



# **Comprehensive School Improvement Plan**

**Camp Ernst Middle School**  
**Boone County**

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## Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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# Phase I - Equitable Access to Effective Educators School Diagnostic

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## **Introduction**

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		CEMS Equity Diagnostic

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

CEMS has 118 minority students (11.6%) of our population including 11 (1.10%) english language learners. We have 120 (11.8%) students with disabilities. CEMS has an experienced staff with 90% of teachers with four or more years of experience and 3 (5%) holding national board certification. CEMS has provided equitable access to effective educators for our students with a focus on our special education population. We have provided opportunities for 750 (75%) of our students to receive a personalized education plan. We have a 16% teacher turnover at CEMS.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

One barrier for equitable access to effective educators could be our 16% teacher turnover. Approximately 5 teachers received promotions prior to the 2016-17 school year. Another barrier could be that only 75% of students are receiving a personalized learning path. We are currently implementing personalized learning and are waiting for data to move the entire school in this direction.

# Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		CEMS Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

### **Goal 1:**

Increase achievement for all students at Camp Ernst Middle School so that the achievement gap increases from 38.1% PD in 2013 to 69.1% PD in 2018 as measured by Camp Ernst achievement data.

### **Measurable Objective 1:**

demonstrate a proficiency of 56.7% PD by 06/30/2017 as measured by Overall Achievement Gap on K-PREP.

### **Strategy1:**

Best practice; progress monitoring - Best practice; progress monitoring

Category: Continuous Improvement

Research Cited: Best practice; progress monitoring

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Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	08/20/2014	06/30/2015	\$0 - No Funding Required	Instructional Coaches; Principals

## Strategy2:

Data Analysis - Camp Ernst Middle School Special Education teachers work collaboratively in professional learning communities to analyze universal screening and progress monitoring data.

Category: Continuous Improvement

Research Cited: Progress Monitoring

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across the school in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers at the school to effective collaboration; Provide training and support on collaboration to meet individual needs of students at the school.	Academic Support Program	08/20/2014	06/30/2015	\$0 - No Funding Required	Instructional coaches, Principals,

## Strategy3:

Equitable Access to Effective Educators - Boone County utilizes a disposition hiring to recruit quality candidates. CEMS is very intentional about teacher placement. We allow teacher's to request teaching assignments and do our best to meet their requests while keeping student achievement in the forefront.

Category: Other - Human Resources

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We provide professional development such as book studies, conferences, workshops, district professional development, peer collaboration with other teachers in our district.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Teachers and Administrators

## Goal 2:

Increase the average combined reading and math K-Prep scores for Camp Ernst Middle School students from 57.4% in 2013 to 78.7% in 2018

# Comprehensive School Improvement Plan

Camp Ernst Middle School

## Measurable Objective 1:

demonstrate a proficiency of 70.2% by 06/30/2017 as measured by KPREP.

### Strategy1:

Understanding by Design - CEMS is in the infancy stages of implementing the Understanding by Design curriculum framework in all of our core areas. We will begin implementation in the 2015-16 school year with a five year plan to completion.

Category: Continuous Improvement

Research Cited:

Activity - Process for Understanding by Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 2015-16 school year will begin our implementation of UbD in all core areas; math, ELA, social studies, science. We will continue implementation of UbD until its completion in the 2019-20 school year.	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Assistant Superintendent of Learning Support Services; Director of Assessment; Program Review Leads, Instructional Coaches, Principals, Teachers, Guidance Counselors

### Strategy2:

Professional Learning Communities - Curriculum and Assessment Alignment

Category: Learning Systems

Research Cited:

Activity - Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD on collaboration with NKU and CINSAM at various grades and transition points for successful implementation of the Next Gen. Science Standards.	Professional Learning	09/01/2015	06/30/2016	\$0 - Title II Part D	Assistant Superintendent of LSS; Director of Secondary Teaching and Learning; Instructional Coaches, Science Teachers

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Content teacher leaders participate in book studies reading leadership books by John Maxwell and Learning by Doing by Richard DuFours to execute professional learning communities within their content areas.	Other	09/01/2015	06/30/2016	\$0 - No Funding Required	Instructional Coaches; Directors of Teaching and Learning, Assessment, Special Education, and Technology, and Principals

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Activity - Demonstrate Knowledge of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Knowledge of child and Adolescent; Knowledge of the Learning Process; Knowledge of Student's Skills, and Language Proficiency; Knowledge of student's interest and Cultural Heritage; Knowledge of Student's Special Needs	Other	09/30/2015	06/30/2016	\$0 - No Funding Required	Assistant Superintendent of Learning Support Services; Program Review Leads, Instructional Coach, Principals, Teachers.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the development of common assessments across all grade levels for all content areas and secure SBDM support. Ensure assessments align with EPAS, KCAS, and Quality Core, focusing on critical thinking	Academic Support Program	09/01/2015	06/30/2016	\$0 - Title II Part A	Director of Assessment; Directors of Teaching and Learning, Curriculum Coach, Principals, Teachers

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College and Career Readiness Standards are to be used as interventions and counseling points; support teacher teams in using results from EPAS, KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice. Monitor implementation.	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning and Assessment Support, Principals, Guidance Counselors, Teachers

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a framework to use vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. All targeted students growth/progress to be monitored to ensure the implementation and effectiveness of such enrichments/interventions. Framework to include: Pyramid of interventions for high achieving and formally identified gifted and talented; Instructional strategies to enhance/accelerate learning; resources for instruction as well as extensions	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning; Gifted Coordinator; Instructional Coaches, Principals, Librarian, Teachers

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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support. Include in the planning and instructional process a clear focus of 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills purposeful opportunities for students to use critical thinking, identify and investigate real world problems and possible solutions using creative thinking skills; work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Other	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning; Directors of Technology; Gifted and Talented Coordinator; Instructional Coaches, Principals, Librarian, Teachers

### Strategy3:

Response to Intervention - Response to Intervention

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RI tiered intervention process at all grade levels for targeted students included in sub-populations (LEP, disabilities, F/RL, African-American, Hispanic) and monitor progress of targeted students to ensure the implementation and effectiveness of such interventions	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning and Technology, Curriculum Coaches, Principals, Teachers

### Goal 3:

Decrease novice in combined reading and math by 50% in 2019 from 32.2% to 15%

### Measurable Objective 1:

A total of 15 Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math in English Language Arts by 06/30/2017 as measured by K-Prep results.

### Strategy1:

TELL Deep Dive Team - TELL Team has created a behavior flow chart for teachers to utilize in their classrooms to determine a fair and consistent consequence for student misbehavior, a leveled discipline matrix for administrators for consistency.

Category: Professional Learning & Support

Research Cited:

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Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TELL Team teachers specifically trained in change management systems.	Behavioral Support Program	09/01/2015	05/31/2016	\$0 - Other	Stephanie Hagerty

## Strategy2:

Response to Intervention - All students that are below the 40th percentile and/or novice will receive Rtl

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving Rtl will be progress monitored bi-monthly to ensure growth.	Academic Support Program	09/01/2015	05/31/2016	\$0 - District Funding	Stephanie Hagerty

## Strategy3:

PBIS - CEMS will continue to update and improve positive behavior support systems to reach fidelity within PBIS. We will self-audit to maintain current fidelity status.

Category: Other - Positive Behavior Support

Research Cited:

Activity - Tier I and Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II PBIS teams in place to review behavior data to help reduce non-academic barriers to learning.	Behavioral Support Program	09/01/2015	05/31/2016	\$0 - Other	James Schroer

## Phase I - The Missing Piece

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## **Introduction**

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

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## Stakeholders

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

Administration, guidance counselors, youth service center coordinator, instructional coach, parents, GCIPL Fellow

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## Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

**Communications**

Overall Rating: 2.71

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

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## Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

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

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

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**Advocacy**

Overall Rating: 2.17

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

## Learning Opportunities

Overall Rating: 1.5

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Some student work of various levels is exhibited in the classroom.	Novice

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

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

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

## Community Partnerships

Overall Rating: 1.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

## Reflection

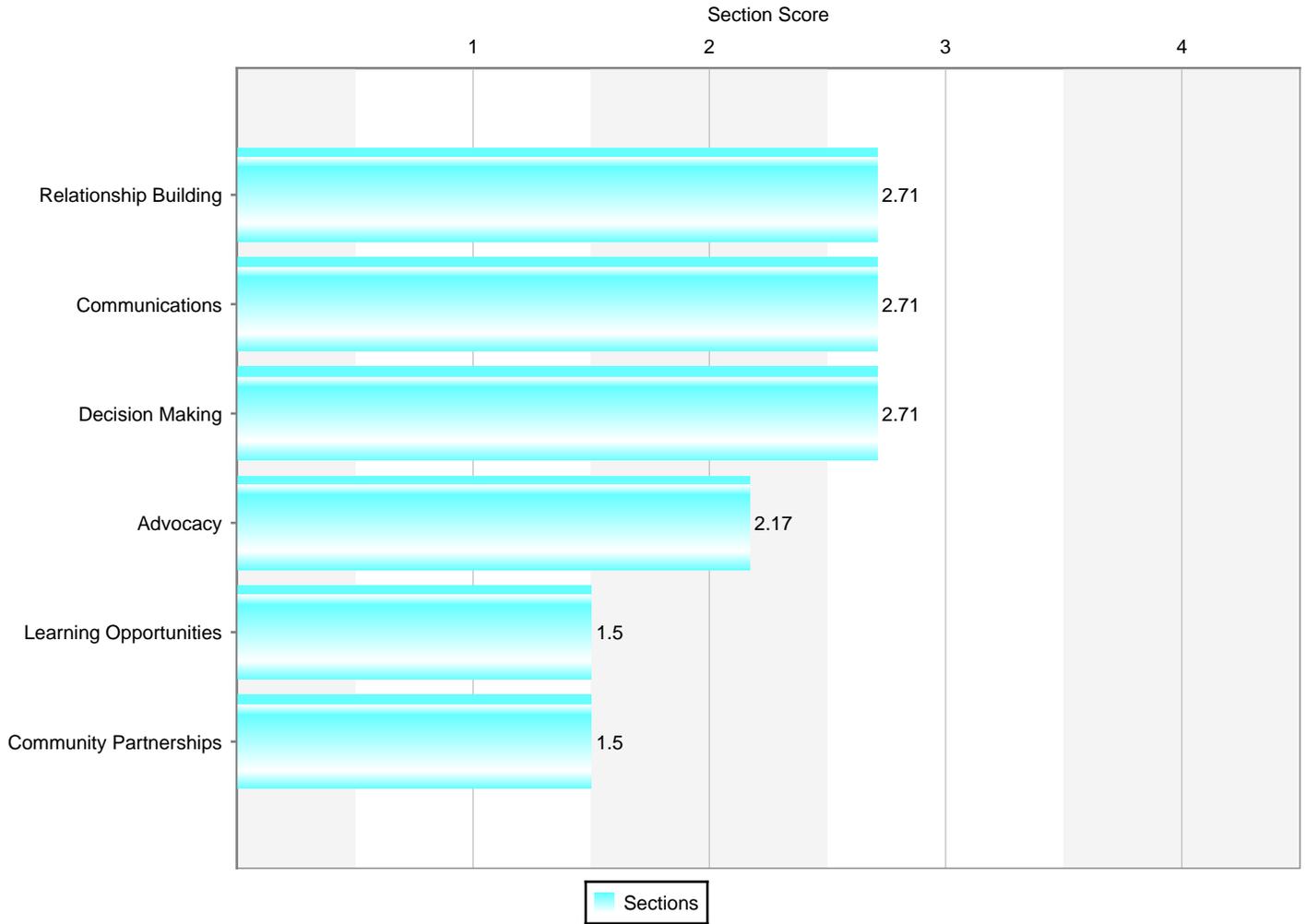
**Reflect upon your responses to each of the Missing Piece objectives.**

CEMS recognizes areas in which we can improve. We are looking for ways to build capacity in our teachers, staff, students and parents to implement systems which will develop leadership skills and move us forward.

DRAFT

## Report Summary

### Scores By Section



# Improvement Plan Stakeholder Involvement

DRAFT

## **Introduction**

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

DRAFT

## **Improvement Planning Process**

### Improvement Planning Process

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

We received input from administrators, counselors, parents from the School-Based Decision Making council, PTSO, and student council. The process that we used was through administrative meetings, grade level meetings, content meetings, SBDM meetings, teacher surveys, informal conversations, and PTSO meetings.

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

The PTSO are representatives of all of the CEMS parents, the Student Council represent the students, the teachers are represented by SBDM representatives and all are aware that they play an integral part of our schools improvement plan. All are responsible for reviewing the plan and providing input when necessary.

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

The School Improvement Plan is communicated through the school website and at our School-Based Decision Making council meetings. We communicate the CSIP through content meetings, professional development meetings, and grade level meetings. We use data to inform the staff and parents of the progress of our goals from our School Improvement Plan. The stakeholders receive information on the CSIP two times per year.

## Phase I - Needs Assessment

DRAFT

## **Introduction**

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

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## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

We want know percent proficient/distinguished we are so we can work to reduce novice. The data tells us where the students are performing but it does not tell us which areas were weak.

DRAFT

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

We had growth with our special education population in writing. Our students decreased novice from 74% - 60%. We will continue to focus on writing for all students to continue novice reduction.

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## **Opportunities for Improvement**

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

We have to improve our reading with a focus on novice reduction. We have 30% novice and 33% apprentice. Our plan is to utilize our instructional planning tool within our universal screener.

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## Conclusion

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

Teacher professional development to increase capacity.

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# Comprehensive School Improvement Plan 2016- 17

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## Overview

### Plan Name

Comprehensive School Improvement Plan 2016-17

### Plan Description

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## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase achievement for all students at Camp Ernst Middle School so that the achievement gap increases from 31.3% PD in 2015 to 69.1% PD in 2018 as measured by Camp Ernst achievement data.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	Decrease novice in combined reading and math by 50% in 2019 from 30.7% to 15%	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
3	Increase the average combined reading and math K-Prep scores for Camp Ernst Middle School students from 57.4 in the baseline year to 78.7 by the 2018-19 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

**Goal 1: Increase achievement for all students at Camp Ernst Middle School so that the achievement gap increases from 31.3% PD in 2015 to 69.1% PD in 2018 as measured by Camp Ernst achievement data.**

**Measurable Objective 1:**

demonstrate a proficiency of 50.5% PD by 06/30/2016 as measured by Overall Achievement Gap on K-PREP.

**Strategy 1:**

Best practice; progress monitoring - Best practice; progress monitoring

Category: Continuous Improvement

Research Cited: Best practice; progress monitoring

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	08/20/2014	06/30/2015	\$0	No Funding Required	Instructional Coaches; Principals

**Strategy 2:**

Data Analysis - Camp Ernst Middle School Special Education teachers work collaboratively in professional learning communities to analyze universal screening and progress monitoring data.

Category: Continuous Improvement

Research Cited: Progress Monitoring

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across the school in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers at the school to effective collaboration; Provide training and support on collaboration to meet individual needs of students at the school.	Academic Support Program	08/20/2014	06/30/2015	\$0	No Funding Required	Instructional coaches, Principals,

## Goal 2: Decrease novice in combined reading and math by 50% in 2019 from 30.7% to 15%

### Measurable Objective 1:

A total of 15 Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math in English Language Arts by 06/30/2016 as measured by K-Prep results.

### Strategy 1:

Response to Intervention - All students that are below the 40th percentile and/or novice will receive RtI

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving RtI will be progress monitored bi-monthly to ensure growth.	Academic Support Program	09/01/2015	05/31/2016	\$0	District Funding	Stephanie Hagerty

### Strategy 2:

PBIS - CEMS will continue to update and improve positive behavior support systems to reach fidelity within PBIS. We will self-audit to maintain current fidelity status.

Category: Other - Positive Behavior Support

Activity - Tier I and Tier II Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I and Tier II PBIS teams in place to review behavior data to help reduce non-academic barriers to learning.	Behavioral Support Program	09/01/2015	05/31/2016	\$0	Other	James Schroer

### Strategy 3:

TELL Deep Dive Team - TELL Team has created a behavior flow chart for teachers to utilize in their classrooms to determine a fair and consistent consequence for student misbehavior, a leveled discipline matrix for administrators for consistency.

Category: Professional Learning & Support

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TELL Team teachers specifically trained in change management systems.	Behavioral Support Program	09/01/2015	05/31/2016	\$0	Other	Stephanie Hagerty

### Goal 3: Increase the average combined reading and math K-Prep scores for Camp Ernst Middle School students from 57.4 in the baseline year to 78.7 by the 2018-19 school year.

**Measurable Objective 1:**

A 15% increase of All Students will demonstrate a proficiency of 70.2 by the end of the 2016-17 school year. in Reading by 06/30/2017 as measured by K-Prep results.

**Strategy 1:**

Understanding by Design - With district support, CEMS teacher leaders will participate in understanding by design professional development beginning with science for the 2016-17 school year.

Category: Professional Learning & Support

Activity - Teacher Training on Understanding by Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CEMS teacher leaders will participate in professional development working through the process of backward design in the area of science.	Academic Support Program	09/01/2016	05/31/2017	\$0	District Funding	Science teacher leaders.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress monitoring	Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	08/20/2014	06/30/2015	\$0	Instructional Coaches; Principals
RTI	Establish protocol and procedures to expand the use of effective collaboration across the school in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers at the school to effective collaboration; Provide training and support on collaboration to meet individual needs of students at the school.	Academic Support Program	08/20/2014	06/30/2015	\$0	Instructional coaches, Principals,
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Understanding by Design	CEMS teacher leaders will participate in professional development working through the process of backward design in the area of science.	Academic Support Program	09/01/2016	05/31/2017	\$0	Science teacher leaders.
Progress Monitoring	Students receiving Rtl will be progress monitored bi-monthly to ensure growth.	Academic Support Program	09/01/2015	05/31/2016	\$0	Stephanie Hagerty
<b>Total</b>					\$0	

### Other

**Comprehensive School Improvement Plan**

Camp Ernst Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	TELL Team teachers specifically trained in change management systems.	Behavioral Support Program	09/01/2015	05/31/2016	\$0	Stephanie Hagerty
Tier I and Tier II Interventions	Tier I and Tier II PBIS teams in place to review behavior data to help reduce non-academic barriers to learning.	Behavioral Support Program	09/01/2015	05/31/2016	\$0	James Schroer
<b>Total</b>					\$0	

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## Phase II - KDE Assurances - Schools

## Introduction

KDE Assurances - School

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**Assurances**

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

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

# Comprehensive School Improvement Plan

Camp Ernst Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	CEMS has not developed a Parent Compact or Policy; however, we do have a Family and Community Engagement Committee.	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

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

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

# Comprehensive School Improvement Plan

Camp Ernst Middle School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	CEMS has not developed a Parent Compact or Policy.	

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

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

# Comprehensive School Improvement Plan

Camp Ernst Middle School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

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

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

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

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

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

# Comprehensive School Improvement Plan

Camp Ernst Middle School

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

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

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

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

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## **Phase II - KDE Compliance and Accountability - Schools**

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## **Introduction**

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

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

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## Planning and Accountability Requirements

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

**Goal 1:**

Decrease novice in combined reading and math by 50% in 2019 from 32.2% to 15%

**Measurable Objective 1:**

A total of 15 Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math in English Language Arts by 06/30/2017 as measured by K-Prep results.

**Strategy1:**

Response to Intervention - All students that are below the 40th percentile and/or novice will receive Rtl

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving Rtl will be progress monitored bi-monthly to ensure growth.	Academic Support Program	07/01/2016	06/30/2017	\$0 - District Funding	Stephanie Hagerty

**Strategy2:**

TELL Deep Dive Team - TELL Team has created a behavior flow chart for teachers to utilize in their classrooms to determine a fair and consistent consequence for student misbehavior, a leveled discipline matrix for administrators for consistency.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TELL Team teachers specifically trained in change management systems.	Behavioral Support Program	07/01/2016	06/30/2017	\$0 - Other	Stephanie Hagerty

**Strategy3:**

PBIS - CEMS will continue to update and improve positive behavior support systems to reach fidelity within PBIS. We will self-audit to maintain current fidelity status.

# Comprehensive School Improvement Plan

Camp Ernst Middle School

Category: Other - Positive Behavior Support

Research Cited:

Activity - Tier I and Tier II Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II PBIS teams in place to review behavior data to help reduce non-academic barriers to learning.	Behavioral Support Program	09/01/2015	05/31/2016	\$0 - Other	James Schroer

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

### Goal 1:

Increase the average combined reading and math K-Prep scores for Camp Ernst Middle School students from 57.4% in 2013 to 78.7% in 2018

### Measurable Objective 1:

demonstrate a proficiency of 70.2% by 06/30/2017 as measured by KPREP.

### Strategy1:

Understanding by Design - CEMS is in the infancy stages of implementing the Understanding by Design curriculum framework in all of our core areas. We will begin implementation in the 2015-16 school year with a five year plan to completion.

Category: Continuous Improvement

Research Cited:

Activity - Process for Understanding by Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 2015-16 school year will begin our implementation of UbD in all core areas; math, ELA, social studies, science. We will continue implementation of UbD until its completion in the 2019-20 school year.	Academic Support Program	07/01/2016	06/30/2017	\$0 - No Funding Required	Assistant Superintendent of Learning Support Services; Director of Assessment; Program Review Leads, Instructional Coaches, Principals, Teachers, Guidance Counselors

### Strategy2:

Response to Intervention - Response to Intervention

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Camp Ernst Middle School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RI tiered intervention process at all grade levels for targeted students included in sub-populations (LEP, disabilities, F/RL, African-American, Hispanic) and monitor progress of targeted students to ensure the implementation and effectiveness of such interventions	Academic Support Program	07/01/2016	06/30/2017	\$0 - No Funding Required	Directors of Teaching and Learning and Technology, Curriculum Coaches, Principals, Teachers

### Strategy3:

Professional Learning Communities - Curriculum and Assessment Alignment

Category: Learning Systems

Research Cited:

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Content teacher leaders participate in book studies reading leadership books by John Maxwell and Learning by Doing by Richard DuFours to execute professional learning communities within their content areas.	Other	07/01/2016	06/30/2017	\$0 - No Funding Required	Instructional Coaches; Directors of Teaching and Learning, Assessment, Special Education, and Technology, and Principals

Activity - Demonstrate Knowledge of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Knowledge of child and Adolescent; Knowledge of the Learning Process; Knowledge of Student's Skills, and Language Proficiency; Knowledge of student's interest and Cultural Heritage; Knowledge of Student's Special Needs	Other	07/01/2016	06/30/2017	\$0 - No Funding Required	Assistant Superintendent of Learning Support Services; Program Review Leads, Instructional Coach, Principals, Teachers.

Activity - Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD on collaboration with NKU and CINSAM at various grades and transition points for successful implementation of the Next Gen. Science Standards.	Professional Learning	07/01/2016	06/30/2017	\$0 - Title II Part D	Assistant Superintendent of LSS; Director of Secondary Teaching and Learning; Instructional Coaches, Science Teachers

# Comprehensive School Improvement Plan

Camp Ernst Middle School

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a framework to use vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. All targeted students growth/progress to be monitored to ensure the implementation and effectiveness of such enrichments/interventions. Framework to include: Pyramid of interventions for high achieving and formally identified gifted and talented; Instructional strategies to enhance/accelerate learning; resources for instruction as well as extensions	Academic Support Program	09/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning; Gifted Coordinator; Instructional Coaches, Principals, Librarian, Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support. Include in the planning and instructional process a clear focus of 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills purposeful opportunities for students to use critical thinking, identify and investigate real world problems and possible solutions using creative thinking skills; work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Other	07/01/2016	06/30/2017	\$0 - No Funding Required	Directors of Teaching and Learning; Directors of Technology; Gifted and Talented Coordinator; Instructional Coaches, Principals, Librarian, Teachers

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College and Career Readiness Standards are to be used as interventions and counseling points; support teacher teams in using results from EPAS, KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice. Monitor implementation.	Academic Support Program	07/01/2016	06/30/2017	\$0 - No Funding Required	Directors of Teaching and Learning and Assessment Support, Principals, Guidance Counselors, Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the development of common assessments across all grade levels for all content areas and secure SBDM support. Ensure assessments align with EPAS, KCAS, and Quality Core, focusing on critical thinking	Academic Support Program	07/01/2016	06/30/2017	\$0 - Title II Part A	Director of Assessment; Directors of Teaching and Learning, Curriculum Coach, Principals, Teachers

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

N/A (this question does not apply)

# Comprehensive School Improvement Plan

Camp Ernst Middle School

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase achievement for all students at Camp Ernst Middle School so that the achievement gap increases from 38.1% PD in 2013 to 69.1% PD in 2018 as measured by Camp Ernst achievement data.

### Measurable Objective 1:

demonstrate a proficiency of 56.7% PD by 06/30/2017 as measured by Overall Achievement Gap on K-PREP.

### Strategy1:

Best practice; progress monitoring - Best practice; progress monitoring

Category: Continuous Improvement

Research Cited: Best practice; progress monitoring

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress.	Academic Support Program	07/01/2016	06/30/2017	\$0 - No Funding Required	Instructional Coaches; Principals

### Strategy2:

Equitable Access to Effective Educators - Boone County utilizes a disposition hiring to recruit quality candidates. CEMS is very intentional about teacher placement. We allow teacher's to request teaching assignments and do our best to meet their requests while keeping student achievement in the forefront.

Category: Other - Human Resources

Research Cited:

# Comprehensive School Improvement Plan

Camp Ernst Middle School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We provide professional development such as book studies, conferences, workshops, district professional development, peer collaboration with other teachers in our district.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Teachers and Administrators

### Strategy3:

Data Analysis - Camp Ernst Middle School Special Education teachers work collaboratively in professional learning communities to analyze universal screening and progress monitoring data.

Category: Continuous Improvement

Research Cited: Progress Monitoring

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across the school in all classrooms. Provide training and support for regular and special education teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for student with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where the school is in the use of effective collaboration; Identify the barriers at the school to effective collaboration; Provide training and support on collaboration to meet individual needs of students at the school.	Academic Support Program	07/01/2016	06/30/2017	\$0 - No Funding Required	Instructional coaches, Principals,

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

### Goal 1:

Increase achievement for all students at Camp Ernst Middle School so that the achievement gap increases from 38.1% PD in 2013 to 69.1% PD in 2018 as measured by Camp Ernst achievement data.

### Measurable Objective 1:

demonstrate a proficiency of 56.7% PD by 06/30/2017 as measured by Overall Achievement Gap on K-PREP.

# Comprehensive School Improvement Plan

Camp Ernst Middle School

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## Strategy1:

Program Review - CEMS did a gallery walk utilizing the rubrics for program review.

Category: Other - Program Review

Research Cited:

Activity - Gallery Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty participated in reviewing the program review rubrics and supplying evidence for demonstrators and characteristics.	Academic Support Program	07/01/2016	06/30/2017	\$0 - No Funding Required	Administrators, teachers and program review coordinator.

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# **Executive Summary**

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## **Introduction**

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

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

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## **Description of the School**

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

Camp Ernst Middle School serves sixth, seventh and eighth graders in the Boone County School system. Our school has grown to servicing over a 1000 students of many races and ethnicity. The CEMS curriculum, daily schedule and school climate are designed to provide a secure setting in which the students can be successful in meeting the requirements of the challenging curriculum. This year we have implemented the Summit learning program. This educational platform provides personalized learning, project time and differentiated learning. Not all students participated in the program. Each staff member is attached to a teaching team and uses daily planning, pre/post testing to guide instruction and participates in a variety of professional development programs to enhance and reinforce best practice strategies utilized in the classroom. Students also have a broad diversity of unified arts classes to choose, this includes: Physical Movement, Health, Physical Education, Chorus, Band, Music Appreciation, Speech & Drama, Writing, Art, Technology Applications, Vocational Studies and Core Enrichment class. CEMS also has many leadership opportunities for students both as extracurricular and co-curricular programs.

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## 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.**

Camp Ernst Middle School strives to meet the needs of all students by implementing curriculum such as pre-algebra in the seventh grade and algebra in the eighth grade. We work with the high schools for placement and credit opportunities in math courses. We have incorporated intervention programs, using direct instruction along with computer programs such as Compass Odyssey, Fast Forward, Read 180. Our students work on Career Cruising to help inform them about possible career and college choices. Our master schedule allows for students to rotate to a variety of curriculum. Additional academic assistance for students is offered through after school tutoring by using small groups, one on one and computer assisted remediation. Gifted students' needs are met through extensions, leadership opportunities and guided learning sessions with the district coordinator.

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## **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.**

In K-Prep, our social studies proficient and distinguished scores are above the state average. Our goal for the future is to keep striving to improve, to reduce our achievement gaps and prepare our students to enter high school for college and career readiness.

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## **Additional Information**

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

Camp Ernst Middle School offers Basketball, Volleyball, Cheerleading, Dance Team, Academic Team, student Technology Leadership Program, Student Council, Drama Club, Future Problem Solving, Spirit Club, Junior Honor Society, Book Club, Art Club, Lego League, Intramural sports, SOS, Archeryclub and Yearbook.

Many of our teams compete in several state competitions. Academic teams are always at the top on district and regional competitions. The band participated in the KMEA Concert Festival and was awarded a rating of Distinguished. Our school chorus also received a Distinguished at the KMES Chorus Festival.

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