have increased;Numbers for white students have remained consistently high;We, at CCMS, have many strengths. One of the many strengths is our PLC process. We have a Flexible PLC process that uses the Plan, Do, Study, Act format.-- Through the PLC process, we are working to implement literacy strategies in all subject areas. Math is working to provide more differentiation through math rotations. We are working to increase our writing experiences in all contents. --Our data tracking & data analysis protocol is another area where we are very strong. Our teachers are constantly analyzing data, all data is transparent and it is housed as a Google Doc. --We have numerous opportunities for intervention in math & reading for our students. We have Math 180, Read 180, Systems 44, & Fast Math available for intervention purposes. Currently we have 55 students in Math 180. Our PBIS committee has really worked to increase our positive supports over the last three years. Our PBIS committee meets a minimum of once a month to discuss data, target students, & tweak positive behavior supports for our students. This committee has put several things in place for rewards: the colonel cash system, student of the month, quarterly rewards, & an end of the year event for those students with no major referrals. This year we are working hard to implement the TIER 2 system of interventions. Our behavior referrals have decreased significantly over the last 3 years. CCMS has a vast array of opportunities for extracurricular activities for all students. --We have the following sports for our students: Volleyball--we have approximately 26 middle school girls who practice & play in conjunction with the high school. Basketball--21 boys & 21 girls;Football--Approximately 50 boys;Baseball--we have approximately 20 boys ;Softball--7 middle school girls are on the high school softball team;Cheerleading: 10 girls;Dance Team: 13 girls;--28 students are attending KYA this year;Beta--58 students currently participating;Academic Team--meets on a regular basis & will compete this year--;Chess meets once a month after school. ; We have STLP & Girls that Code;This year we have multiple clubs available for our students. Those opportunities include: Beta Club, Academic Team, STLP, Future Problem Solving, KYA, Art Club & Chess Club & the Dream Team for our boys. We do have some students participating in Bass fishing with the highschool & a few participating in wrestling at the high school level.; Our biggest strength is our people at CCMS & the willingness of our people to work together to come up with solutions that are the best fit for our students. Our people spend countless hours: planning lessons to engage students, looking for ways to provide extra support for students that need interventions, analyzing data & training to implement high engagement strategies.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019 CCMS Math Inventory Data		•
 2019-20 Needs Assessment Data	This document contains our data in all subjects for the last 3 years.	•
 2019-20CCMS Scorecard		•
 CCMS 2019 RI data		•

2019-20 CCMS Phase Two: School Assurances_09052019_14:48

2019-20 Phase Two: School Assurances

Christian County Middle School
Kevin` Crider
215 Glass Avenue
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 10/25/2019
Status: Open

TABLE OF CONTENTS

2019-20 Phase Two: School Assurances	3
Introduction.....	4
Teacher Performance	5
Title I Schoolwide Programs.....	6
Title I Targeted Assistance School Programs	8
Schools Identified for Targeted Support and Improvement	10
All School Programs.....	11
Attachment Summary	12

2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ☒ Yes
- ☐ No
- ☐ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ☐ Yes
- ☐ No
- ☒ N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ☐ Yes
- ☐ No
- ☒ N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ☐ Yes
- ☐ No
- ☒ N/A

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ☐ Yes
- ☐ No
- ☒ N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ Yes
- ☐ No
- ☐ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☒ Yes
- ☐ No
- ☐ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Title I Annual Review Diagnostic_11212019_10:17

2019-20 Phase Three: Title I Annual Review Diagnostic

Christian County Middle School
Kevin Crider
215 Glass Avenue
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 12/10/2019
Status: Open

TABLE OF CONTENTS

2019-20 Phase Three: Title I Annual Review Diagnostic	3
Comprehensive Needs Assessment	4
Schoolwide Plan	5
Evaluation of the Schoolwide Program	7
Parent and Family Engagement (ESSA Section 1116).....	8
Attachment Summary	9

2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

The Continuous Improvement Team for Christian County Middle School follows a protocol to review data to determine effectiveness of strategies implemented. The Continuous Improvement Team consists of the principal, assistant principal, curriculum coach, guidance counselors, teachers, parents, and students. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Review current and past performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

Teachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success. Data source: Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work Content Area/Disciplinary Reading: Grades 6 - 12 Literacy Intervention Project in partnership with KDE and Literacy Design Collaborative. In partnership with Literacy Specialists from KDE, pilot teams at CCMS and CCHS are engaging in embedded professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities. Data source: RI Growth, DSA Proficiency, Coaching observations, Instructional Rounds data Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. TILT sessions. Data source: Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work ; PLC minutes Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Data source: RI Growth; DSA Proficiency Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Data source: RI Growth, DSA Proficiency, Coaching observations Instructional Rounds data, PLC minutes PBIS: Implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Data source: Discipline data, PBIS fidelity audits

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Christian County Middle School implements the the Plan-Do-Study-Act Cycle (PDSA) as part of our Professional Learning Community (PLC) for continuous improvement. The school focuses on the following questions: 1) What problem are we trying to solve? 2) What changes might we introduce and why? 3) How will we know what change is an actual improvement? We identify clear

and specific measures we will use to determine success. Measures include such things as - such as Reading/Math Inventory; KPREP data; District Standards Assessments; Common Assessment data; Coaching observations; Instructional Rounds/Deep Dive Data protocol work; PLC minutes to capture both the processes and the outcomes. The PDSA cycle consists of: Plan: This step clarifies the problem and identifies the overall aim; the tool, process, or change to implement; and more specific targets or objectives of the continuous improvement process. Do: This step involves the implementation of the tool, process, or change and the collection of both process and outcome data. Study: In this step, participants examine the collected data and consider the extent to which the specific targets or objectives met those identified in the Plan step, as well as the overall aim. Act: This last step integrates all the learning generated throughout the process. The stakeholders, as needed, make adjustments to the specific objectives or targets, formulate new theories or predictions, make changes to the overarching aim of the continuous improvement work, and/or modify any tools or processes being tested. Christian County Middle School also engages students in goal setting. Goals are short-term and achievable. Goals are reviewed with students and progress is monitored. Student success is celebrated and intervention is provided when students struggle to meet goals. Christian County Middle School provides Tier II and Tier III intervention for those students who are struggling to meet academic and behavior standards. Progress is monitored through the PLC process, PBIS committee, and specific RTI meetings to determine if the intervention is successful.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

With revised ELA and Math standards and new social studies standards, we are looking closer at formative assessment data, summative unit data, and benchmark data to gauge mastery and instruction. We are more focused on schoolwide literacy in all contents, with a stronger focus on various forms of writing to express understanding. Gap groups, especially our special ed population, are a continued area of concern. CCMS also revised our achievement goals in the CSIP for math and reading. Our school continues to struggle in math achievement and we do not have a solid plan for improving this area.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).





5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Christian County Middle School works with parents and families to review and revise the Parent/School/Student Compact each year. The compact outlines how parents, school staff, and students will share the responsibility for improved student achievement. Board Policy 02.4241 establishes that each school: 1) Commitment to a parent involvement process that provides for establishing an open, parent-friendly environment; Increasing parental participation; Improving two-way communication between school and home, including what their child will be expected to learn; and developing parental outreach programs. Christian County Middle School's SBDM Parent Involvement policy is reviewed each year by the SBDM council. An Annual Title I meeting is held each fall. The following parent and family engagement activities were held last year: Fall parent night (including a presentation by the winning KYA group and CCMS choir), winter Band and Choir concerts, Beta induction, open house, KPREP awards, end-of-year awards ceremony. Event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. Christian County Middle School also works very closely with the Family Resource and Youth Services Centers to support student achievement by supporting families.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Based on feedback, Christian County Middle School will make the following changes to our Parent and Family Engagement program for the SY 19 - 20 school year: Fall parent night will include a performance by the CCMS Robotics team and Kentucky Youth Assembly group. Student Voice Council will be active in planning after school events. We are changing times for award ceremonies to evenings so more parents can attend. CCMS will plan a parent/family literacy night with stations and activities that foster a stronger home-school connection.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CCMS PLC Process 2018-2019		•
 Family Action Plan Family Involvement Survey		•
 Family Events Calendar 2018-2019		•
 Family Involvement Summary		•

**CCMS 2019-20 Phase Three: Comprehensive Improvement Plan for
Schools_10012019_09:57**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Christian County Middle School
Kevin` Crider
215 Glass Avenue
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 12/03/2019
Status: Open

TABLE OF CONTENTS

2019-20 Phase Three: Comprehensive Improvement Plan for Schools 3
Attachment Summary 5

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *ShIPLEY*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


Using the Comprehensive School Improvement Plan Template

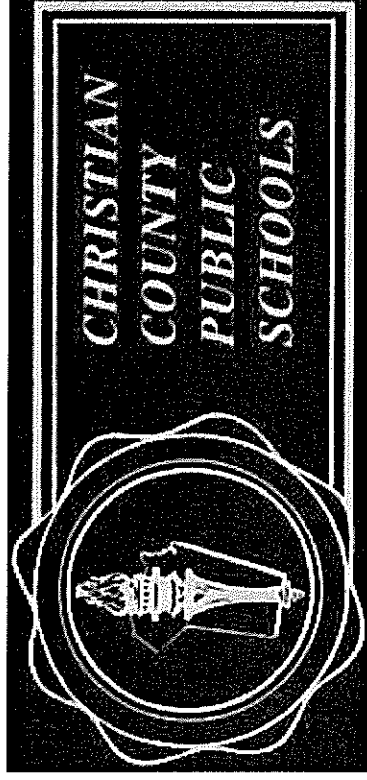
- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

CCMS CSIP is attached below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CCMS Goal Builder for CSIP		*



Christian County Public Schools Christian County Middle School

**Comprehensive School Improvement Plan
School Year 2019-20**

Mr. Kevin Crider--Principal
215 Glass Avenue
Hopkinsville, KY 42240
(270) 887 - 7070

2019-20 CCMS Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between a funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): **CCMS will increase reading proficiency score** as measured by the state accountability assessment from 51% to 61

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success
Objective 1- Increase the number of students scoring proficient or above in Reading from 51%--54.4% by 2020.	KCWP 4 Review, Analyze, and Apply Data	<p>Use classroom assessment data to inform teacher's instructional decisions. This is an evidence based strategy.</p> <ul style="list-style-type: none"> • Intentional Data Tracking <ul style="list-style-type: none"> o Common Assessment & DSA data put into KPREP scoring calculator for overall + all accountable demographic areas o DSA Data broken down by individual teacher o Monitoring growth through RI/MI 	PLC Data Analysis Document & Lesson Plans
		Classroom libraries purchased + book boxes	
		Leveled School Reading Library	
		Deep Dive Data Protocol@ School wide focus for Instructional Framework--Engaged Learners	Assessment scores

	Create intentional opportunities for students to receive and offer effective feedback during learning. Evidence based strategy.	Lesson Plans/ observations
<p>KCWP 6 Establishing Learning Culture and Environment</p> <p>• <u>KCWP 2:</u> <u>Design and Deliver Instruction</u></p> <p>• <u>KCWP 2:</u> <u>Design and Deliver Instruction</u></p>	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Classroom observations School-Wide Expectations Matrix
	Ensure that classroom policies and procedures align with the school's Code of Conduct.	Classroom observations School-Wide Expectations Matrix
	Utilize strategies learned in KLLP sessions	Classroom observations/Lesson Plans
	<p>Teachers Intentionally Learning Together (TILT): Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success.</p> <p>Professional Learning Communities (PLC)--will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement</p> <p>Deep Dive-Differentiation Focus--Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas. Teams include district leadership, principals, assistant</p>	Classroom observations Lesson Plans /Classroom Observations
		PLC planning documents & Data analysis
		Classroom observations

		principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction, increasing awareness of effective strategies for teaching children of poverty through the work of Eric Jensen, and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy.	
	<ul style="list-style-type: none"> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	PBIS: CCMS has implemented Positive Behavioral Interventions & Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Tyler pulse data Book Study Blog Lesson Plans
Objective 2 Increase the number of students scoring proficient or above in Math from 29.7% to 31.68% by 2020.	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 2--Design & Deliver Instruction</u> <u>KCWP 6--Establishing Learning Culture & Environment</u>	Literacy Team-Cross-curricular teaching reading strategies- Our reading team, curriculum coach, & principal have been working together to teach our other content areas some reading strategies that they can use in their contents. In other words, we are teaching reading across all contents. Evidence based strategy. Plan strategically in the selection of high yield instructional strategy usage within lessons. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Math Cohort-- Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support a district wide best-practices instruction in mathematics at elementary and middle school levels. Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom with specific emphasis on development of workshop routines and rotations	Lesson Plans PLC Documentation Data Analysis Document & Lesson Plans Classroom Observations Classroom Observations

		PLC structured specific to math pacing	PLC Meeting documentation
		Collaboration with Michelle Walden for math instruction/rotations	
	<u>KCWP 2--Design & Deliver Instruction</u>	Math is focus of deep dive	Instructional Rounds
		Implementation of Math rotations--Evidence based strategy.	Classroom Observations

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): **CCMS will** increase the percentage students scoring proficient or above in science, social studies

Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1-- Increase the percentage of students scoring proficient or above in Science from 30.2% to 32.2% by 2020.	KCWP 2: Design and Deliver Instruction	LDC/KLIP Increases the usage of content literacy to improve students' overall comprehension of Social Studies concepts.	Formative Assessment	CCMS Scorecard Lesson plans
		LDC team District meeting KLIP team meeting: Frankfort: 4 day training	Lesson Plans	Lesson Plans
		Using formative and summative evidence to inform what comes next for individual students and groups of students.	Data Analysis Documents	CCMS Scorecard Observations common assessment data
State developed Through Course Task to measure the student progression of the		Data from TCT	5X monitoring Common assessment data	NA

Cross Cutting Concepts and Science and Engineering Practices					
	Teachers create lesson plans that reflect and target unpack standards.		Creating assignments, activities, and assessments that provide students with opportunities to learn.	lesson plans	
	Vocabulary lessons		Increased comprehension of key vocabulary terms. Lesson plans	Lesson Plans	
	Formative Assessment data		Classroom assessment data	NA	
	Development and use of aligned Classroom Embedded Assessments (formative) to assesses students progression through the Science Disciplinary Core Ideas				
	KCWP 6: Establishing Learning Culture and Environment		Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. Ensure student opportunity in self monitoring behavior, including progress monitoring of goals.	Observations Observations/ Discipline data	Observations

<u>Objective 2--</u> Increase the percentage of students scoring proficient or above in Social Studies 50.9% to 54.3% by 2020.	KCWP 3: Design and Deliver Assessment Literacy	Focus on Vocabulary Strategies: Like: History Mystery Read like a Historian Interactive Word Walls, Bumper Stickers, 3 way tie, \$2 summary. Gallery Walks, Twitter Talks			
	KCWP 5: Design, Align and Deliver Support	KLIP training- teacher training on literacy strategies and practices to better support student literacy advancement and growth. Embedding literacy outside an ELA classroom using researched strategies.	Lesson Plans/observations/ PLC documents	Lesson plans Common assessment data	
		LDC training - teachers trained and implementing strategies from LDC trainings in the classrooms. Incorporating literacy skills and crossing other disciplinary content into the Science classrooms	Lesson Plans/observations/ PLC documents	CCMS Scorecard	
<u>Objective 3--</u> Increase the percentage of students scoring proficient or above in Writing from 28.2% to 30.08% by 2020	KCWP 4: Review, Analyze, and apply data	PLC --Planning using evidenced based interventions & strategies as a team	PLC Documents	CCMS Scorecard	
		Assessment/Analysis-	Data Analysis documents	CCMS Scorecard	
		Effective Feedback: Teacher and Peers--Teachers are providing feedback & teaching students to peer edit & provide feedback for all students to reach proficiency in writing	Peer to Peer Observations through PLC	CCMS Scorecard	

	Conferencing --Students are conferenced with one-on-one about their writing pieces in order for them to receive feedback & edit their peices.	Observations		CCMS Scorecard
	Student Voice Survey: Instructional Practices			Survey Results
	Formative Assessment-Students are formatively assessed daily on their use of grammar, punctuation , & writing rules through bellringers, exits slips & in class writing assignments.	Assessment data		CCMS Scorecard
	Google Classroom --Students are submitting papers through google classroom which allows the teacher to provide feedback quickly & even as the students are writing	Lesson plans/Writing Pieces		Data Analysis Document
	Student Bubble List-Teachers are tracking students who are scoring right on the mark between apprentice/proficient trying to push them to score at higher levels	Data Analysis		CCMS Scorecard Data Analysis Document
	Data Tracking Sheet	Data Analysis		Data Tracking Sheet
	Self Reflection--Each time a student writes an on demand prompt, the student will complete a reflection sheet. The student will reflect on areas in which they felt confident, and areas that still need growth. The student will also have their previous goal for that			Data Tracking CCMS Scorecard

KCWP 2: Design and Deliver Instruction	particular writing piece at the top. When the teacher is ready to conference with the student over their writing, the student will bring the reflection sheet with them to the conference. The student is able to see if their ideas match with what the teacher assesses, and see if they met their goal			
	LDC		Lesson Plans	CCMS Scorecard
	KLIP		Evidence in Lesson Plans	CCMS Scorecard
	TILT		Attendance Logs Lesson Plans	CCMS Scorecard
	Formative Assessments to guide instruction		Formative Assessment Data	CCMS Scorecard
	Professional Development		Attendance Logs	CCMS Scorecard
	Align Instruction to standards		Lesson Plans	CCMS Scorecard
	Use of Exemplars-evidence based strategy		Student Work	CCMS Scorecard
	Updated Writing Plan to meet demands of Literacy Grant		Writing Plan	CCMS Scorecard
	Student Friendly Learning Targets Evidence based strategy		Lesson Plans Observations	CCMS Scorecard

3: Gap

Goal 3 (State your Gap goal): CCMS will increase the combined reading & math consolidated student group score for students scoring proficient in 2022 as measured by the state accountability assessment.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart, the person completing the activity or activities will be responsible for the activity or activities.
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1-- CCMS will increase the African American students scoring proficient & above in reading from 39.4% to 40.7% by June of 2020 as measured by the state accountability assessment.	KCWP 2: Design and Deliver Instruction	*small group, rotations, stations based on student's level or area of need (currently in progress or beginning stages Intervention based teaching strategies	Observations	CCMS Scorecard
		*creating time for one on one or small group teacher to student time--Intervention based teaching strategy	Observations	CCMS Scorecard
Objective 2 CCMS will increase the African American students scoring P & D in Math from 20.7% to 21.39% by June 2020 as measured by the state accountability assessment.		using data from formative and summative evidence for what comes next for individual students and groups of students. (currently in progress)-Intervention based teaching strategy	Formative Assessment Data	CCMS Scorecard
		*KLIP and LDC training and learning	Evidence in Lesson Plans & PLC documents	CCMS Scorecard

		-Intervention based teaching strategy			
	KCWP 3: Design and Deliver Assessment Literacy	*Developed a tracking system for monitoring of student achievement progress by learning target and by standard. Following up, conferencing, and goal-setting with student involvement. This monitoring includes Unit Common Assessments as well as District Assessment. Evaluate the quality of test items, test tasks, and scoring rubrics. (Math is sending assessments to district leadership to gauge rigor) **Need to figure out how to send Reading Assessments**	Data Analysis Document/ PLC documents Assessments & Feedback on Assessments	CCMS Scorecard CCMS Scorecard	
<u>Objective 3--</u> CCMS will increase the Special Education students scoring P & D in reading from 14.8 to 15.29% by June 2020 as measured by the state accountability assessment.	KCWP 5: Design, align, and deliver support	*In the general education co-teaching setting students are using grouping and rotations based on formative and summative assessments. Utilizing the data collected from benchmark, CA, RI, MI, etc. in order to frequently change group to address needs. -Intervention based teaching strategy	Assessment data analysis & observations	CCMS Scorecard Progress Buddy	
		*Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, for improvement, and development of a method of quality assurance monitoring.	Data analysis Documents PLC documents	Progress Buddy CCMS Scorecard	
		*Visiting all classrooms to get ideas of pros and cons.	Peer visits to classrooms	Lesson Plans Observations	
		*In the resource setting, more frequent monitoring is taking place (through Progress Buddy as well as MI and RI) in order to change groupings as well as standards being re-taught or taught. -Intervention based teaching strategy	Progress Buddy Data	CCMS Scorecard Progress Buddy I	
<u>Objective 4--</u> CCMS will increase the Special Education students scoring P					

<p>& D in Math from 7.4% to 7.64% by June 2020 as measured by the state accountability assessment.</p>		<p>**Focus on teaching vocabulary & using context clues</p> <ul style="list-style-type: none"> • Special Education Team partnered with CCHS--Amy Day Leading • Special Education teacher lesson plan accommodations linked to regular ed lesson plans • Special Education teachers sharing accommodations document for each of their students with all regular education teachers • Intentional planning for all resource classes 	
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4: Graduation rate

Goal 4 (State your Graduation Rate goal): NA/ONLY applies to high schools--NA

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following cha activities, the person of the activity or act the activity or activi</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring I
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Objective 1										
Objective 2										

5: Growth

Goal 5 (State your Growth goal): CCMS will increase the average combined reading & math growth score from 46.6 to 55.92 as measured by the s 2022.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following cha activities, the persor of the activity or act the activity or activi
<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review. Analyze and Apply Data • KCWP 5: Design. Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review. Analyze and Apply Data Classroom Activities • KCWP5: Design. Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1= Increase the combined average growth score from 46.6 to 49.7 as measured by the state accountability assessment in 2020.	KCWP 2: Design and Deliver Instruction	<p>Plan strategically in the selection of high yield instructional strategy usage within lessons- Teachers will design and implement small group instruction focusing on the needs of individual students by using formative evidence to inform the teacher of what comes next in learning for the individual students or the group of students.</p> <p>Implement formal and informal processes that teachers and students Utilize to gather evidence to directly improve the learning of students assessed- Teachers use a variety of assessments, formative</p>	Lesson Plans & Observations	CCMS Scorecard
			Assessment Data	CCMS Scorecard

		and summative, to gather evidence of student strengths and weaknesses to change instruction as needed.			
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students - Progress monitoring of SPED students is collected bi-monthly to drive instruction and meet gaps.	Progress Buddy	CCMS Scorecard Progress Buddy Data	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement consideration. - Teacher implements instruction with students based on the Read 180 program. Students participate in the rotations daily which include: independent reading, technology and the reading group using the R-book.	RI reports	CCMS Scorecard RI Reports MI Reports	
	KCWP 3: Design and Deliver Assessment Literacy	Create formative and summative assessments that are aligned to the standards- Teachers collaborate vertically and horizontally to create and review assessments, ensuring they are written to the rigor of the standard.	Formative & Summative Assessments	CCMS Scorecard	
	KCWP 2: Design and Deliver Instruction	Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments- Based upon pre assessment and formative assessment results, teachers will	Lesson plans Observations PLC Documentation	CCMS Scorecard	

		modify lessons and groupings within the classroom to teach content and skills needed to close the gap between prior knowledge and new knowledge, in hopes that growth will be evident.		
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GROWTH GOAL --Continued

	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery--Teachers will use a variety of instructional strategies in the classroom to help support students who do not meet mastery of the learning targets. Various options could include one-on-one instruction, rotations, questioning, relearning previous underpinnings, etc.	Lesson Plans Observations	CCMS Scorecard
	KCWP 4: Review, Analyze, and Apply Data Results	Ensure proper data collection efforts are implemented in Running Record documentation -Teachers are required to keep a running record of assessment data. Various data points that are recorded include MI data, common assessment data, CASE DSA testing data, and previous KPREP data. This data is used to drive instructional decisions	Data Analysis Document in Google	CCMS Scorecard

			in the classroom and watch for students who are staying the same, decreasing in performance, or improving in performance. These records are constantly updated and utilized in the classroom. They are shared within the content groups (PLC's) and leadership. Some teachers include more assessment pieces within their individual classrooms records.	
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GROWTH GOAL --Continued

	KCWP 4: Review, Analyze, and Apply Data Results	Create and monitor a "Watch List" for students performing below proficiency- Leadership has developed a Red and Blue list of students based off of last year's KPREP data. This list shows students, per demographic data, their number of growth points scored. The Blue list has students who scored specific points in one demographic area, while the Red list has students who scored specific points in more than one demographic areas.	DSA RI/MI Common Assessment	Red & Blue List KPrep data CCMS Scorecard
	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies. Use CSA model of Instruction. The CSA model represents abstract mathematical and number sense principles in first concrete, then semi-abstract, and finally abstract representations.	Classroom Observations Lesson Plans	5X Monitoring

Goal 6 (State your Transition Readiness goal): NA

[illegible]

7: Other (optional)

Goal 7 (State your goal): CCMS will provide equitable services that ensure the growth & success of all students by June 2021 as measured by Em Campus /Tyler Pulse Attendance reports.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following cha activities, the persor of the activity or act the activity or activi
<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review. Analyze and Apply Data • KCWP 5: Design. Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitori
Objective 1-- Student attendance will increase by .5% as measured by June of 2020.	KCWP 5: Design, Align and Deliver Support	Automatic phone call goes out with 2 consecutive absences	Student attendance	IC Reports
	KCWP 6: Establishing Learning Culture and Environment	If students miss a day during a week there is a phone call that goes home daily (if student is not here by 9:00 am)	Student attendance	IC Reports
		After 4 days of absences they get a letter home	Student attendance	IC Reports

<p>Objective 2-- Increase the mean score on the Employee Engagement Survey from 3.96 to 4.06 by June of 2020</p>	<p>KCWP 6: <u>Establishing Learning Culture and Environment</u></p>	<p>After 6 absences, they are contacted by the board/district level</p> <p>If teachers refer a student due to absences, CCMS staff calls home to check on that student</p> <p>Action Plan: Develop an action plan to address needs identified in the Employee Engagement Survey.</p> <ul style="list-style-type: none"> • Review survey with staff • Reward & recognize staff by: <ul style="list-style-type: none"> ◦ New teacher coaching plan ◦ Good news cards to staff ◦ Staff members of the month ◦ Teacher ambushes ◦ Culture Committee Activities <ul style="list-style-type: none"> ■ Birthday recognition ■ Staff tailgating event ■ Halloween lunch ■ Christmas goodies ■ Cards for sick/loss of loved one ■ You've Been Mugged/etc <p>Increase employee feedback</p> <ul style="list-style-type: none"> • Create a hard copy document to leave with teachers following classroom visit-possibly an electronic version as well 	<p>Student attendance</p> <p>Student attendance</p> <p>Employee Engagement Survey</p> <p>Employee Engagement Survey</p>	<p>IC Reports</p> <p>IC Reports</p> <p>Staff surveys</p> <p>Observation notes</p>