

# CUMBERLAND ELEMENTARY SCHOOL

## SCHOOL IMPROVEMENT PLAN



**SHEILA HALL, PRINCIPAL**

**THE MISSION OF THE CUMBERLAND ELEMENTARY SCHOOL IS THAT ALL STUDENTS WILL BE CHALLENGED AND EDUCATED SO THAT THEY WILL SUCCEED IN LIFE.**



# **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

## **EXECUTIVE SUMMARY:**

### **PLAN SUMMARY**

*Cumberland Elementary School will focus on three major areas: ACADEMIC PERFORMANCE, EFFICIENCY, and LEARNING ENVIRONMENT.*

*The plan focuses on implementing strategies and activities that will increase student achievement and mastery of the student's knowledge of the core content. The goal is to demonstrate proficiency by reaching the Overall Accountability Index of 100. To reach this goal, students must be able to communicate in writing the knowledge they have acquired during their elementary school experience. Professional development activities are designed to enhance the teacher's instructional skills so that all students are proficient writers and communicators of the knowledge they have attained.*

### **PROCESS SUMMARY**

**When, how, and who developed the mission statement?**

The Cumberland Elementary School Mission Statement was originally developed when the school plan was called the Transformation Plan. The school community and the SBDM have reviewed this statement annually and have made changes when necessary throughout the years.

**Who was involved in the development of the school improvement plan?**

SBDM, parents, and CES staff members.

**Describe each step of the needs process and how priority needs, causes, and objectives were determined.**

The SBDM, along with staff members, used the Needs Assessment process aligned with the Kentucky Standards and Indicators for School Improvement to develop the plan. Parent, student, and staff surveys were conducted in October 2011. Test data was disaggregated in November 2011. Utilizing the surveys (parent, student, and staff), test score data analysis, district walkthrough analysis, and SCORE Protocol session analysis, the council and staff determined the priority needs, causes, goals, and objectives.

**When and how the achievement gap targets were set, and how was the timeline for closing the gaps decided upon?**

The Achievement Targets were decided in October 2011 using the Significant Difference Document sent to the school counselor. The timeline was decided based on the school year's end and the annual revision of the SIP.

**When was the public meeting held to present the Plan to the community and who attended?**

Public meeting was held in December 2011. Teachers, parents, district representative, and community stakeholders attended the meeting. The plan was posted to the District Web in October 2011.

**How and when will the plan be evaluated?**

The plan will be reviewed/revise (as needed) on a quarterly basis at the SBDM meetings. Updates are submitted to the district in March, August, and December.

**How and when will professional development activities be evaluated?**

Professional development activities will be evaluated by administration and be guided by each teacher's individual Professional Growth Plan.

### OVERALL CSIP COMMITTEE MEMBERSHIP

ROBERTA AUGUSTA	PRIMARY TEACHER
MINNIE C. BAILEY	MIDDLE SCHOOL TEACHER
WES BAILEY	PRACTICAL LIVING/TEACHER/PARENT
TAMMY BRASHEARS	ASSISTANT PRINCIPAL
DEBRA BROWN	SPECIAL EDUCATION
BRENDA BOWLING	INSTRUCTIONAL AIDE
REGINA BURTON	FOURTH GRADE TEACHER/PARENT
MARGARET CAIN-MIRACLE	SPEECH THERAPIST
PATRICIA CAUDILL	SPECIAL EDUCATION TEACHER
JAMES CARROLL	ASSISTANT PRINCIPAL
PRISCILLA CLAY	MATH INTERVENTION TEACHER
THOMAS COLLINS	MIDDLE SCHOOL TEACHER
SANDY COPE	FOURTH GRADE TEACHER
BONNIE CREECH	READING INTERVENTION TEACHER
DEBBIE CREECH	PRIMARY TEACHER
SHEILA DIXON	MIDDLE SCHOOL TEACHER
DIANA DUCKWORTH	FOURTH GRADE TEACHER
JAY DUNAWAY	MIDDLE SCHOOL TEACHER/PARENT
STEPHANIE DUNAWAY	PRIMARY TEACHER/PARENT
KELLI EARLY	PRIMARY TEACHER/PARENT
LOREYN ELDRIDGE	PRIMARY TEACHER/PARENT
JENNIFER FARLEY	MIDDLE SCHOOL TEACHER
JANEY FEHER	PRIMARY TEACHER
JESSICA FIELDS	21 <sup>ST</sup> CENTURY COORDINATOR
DERONDA GARLAND	PRIMARY TEACHER
MADONNA HAINES	SPECIAL EDUCATION AIDE
RITA HAMLIN	VOLUNTEER / ESS TEACHER
WYNONA HATFIELD	MIDDLE SCHOOL TEACHER
JOYCE HENSLEY	PRIMARY TEACHER
DANA HOGUE	PRIMARY TEACHER
TERRI JENKINS	PRIMARY TEACHER/PARENT
LISA LAYNE	MIDDLE SCHOOL TEACHER
ANNA LEE	SPECIAL EDUCATION TEACHER
LISA MCKNIGHT	FRYSC ASSISTANT
KAREN MILLER	SPECIAL EDUCATION TEACHER
JENNIFER MOODY	READING INTERVENTION TEACHER
ROBYN PARSONS	GUIDANCE COUNSELOR
MELISSA QUILLEN	FOURTH GRADE TEACHER
CURTIS REZEK	SPECIAL EDUCATION TEACHER
SHIRLEY ROBINSON	VOLUNTEER/ESS TEACHER
JENNY SAYLOR	FRYSC COORDINATOR
MEGAN SAYLOR	PRIMARY TEACHER
LISA SCOTT	MIDDLE SCHOOL TEACHER
CHARLES SCOVILLE	PRIMARY TEACHER/PASTOR
ERNESTINE SERGENT	MIDDLE SCHOOL TEACHER
STEPHANIE SHERMAN	READING/WRITING INTERVENTION TEACHER
DONNA SMITH	SPECIAL EDUCATION TEACHER/PARENT
DEAVIN STEWART	MIDDLE SCHOOL TEACHER
TAMMY STEWART	MIDDLE SCHOOL TEACHER
KAREN STURGILL	MIDDLE SCHOOL TEACHER
AMY TODD	SPEECH THERAPIST
BETH TERRY	PRIMARY TEACHER/PARENT
KIM WILLIAMS	MEDIA SPECIALIST

**Academic Performance:** Minnie Bailey, Component Manager

Brenda Bowling	Sandy Cope
Jay Dunaway	Stephanie Dunaway
Sheila Dixon	Jennifer Farley
Terri Jenkins	Lisa Layne
Anna Lee	Lisa Scott
Megan Saylor	Melissa Quillen
Curt Rezek	Priscilla Clay

**Learning Environment:** Debra Brown, Component Manager

Roberta Augusta	Regina Burton
Tammy Scott Stewart	Diana Duckworth
Patricia Caudill	Dana Hogue
Margaret Miracle	Jenny Saylor
Debra Brown	Thomas Collins
Lisa McKnight	Kelli Early
Madonna Haines	Karen Miller
Robyn Parsons	Karen Sturgill
Donna Smith	

**Efficiency:** Deavin Stewart, Component Manager

Minnie Bailey	Wes Bailey
Bonnie Creech	Debbie Creech
Loreyn Eldridge	Janey Feher
Deronda Garland	Shirley Robinson
Joyce Hensley	Rita Hamlin
Jennifer Moody	Charles Scoville
Stephanie Sherman	Beth Terry
Kim Williams	Ernestine Sergent

**ACTION COMPONENT**Academic Performance **School** **District** **Preliminary** **Revised****District Name**Harlan County Public Schools**Component Manager**Minnie Bailey**School Name**Cumberland Elementary**Current Date**10/11/11**Priority Need**

According to the 2010-2011 Interim Performance Report, the percentage of students scoring proficient and distinguished are as follows:

**Elementary:**

- Reading – 74.46
- Math – 65.76
- Writing – 43.08

**Middle School:**

- Reading – 69.10
- Math – 52.81
- Writing – 25.37

**Goal**

According to the 2011-2012 Interim Performance Report, the percentage of students scoring proficient and distinguished will increase to meet AYP goal of :

**Elementary:**

- Reading –86.61
- Math – 79.87
- Writing – 48.08

**Middle School:**

- Reading – 86.61
- Math – 79.87
- Writing – 30.37

- A. The Kentucky Department of Education has adopted nationally recognized Common Core State Standards (CCSS) and they are recognized as Kentucky Core Academic Standards (KCAS). Currently our curriculum is based on Core Content 4.1.
- B. School instructional staff needs to develop and use multiple assessment strategies to improve and modify instruction to meet student needs and support student proficiency.
- C. According to IDEA (Individual Disabilities Education Act), the Kentucky Systems of Intervention framework for providing systematic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12 indicates there is a need to fully implement the Response to Intervention (RtI) Plan.
- D. After a review of the 2011 NCLB, IPR, and EXPLORE and other data, there is a clear need for additional support for developing instructional programs and practices that support continuous school improvement.

- A. The Kentucky Department of Education has adopted nationally recognized Common Core State Standards (CCSS) and they are recognized as Kentucky Core Academic Standards. Our curriculum needs to be redesigned around the new Kentucky Core Academic Standards in the areas of English/Language Arts and Mathematics. (KCAS).
- B. School instructional staff develops, uses, and monitors multiple assessment strategies to improve and modify instruction to meet student needs and support student proficiency.
- C. According to IDEA (Individual Disabilities Education Act), the Kentucky Systems of Intervention framework for providing systematic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12 indicates there is a need to fully implement the Response to Intervention (RtI) Plan. Our school will address Response to Intervention by integrating assessment and intervention practices to maximize student achievement and to reduce behavioral problems.
- D. After a review of the 2012 NCLB, IPR, and EXPLORE other data, there is a clear indication additional support was provided for the development of instructional programs and practices supporting continuous school improvement

**Objective A:** The Kentucky Department of Education has adopted nationally recognized Common Core State Standards (CCSS) and they are recognized as Kentucky Core Academic Standards. Our curriculum needs to be redesigned around the new Kentucky Core Academic Standards in the areas of English/Language Arts and Mathematics. (KCAS).

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1 All teaching staff will utilize the new Kentucky Core Academic Standards and Classroom Assessment for Student Learning to design lesson plans.	A	Sheila Hall, Principal	August, 11	May, 12	-0-	
<b>Update</b>						
A.2 The school will establish teams to development of curriculum in the areas of English/Language Arts and Mathematics. The teams will participate in a district wide cadre to deconstruct standards and develop student friendly “I can” statements and begin work on pacing guides.	A	Sheila Hall, Principal	May, 11	May, 12	-0	
<b>Update</b>						
A.3 All curriculum teams will meet on a regular basis regarding KCAS to ensure standards are clearly articulated across all levels. Meetings will be held monthly and activities will include lesson plan development, looking at student work, designing assessments, etc. Sign in sheets will be kept to document the work and all meetings. 1.1b	A	Sheila Hall, Principal	May, 11	May, 12	-0-	
<b>Update</b>						
A.4 Science and Social Studies teachers will develop curriculum guides in the areas of Science and Social Studies in a timely fashion aligned with the state release of the KCAS in these subject areas. They will work to deconstruct standards and develop student friendly “I can” statements and begin work on pacing guides.		Sheila Hall, Principal	January 12	May 12	-0-	

**Objective B: School instructional staff develops, uses, and monitors multiple assessment strategies to improve and modify instruction to meet student needs and support student proficiency.**

<b>Activity</b>	<b>Measure</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Cost</b>	<b>Fund Source</b>
<b>B.1</b> Instructional staff will continue to develop multiple assessments that are scientifically researched based and evidenced by teacher lesson plans and student work. ( i.e. Marzano, etc)	B	Sheila Hall, Principal	August 11	May 12	-0-	
<b>Update</b>						
<b>B.2</b> The school leadership and district liaison will utilize the SCORE process to look at teacher deconstruction of standards, development of student friendly I can statements, constructed responses. (formative and summative assessments, multiple choice, open response, etc.) tasks aligned with KCAS. 2.1b	B	Jeanne Lee, Instructional Coordinator	Sept 10	December 12	-0-	
<b>Update</b>						
<b>B.3</b> School leadership will utilize the principal walk-through instrument to ensure instructional strategies are scientifically research based (i.e. Marzano) aligned to the new KCAS, and that student friendly I can statements are present, formative and summative assessments are being used, etc. to insure classroom instruction is effective.	B	Sheila Hall, Principal Tammy Brashears, A. Principal	October, 11	May 12	-0-	
<b>Update</b>						
<b>B.4</b> Instructional staff will utilize CASL training to develop scientifically researched based formative and summative assessments that measure assessment for learning and assessment of learning.	B	Sheila Hall, Principal	January 12	May12	-0-	
<b>Update</b>						

**Objective C: According to IDEA (Individual Disabilities Education Act), the Kentucky Systems of Intervention framework for providing systematic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12 indicates there is a need to fully implement the Response to Intervention (RtI) Plan. Our school will addresses Response to Intervention by integrating assessment and intervention practices to maximize student achievement and to reduce behavioral problems.**

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<p><b>C.1.a All teachers will fully implement Response to Intervention (RtI) practices and procedures: DORA/DOMA and ADAM 7 tests will be administered no less than three times per year. Results from these tests will provide teachers with assessment data necessary to adequately and comprehensively review students' improvement or lack thereof. ALL Tier II and Tier III students will have individualized RtI Plans to ensure they receive varied and timely interventions that are research based. This will enable students to begin working on-grade level; students will also go through extensive progress monitoring throughout the RtI process (2.1.e).</b></p>	C	Stephanie Sherman/Jennifer Moody RTI coordinators	August 11	May 12	-0-	
Update						
<p><b>C. 1.b Classroom assessments and activities are consistently analyzed to ensure that state standards are being taught, learned, and applied by students. Therefore, two computer labs will be allotted to helping students in reading and mathematics. Students (and teachers) will access various computer programs and sites (Study Island, My Reading Coach, Destination Math, LetsGoLearn, Edhelper, STAR, Accelerated Reader, EasyCBM, etc.) for extra assistance, practice, and assessments needed to monitor progress (2.1.h).</b></p>	C	Stephanie Sherman/Jennifer Moody RTI coordinators	August 11	May 12	-0-	
Update						
<p><b>C.1.c. Parents of RtI students in Tier II and Tier III will receive bi-monthly feedback/reports about progress or lack thereof.</b></p>		Stephanie Sherman/Jennifer Moody RTI coordinators	August 11	May 12	-0-	
Update						

**ACTION COMPONENT**      Efficiency       **School**       **District**

**District Name**      Harlan County Public Schools       **Preliminary**       **Revised**

**School Name**      \_\_\_\_\_      **Component Manager**      Charles Scoville

\_\_\_\_\_      **Current Date**      \_\_\_\_\_

<p><b>Priority Need</b> The school leadership should seek continued development of principal and teacher leadership capacity.</p>	<p><b>Goal</b> The schools SBDM and school leadership instructional decisions will focus on support for teaching and learning and developing leadership capacity.</p>
<p><b>Evidence of Causes</b></p> <ul style="list-style-type: none"> <li>A. A review of the fall 2011 KDE teacher and administrator surveys indicate the need for development of principal and teacher leadership capacity.</li> <li>B. After a review of last year’s staffing report, financial reports, and other data the school/SBDM council will review the organization and structure of the school to maximize resources.</li> </ul>	<p><b>Measures of Objectives (Practice and Results)</b></p> <ul style="list-style-type: none"> <li>A. A review of the fall 2012 KASC teacher and administrator surveys will indicate a rise in the trend of principal and teacher leadership capacity. This will be evidenced by district and school records that confirm the school leadership and teachers are taking leadership roles.</li> <li>B. A review of the staffing report, financial reports and other data will indicate that the school/SBDM council is utilizing resources more efficiently.</li> </ul>

**Objective A: The Fall 2011 KASC teacher and administrator surveys will indicate a rise in the trend of principal and teacher leadership capacity. This will be evidenced by district and school records that confirm the school leadership and teachers are taking leadership roles.**

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1. The DAC will assist school leadership to support schools in the analysis of the Interim Performance Report (IPR), EXPLORE, and NCLB and the use of student achievement data. SISI 7.1d	A	Gary Hackler, District Assessment Coordinator.	Oct 11	Nov 11	-0-	
<b>Update</b>						
A.2. The leadership team (District Assistance Team), will support school leadership, analyze state and federal assessment data, and make informed decisions to drive assessment and instruction relating to academic performance and high student achievement. SISI 7.1d	A	Jeanne Lee, Liaison	Oct 11	Nov 11	-0-	
<b>Update</b>						
A.3 School leadership and teacher leaders will work together to develop teams for the purpose of reviewing the effectiveness of programs within the school. The teams will utilize information from the state to evaluate the effectiveness of the school's Writing, practical living and vocational studies, and arts and humanities programs. Starting with the 2012-13 school year, program reviews will be in the accountability index.	A	Tammy Brashears, Assistant Principal	Sept. 11	May 12	-0-	
<b>Update</b>						

**Objective B:** A review of the staffing report, financial reports and other data will indicate that the school/SBDM council is utilizing resources more efficiently.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<b>B.1</b> The school SBDM council will review all data and reports to make decisions to maximize the resources available. This will be evidenced by school budgets, schedules, etc.	B	Tammy Brashears, Assistant Principal	August 11	May 12	-0-	
<b>Update</b>						

**ACTION COMPONENT**Learning Environment **School** **District** **Preliminary** **Revised****District Name**Harlan County Public Schools**Component Manager**Debra Brown**School Name**Cumberland Elementary School**Current Date**11/10/10**Priority Need**

According to the 2011 school needs assessment, school leadership should support a climate conducive to performance excellence, support instructional practices, remove barriers to learning, and provide results driven professional development which improves teaching and learning.

**Goal**

To provide results driven professional development, training and support which results in the in the elimination of barriers to learning and the improvement of teaching and learning.

**Evidence of Causes**

- A. According to the fall 2011 KDE teacher surveys and a review of past participation in professional development, the 2010-11 school walkthrough tallies, and KDE regulatory requirement to address Kentucky Core Academic Standards teachers need professional development that is job embedded and targets support for scientifically research based instructional strategies and Kentucky Core Academic Standards.
- B. According to a review of school services there needs to be additional support for extended student learning, Response to Intervention, and additional support in the areas of reading and math.

**Measures of Objectives (Practice and Results)**

- A. According to the fall 2011 KDE teacher surveys, a review of participation in professional development and the 2011-12 principal walkthrough tallies, there will be evidence that teachers received additional professional development that is job embedded and targets additional support for effective instructional strategies.
- B. After a review of school services there will be additional support for extended student learning, Response to Intervention, and additional support for students in the areas of reading and math.

**Objective A: According to the Fall 2011 KDE teacher surveys, a review of participation in professional development and the 2011-12 principal walkthrough tallies, there will be evidence that teachers received additional professional development that is job embedded and targets additional support for effective instructional strategies.**

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<b>A.1</b> Instructional staff will receive job embedded professional development targeted on the subject area of math- teachers will utilize training in Singapore math- a scientifically researched based method of math instruction.	A	Pricilla Clay, Janey Feher, facilitators	May 11	May 12	\$500	Title I funds/ARRA
<b>Update</b>						
<b>A.2</b> Instructors of math will receive job embedded professional development from the district math consultant- relevant to KCAS and instructional strategies/utilizing the combined curriculum map to ensure content coverage.	A	Chris Hogue, District Math Consultant	Sept 11	May 12	-0-	
<b>Update</b>						
<b>A.3</b> Instructional staff will receive job embedded professional development in Response to Intervention, universal screeners DORA & DOMA, EDGE, ADAM 7and progress monitoring.	A	Janey Feher, Professional Development Coordinator	August 11	May 12	-0-	
<b>Update</b>						
<b>A.4</b> Instructional staff will be offered job embedded professional development/workshops, etc. on assessment for learning and assessment of learning, standard deconstruction and student friendly I can statements, KCAS, CASL, and CHETL. Instructional staff will also participate in professional development that targets goals set in their individual professional growth plans as approved by school leadership.	A	Janey Feher, PD coordinator	August 11	May 12	-0-	
<b>Update</b>						

**Objective B: After a review of school services there will be additional support for extended student learning, Response to Intervention, and additional support in the areas of reading and math.**

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<p><b>B.1</b> In order to address the needs of at risk students in mathematics, at risk students will have first priority to sign up for Extended School Services and 21<sup>st</sup> Century After School program.</p>	B	Tammy Brashears, A. Principal Jessica Fields, 21 <sup>st</sup> Century Coordinator	August 11	May 12	\$12000	ESS funds
<p><b>Update</b></p>						
<p><b>B.2.</b> The school will pursue Steele Reese Grant that would provide instructional assistants and reading intervention in grades K-3. It also will provide the school with instructional materials and assessment materials. This will be funded over a three year period.</p>	B	Stephanie Sherman & Jennifer Moody	August 11	May 14	\$45500	Steel Reese Grant
<p><b>Update.</b></p>						
<p>B.3. The school will apply for an AmeriCorps Grant. This grant targets students (third through 5<sup>th</sup> grade) who are struggling with mathematics. The program runs 12 months and is evaluated and assessed through a student tracking system.</p>	B	Stephanie Sherman and Jennifer Moody	August 11	July 12	\$5000	Title I