



# **KDE Comprehensive School Improvement Plan**

**Bath County High School**  
**Bath County**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Bath County High School is located in Owingsville, KY, the county seat of Bath County. Bath County is a rural community located in eastcentral Kentucky along the I-64 corridor. Our community is blessed to enjoy such scenic beauty from our colonial homes on Main Street, our abundance of farm land, the Daniel Boone National Forest, and Cave Run Lake. Our county's population is approximately 12,000 residents. The school system is the largest employer in our community. We still have largely an agricultural based economy with 30% of our population living below the poverty level. Although only 73% of our county's population has a high school diploma, we are blessed to have a supportive community that has a vested interest in the success of our youth.

Bath County High School houses grades 9 - 12 with approximately 600 students. Our teacher to student ratio is 16 to 1. Our student population is predominately Caucasian, with a minority population of less than 1 percent. Approximately 7% of our student population has Individual Educational Plans. Approximately 74% of our population qualify for free and reduced lunch and we have a high transient population of approximately 35%. Our spending per pupil is calculated to be \$7,055 per year. We report less than 1% of suspensions of law violations and believe that our student's behavior is one the biggest accomplishments for our school. Our student attendance rate averages 90% and our graduation rate is currently 76%. With the high number of students qualifying for free and reduced lunch and our high transit population, we do face a challenge in deterring students from dropping out of school due to financial issues at home or academic challenges. We strive constantly to motivate and support our student population.

The school employs 39 full time certified employees and 17 classified employees. We currently have 3 teachers that are National Board Certified with more currently conducting the process. Our teachers years have 13.3 average years of experience in the field. We currently have 4 special education teachers. Over 55% of our teachers hold a Master's degree or higher.

Our school is blessed to offer dual credit courses, in collaboration with Morehead State University, in the content areas of English, Mathematics, Spanish, Speech, Computers, and Sociology. Our close proximity to the universtiy has been a great benefit to our student body, with numerous students receiving scholarships and grants to continue their post secondary education. We are also very proud of our classification as a Vocational Center with our offering of six vocational programs: Agricultural, Business, Consumer Sciences, Heath Sciences, and InformationalTechnologies. We also have a wonderful collaborative relationship with our local vocational schools (Montgomery County Technical Center and Maysville Community and Technical College) that provide dual credit offerings for our students.

As a school system we do face challenges typical for a rural community facing economic challenges. We are constantly facing issues with student motivation and high expectations. We believe in the success of our students and are dedicated to continue to improve our efforts so that all students can experience success!



## **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.**

The purpose of Bath County High School is to provide the best quality education to the youth of our community in order to prepare our students for college and career readiness and future possibilities.

Our mission as the faculty, staff, and parents of Bath County High School is to provide a safe and nurturing environment where all students can achieve success regardless of socioeconomic status, gender, race, or previous academic performance. As a progressive school we will diligently strive to provide the best instructional program possible in order to improve student achievement and instill in each student a lifetime desire to learn. United! we accept the responsibility of educating the future members of our community  
Vision: Our vision is to become a Top 25 in the State of KY.

Values: Bath County High School values education and student achievement.

Bath County High School values high expectations.

Bath County High School values opportunities for all students to achieve success.

Bath County High School values the principle of college and career readiness for all.

Bath County High School values the expectation that all should be an involved citizen and an asset to their community.

Bath County High School demonstrates its dedication to our focus, mission, and values through our constant effort to improve the quality of our educational programs. We focus on student needs and elimination of barriers to student learning. Our programs focus on preparing students for college and career readiness by offering real world learning experiences and college readiness instruction.

At BCBS we have accepted the challenge of educating our youth and will do all possible to ensure our students succeed!

## **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.**

Bath County High School is constantly striving to provide enhanced educational opportunities to our students. Within the past three years we proud to offer/achieve the following:

- \* Expanded our collaborative effort with Morehead State University to offer more Dual Credit Classes
- \* Exceeded our KDE Accountability Performance Score from 46.9 (2011-2012) to 58.1 (2012-13). Raised our Percentile in Ky from 16 to 71 moving our Classification from a Needs Improvement to Proficient
- \* Exceeded our Annual Measurable Objective (AMO) of 47.9 for 2012-2013 with our score of 58.1
- \* Exceeded our Proficiency Target Score of 36.6 - Actual Score 46.9
- \* Exceeded our Gap Goal of 26.3- Actual Gap Score- 38.2
- \* Made gains in the following tested areas: Writing increased to 72.4 (increase of 25.4); English increased to 59.9 (increase of 16.9); Math increased to 57.3 (increase of 14.0); Science increased to 58.0 (increase of 13.1); Social Studies increased to 45.9 (increase of 10.5)
- \* Every CTE department at Bath County High School offers some type of Work-Based Learning (for example, Wildcat Exchange Bank, Sew Sew Shop, MNA training, and BCTV)
- \* Incorporating various types of technology into our lessons, including smartboard technology, iPods, Kindles, Kindle Fires, Mobile Netbooks, 6 Computer Labs, Turning Point clickers, etc.
- \* Study Zone course in the zero period of our school day to allow our students time to read, study, and do homework; more importantly though, this zero period will allow us to offer tutorial services to our Gap Group students in all four content areas (math, science, social studies, and ELA).
- \* Addition of a full-time Reading Interventionist and Reading Intervention Program. This program is designed to provide intensive reading intervention services for students that scored in the bottom 20% in their class in the area of reading.
- \* Commitment of our school to the High Schools That Work initiative. This research based program is designed around 10 Key Principles of Success for High Schools. BCHS has chosen the 2 Key Principles of Literacy and Assessment as our focus as we begin this improvement approach.

Our Areas of Need are as follows:

- \* ACT average remained the same at 18.2 still below state average
- \* Failed to meet our College and Career Readiness Goal of 46.2. Actual score 42.1
- \* Failed to reach our Average Freshman Graduation Rate Goal of 79.5. Actual Score 77.3
- \* Failed to reach our Special Education Graduation Rate Goal of 85. Actual Score 63.64

In response to our areas of need, BCHS is in the process of designing a new ACT prep program and a new Drop-out Prevention Program.

## **Additional Information**

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

Bath County High School is dedicated to providing the best education to every student. We know that our success must be a collaborative effort with our district, our community, and our state. BCBS would like to welcome all stakeholders to participate on our path of constant improvement.

# **Bath County High School 2015 CSIP**

## **Overview**

### **Plan Name**

Bath County High School 2015 CSIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$45000
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$0
3	Increase the average cohort graduation rate from 76% to 90% by 2015	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
4	Increase the percentage of students who are college-and-career ready from 24% to 68% by 2015.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
5	Increase the percentage of effective teachers from ____ % in 2015 to ____% in 2020	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
6	Increase our Accountability Performance Score from 67.0 in 2013-2014 to 70.0 by 2014-15.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$2500

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in nonduplicated gap from 48.4% to 50.7% by 05/29/2015 as measured by K-Prep.

### Strategy 1:

Rtl - BCHS will implement the district's BCSI plan.

Category:

Activity - Study Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our zero period, Study Zone, BCHS will offer tutoring services to our Gap Group students in all four content areas (math, science, social studies, and ELA)	Tutoring	08/08/2013	05/30/2014	\$0	No Funding Required	Principals, Teachers
Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will implement a full time Reading Intervention Program. This program is designed to provide intensive reading intervention instruction to 9th and 10th grade students that scoring in the bottom 20% in the area of reading. Identified students will be scheduled into a Block Reading Intervention Class in lieu of an elective. MAP assessment program will be used to monitor student performance.	Academic Support Program	08/01/2013	05/29/2015	\$45000	District Funding	District Administration BCHS Administration and SBDM Reading Specialist
Activity - Math Pull Out Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention services will be provided to students that are lacking necessary skills to reach proficiency in mathematics. Assistance will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/18/2014	12/31/2015	\$0	No Funding Required	BCHS Administration and Math Teachers
Activity - Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All IEP students will be assigned a Faculty/Staff Mentor. The purpose of this mentor is to provide academic and behavioral support for the student to help them to be successful in school.	Academic Support Program	01/05/2015	05/29/2015	\$0	No Funding Required	BCHS Special Education Department, Guidance Counselors, and School Administration

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## Measurable Objective 2:

collaborate to eliminate the suspension gap between students with and students without disabilities from 2.80% to 0% by 05/29/2015 as measured by Infinite Campus Behavior Report.

### Strategy 1:

Alternative to Suspension - BCHS will develop and implement alternative to suspension for students with IEPs.

Category:

Activity - Supervised Study Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students had poor academic performance and/or attendance for the 2013-2014 school year will be assigned to the Supervised Study Zone Class. During this class our YSC Director and Guidance Counselors will track the group grades and attendance. Student conferences and parent contact will be made weekly to ensure that the students are on track.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	BCHS Administration , BCHS YSC Coordinator, and Pathways Counselors, and Supervised Study Zone Teacher

Activity - Alternative to Suspension Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will develop a team to research, develop, and attend Professional Development Sessions to become informed as to possible alternative and strategies to suspensions for our student population with IEPs.	Behavioral Support Program	12/01/2014	12/18/2015	\$0	No Funding Required	BCHS Administration and Teachers Assigned to Research Team.

### Strategy 2:

Parent Involvement - BCHS will strive to improve our current parent involvement, as well as our community involvement strategies, for the purpose of removing barriers from student learning. Our school will work with our school faculty and staff, students, parents, and community stakeholders to develop a Parent Involvement Policy, to review and revise our Title I Compact with our Students and Parents, and to develop effective strategies to assist our students achievement.

Category: Stakeholder Engagement

Research Cited: High Schools That Work

Activity - Review of Title I Compact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The BCHS SBDM Council will led the review and revision of our Title I Compact and Parent Involvement Policies.	Policy and Process	01/05/2015	05/29/2015	\$0	No Funding Required	BCHS Principal and SBDM Council



## Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

### Measurable Objective 1:

collaborate to increase the overall Reading and Math score for Bath County High School from 48.4 to 50.7 by 05/29/2015 as measured by K-Prep.

### Strategy 1:

Math Initiative - Our Math Department will implement research based strategies to move towards proficiency in math.

Category:

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math classes will use bell ringers for a specific goal based on the math class. All bell ringers in Algebra I will focus on improving the Mental Math skills of all students. In geometry the bell ringers will focus on reviewing critical content from Algebra I. In Algebra II the bell ringers will be focused on allowing students to practice questions that will be on the ACT, COMPASS, and EOC. Actual released questions and not teacher created questions will be used to ensure appropriate question format and rigor.	Direct Instruction	12/01/2014	12/01/2015	\$0	No Funding Required	Math Teachers
Activity - Calculator Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Calculator Unit: Since many of our students do not know how to use all of the features on their calculators, especially ZOOM, the Mathematics Department will develop a calculator unit to use in the general Algebra II classes to help students perform better during testing (EOC, ACT, COMPASS). The unit will serve the primary goal of teaching the students to use all of the features of the calculator as well as how to use ZOOM, but the unit will serve a secondary purpose of reviewing critical content for the EOC, COMPASS, and ACT.	Academic Support Program	12/01/2014	12/01/2015	\$0	No Funding Required	Math Teachers Math Department Head Administration
Activity - On-Line Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online practice: Students need practice with taking math tests on a computer. Our department will research different opportunities to have students practice taking online exams for math. We will check with Ms. Crockett to see if the KYOTE college math readiness test is available for practicing online test taking.	Academic Support Program	12/01/2014	12/01/2015	\$0	No Funding Required	Math Teachers Math Department Head Administration

### Strategy 2:

ELA Initiative - All ELA teachers will work collaboratively to implement research based strategies to move towards proficiency.

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Category:

Activity - English Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English I and English II teachers will regularly log in and use the materials and assessment items in the Quality Core Item Pool Bank to better prepare students for the EOC administered at the end of the school year. These assessment items will be used for cooperative learning activities, bell ringers, exit slips, for creating formative assessments, and used to create summative assessments.	Academic Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	ELA Teachers ELA Department Chair Administration
Activity - Increase Communication with ELA Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The scores from the last two "classes" will be displayed, communicated, and explained to all students. A challenge will be issued to this year's students to outperform the last two year's classes.	Academic Support Program	11/15/2013	04/15/2014	\$0	No Funding Required	ELA Teachers ELA Department Head Administration
Activity - Final Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Final Exams: All English II classes will give a Quality Core benchmark assessment as part of the final semester exam. This will help determine cut scores and identify "key kids" that need reinforcement / motivation to score at a higher level for the Spring EOC assessment.	Academic Support Program	12/01/2014	12/18/2015	\$0	No Funding Required	All ELA Teachers

**Strategy 3:**

Program Review - All BCHS teachers and administration will integrate Program Reviews into their core content.

Category:

Activity - PR Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be familiarized with the Program Review Rubrics and receive training as to how to effectively implement PR content into their classroom instruction.	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	All BCHS Teachers All BCHS Administration

**Strategy 4:**

CIITS - BCHS will effectively incorporate CIITS into classroom instruction and assessment for the purpose of moving towards proficiency.

Category:

Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and Administration will receive professional learning as to how to better utilize the CIITS program into their instruction.	Professional Learning	08/18/2014	12/25/2015	\$0	No Funding Required	District Administration BCHS Administration and Teachers
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Activity - Clicker Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will provide professional learning as to how to utilize the clicker system as a means of formative and summative assessments within CIITS.	Professional Learning	01/06/2014	05/29/2015	\$0	No Funding Required	BCHS Administration and Teachers

### Goal 3: Increase the average cohort graduation rate from 76% to 90% by 2015

#### Measurable Objective 1:

collaborate to increase to the average cohort graduation rate from 88.5% to 89.7% by 05/29/2015 as measured by the average cohort graduation rate.

#### Strategy 1:

Student Support Programs - Bath County High School has developed and implemented several programs and initiative to support our students so that they may be successful. The goal of all of our support programs is to assist in the elimination of barriers that may prevent a student from obtaining a high school diploma. BCBS is constantly researching, reviewing, and updating our support systems to ensure we provide all that we can to ensure student achievement.

Category:

Research Cited: High Schools That Work

Activity - Alternative Educational Program Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCBS will collaborate with the Second Chance Academy (SCA), Graduation Success Academy (GSA) and GSA Night School programs to offer at-risk students alternatives to dropping out of high school. These programs allow students that can not, or have not, been successful in the traditional classroom setting the opportunity to obtain their high school credit by alternative means.	Academic Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	BCBS Administration SCA Administration and Staff GSA Administration and Staff District Administration

Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The BCHS Student Intervention Team consists of the BCHS Assistant Principal, Guidance Counselors, School Nurse, YSC Coordinator, District DPP, local Pathways Counselors, and Juvenile Court Designated Worker. This group will work to create interventions for students demonstrating at risk behavior such as poor attendance, classroom misbehaviors, or signs of mental distress. The group will meet weekly and discuss student issues and intervention strategies</p>	<p>Behavioral Support Program</p>	<p>08/18/2014</p>	<p>05/29/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>BCHS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor</p>
<p>Activity - Credit Recovery Programs</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Students that have failed a required course or are lacking in elective credits to graduate are provided the opportunity to obtain needed credits through enrollment in Graduation Success or EXTRA classes. Graduation Success Classes allow students to utilize a Computer Based Curriculum program to complete courses to earn credits and can be taken in lieu of an effective course. The GSA option allows students the opportunity to earn more than one credit during an allotted period depending on the effort provided by the student. EXTRA classes are offered during our Zero (0) period and instructed by content area teachers. These classes provide targeted interventions that focus on skills that the students may lack that prevent their academic success. Students may only obtain one credit with their enrollment in an EXTRA course.</p>	<p>Academic Support Program</p>	<p>08/18/2014</p>	<p>05/29/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School Administration GSA Administration and Staff EXTRA Teachers</p>
<p>Activity - Supervised Study Zone</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Students with attendance and/or academic issues from the previous school year will be assigned to a Supervised Study Zone Class. This class will provide additional support to these students to help them everyone morning to prepare for their day. The BCHS YSC and Guidance Department will work with the Supervised Student Zone Teacher to monitor the students attendance and academic performance. The teacher, YSC, and Guidance Department will make regular contact with the students' parents/guardians to keep them informed as regards to attendance, grades, and behavior.</p>	<p>Other</p>	<p>08/18/2014</p>	<p>05/29/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>BCHS Administration, Guidance Counselor, YSC Director, and Supervised Study Zone Teacher</p>

**Goal 4: Increase the percentage of students who are college-and-career ready from 24% to 68% by 2015.**

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## Measurable Objective 1:

collaborate to increase the number of students college-and-career ready from 52.7% to 61.5% by 05/29/2015 as measured by the Unbridled Learning Formula.

## Strategy 1:

Career Readiness Preparation - Teachers will research, develop, and implement an instructional and test prep curriculum that will best prepare our students for assessments designed to measure career readiness (KOSSA, Industry Certifications, ASVAB, and Work Keys).

Category:

Research Cited: High Schools That Work

Activity - KOSSA Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with numerous resources to provide better KOSSA preparation in the classroom. Teachers will research resources and materials in order to provide practice to students as bell ringers, cooperative learning activities, exit slips, formative assessments, and summative assessments.	Academic Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	All CTE Teachers

Activity - Targeted Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each program will target students for extra assistance with KOSSA, Workkeys or ASVAB. Those students who have a 40 or above, but not a 50 will be taking the ASVAB again. Before the seniors re-take the ASVAB again those students with scores 40 or above will be doing practice with the CTE Guidance Counselor in an ASVAB Prep Class. Students will also be identified and targetted to for Industry Certification. Students designated to take an Industry Certification will be prepared by the teachers for that certification.	Academic Support Program	01/05/2015	02/27/2015	\$0	No Funding Required	CTE Counselor and CTE Teachers

## Strategy 2:

Career Advising and Mentoring - BCHS will develop and implement a more effective and efficient college-and-career advising and mentoring program. The goal of this program is provide all students with information, resources, and assistance as they plan their post-secondary future endeavors.

Category:

Research Cited: High Schools That Work

Activity - Claiming Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers for each CTE area will look at the BCHS CCR spreadsheet on the K-Drive to identify students in their program who are not Career Ready. These students will be claimed and worked with in order to get them career ready.	Other	01/05/2015	02/27/2015	\$0	No Funding Required	CTE Teachers

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Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	01/01/2014	05/30/2014	\$0	No Funding Required	All School Staff District Personnel

**Strategy 3:**

ACT Prep - All BCHS teachers will develop ACT prep activities and assessments to use in their classrooms.

Category:

Activity - EXCEL Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All BCHS juniors and sophomores will be assigned to an EXCEL Study Zone based on their PLAN scores in the areas of ELA, Math, and/or Science. These classes will provide our students with content specific ACT strategies in an effort to help the student meet benchmark.	Academic Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	BCHS Administration and BCHS Teachers

Activity - In-class ACT Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are required to utilize ACT like assessments into regular classroom instruction.	Academic Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	BCHS Administration and Teachers

**Goal 5: Increase the percentage of effective teachers from \_\_\_\_ % in 2015 to \_\_\_\_ % in 2020****Measurable Objective 1:**

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/29/2015 as measured by the number of teachers who have engaged in PGES Professional Learning.

**Strategy 1:**

PGES Implementation Plan - BCHS will develop an implementation plan for PGES for the 2014-2015 statewide implementation. This plan will address the following: Principal Evaluation Training, Peer Observer Training, Professional Development and Training as to the components of PGES, and allocation of needed resources (financial, time, and human).

Category:

Research Cited: Kentucky Framework for Teaching

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	Principal, Peer Observer, and Participating Teachers
Activity - PGES Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and administration will implement the PGES evaluation system.	Professional Learning	08/08/2013	05/30/2014	\$500	District Funding	Principal, Peer Observer, Participating Teachers, and District Administration

## Goal 6: Increase our Accountability Performance Score from 67.0 in 2013-2014 to 70.0 by 2014-15.

### Measurable Objective 1:

collaborate to increase Accountability Performance score to 70.0 by 05/30/2015 as measured by our state accountability performance system, Unbridled Learning.

### Strategy 1:

Improve EOC Scores - Biology - The BCHS Science Department in collaboration with school administration has created 30-60- 90 day goals to improved our Biology EOC Score

Category: Continuous Improvement

Research Cited: High Schools That Work Key Practices

Activity - Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Biology (Integrated Science II) teachers will regularly log in and use the materials and assessment items in the Quality Core Item Pool Bank to better prepare students for the EOC administered at the end of the school year. These assessment items will be used for cooperative learning activities, bell ringers, exit slips, the creation formative assessments, and used to create summative assessments.	Academic Support Program	12/01/2014	12/01/2015	\$0	No Funding Required	Integrated Science II Teachers
Activity - Communication and Expected Goal Index	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## KDE Comprehensive School Improvement Plan

Bath County High School

Communication: The scores from the last two "classes" will be displayed, communicated, and explained to all students. A challenge will be issued to this year's students to outperform the last two year's classes. Expected Index: Last year's biology scores will be given out to all students and this will help teachers to internalize what is needed to score apprentice, proficient, and distinguished on the biology EOC. All biology teachers will create an "Expected Score" for all students in biology on the EOC. This will be used to calculate an "Expected Index". If the index is lower than the department/school goal, key students will be identified to score better and thus these students will be targeted to ensure our school meets its goal. The students that we need to score Proficient or Distinguished will be conferenced with in order to motivate those students to excel.	Academic Support Program	12/01/2014	02/27/2015	\$0	No Funding Required	Biology Teachers
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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Next Generation Science Standards will be used to develop and/or align the existing curriculum for science.	Academic Support Program	12/01/2014	12/01/2015	\$0	No Funding Required	Science Teachers, Principals

### Strategy 2:

Increase EOC Scores- US History - BCHS Social Studies department have developed 30-60-90 day goals as to improve our EOC scores in US History

Category: Continuous Improvement

Research Cited: High Schools That Work Key Practices

Activity - Curriculum Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Pacing Guides: The existing Curriculum Pacing Guides will be refined to ensure students learn the content from the last 20 years of US History. This will ensure that the students are familiar with the history of the most recent decades (current events) and are prepared to excel on this content when taking their EOC.	Professional Learning	12/01/2014	02/27/2015	\$0	No Funding Required	Social Studies Teachers

Activity - Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quality Core: All US History teachers will regularly log in and use the materials and assessment items in the Quality Core Item Pool Bank to better prepare students for the EOC administered at the end of the school year. These assessment items will be used for cooperative learning activities, bell ringers, exit slips, for creating formative assessments, and used to create summative assessments.	Academic Support Program	12/02/2013	05/30/2014	\$0	No Funding Required	Social Studies teachers

Activity - Communication and Expected Index Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Bath County High School

Communication: The scores from the last two "classes" will be displayed, communicated, and explained to all students. A challenge will be issued to this year's students to outperform the last two year's classes. Expected Index: Last year's US History scores will be given out to all students and this will help teachers to internalize what is needed to score apprentice, proficient, and distinguished on the US History EOC. All US History teachers will create an "Expected Score" for all students in US History on the EOC. This will be used to calculate an "Expected Index". If the index is lower than the department/school goal, key students will be identified to score better and thus these students will be targeted to ensure our school meets its goal. The students that we need to score Proficient or Distinguished will be conferenced with in order to motivate those students to excel.	Other	12/01/2014	02/27/2015	\$0	No Funding Required	Social Studies Teachers
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### Strategy 3:

Improve Program Review Scores - All teachers will collaborative to improve our scoring in our 3 Program Review Areas (Writing, Arts & Humanities, and Career Studies/Practical Living) to a rating of proficiency by 2015. BCHS will be piloting the World Language Program Review in the 2014-2015 school year. This review has been designated as the area to receive an in-depth review.

Category: Continuous Improvement

Research Cited: High Schools That Work Key Practices

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will serve on each Program Review Committee during the 2014-2015 school year. This will allow all teachers the opportunity to become familiar with the expectations of each review rubric.	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	Program Review Team Chairs and School Administration

Activity - PR - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our monthly faculty meeting our teacher leaders in the areas of Writing, A &H, World Languages, and PLCS will share information with all teachers as how to incorporate their content into their classroom instruction. The Program Review Chairs will meet with each department once each semester. During this meeting the group will collaborate to produce the following: update, create, and/or revise instructional activities as to align with the requirements for the Program Review; submission of appropriate evidence; and to inform/clarify/instruct each department as to their expected contribution to each program review.	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	Program Review Chairs and School Administration

Activity - Update Current Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Bath County High School

BCHS will review, monitor, and if necessary update any and all policies in regards to the Program Review Process. This includes (but not limited to) the following: School Wellness Policy; ILP policy, Program Review Improvement Plans, Emergency Management Plan, Title I Compact and Parent Involvement Policy, Attendance Policy, and Discipline Policies.	Policy and Process	01/05/2015	12/18/2015	\$0	No Funding Required	School Administration, SBDM Council, Program Review Committees, BCHS Teachers, BCHS Stakeholders
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## Strategy 4:

TELL Survey Analysis - BCHS staff met to review and analyze our TELL survey results during the November Faculty Meeting. Teachers were assigned to groups and asked to review the questions from an assigned section (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). After a review of the data from their section, each group was to determine the most positive aspect from their section and the area where most improvement was needed. In addition to the identification of areas of strength and need, each group was to determine what we needed to do to continue to excel in our area of strength and brainstorm possible strategies to address our area of need.

Category:

Research Cited: High Schools That Work Key Practices

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS teachers have indicated the desire for more choices for teachers to obtain PD that will most benefit them personally in their content areas. There needs to be more specific Professional Development with a focus on long term improvements.	Professional Learning	08/18/2014	06/30/2015	\$2500	Other	School Administration, BCHS Teachers, and District Professional Development Coordinator

Activity - Better Communication with Managing Student Conduct	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The BCHS Administration will improve our feedback process regarding disciplinary referrals to all stakeholders: students, parents, teachers, and the appropriate district personnel (when necessary).	Behavioral Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	BCHS Teachers and Administration

## 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
Final Exams	Final Exams: All English II classes will give a Quality Core benchmark assessment as part of the final semester exam. This will help determine cut scores and identify "key kids" that need reinforcement / motivation to score at a higher level for the Spring EOC assessment.	Academic Support Program	12/01/2014	12/18/2015	\$0	All ELA Teachers
Targeted Test Prep	Teachers in each program will target students for extra assistance with KOSSA, Workkeys or ASVAB. Those students who have a 40 or above, but not a 50 will be taking the ASVAB again. Before the seniors re-take the ASVAB again those students with scores 40 or above will be doing practice with the CTE Guidance Counselor in an ASVAB Prep Class. Students will also be identified and targeted to for Industry Certification. Students designated to take an Industry Certification will be prepared by the teachers for that certification.	Academic Support Program	01/05/2015	02/27/2015	\$0	CTE Counselor and CTE Teachers
Calculator Unit	Calcuator Unit: Since many of our students do not know how to use all of the features on their calculators, especially ZOOM, the Mathematics Department will develop a calculator unit to use in the general Algebra II classes to help students perform better during esting (EOC, ACT, COMPASS). The unit will serve the primary goal of teaching the students to use all of the features of the calculator as well as how to use ZOOM, but the unit will serve a secondary purpose of reveiwng critical content for the EOC, COMPASS, and ACT.	Academic Support Program	12/01/2014	12/01/2015	\$0	Math Teachers Math Department Head Administration
Bell Ringer	All math classes will use bell ringers for a specific goal based on the math class. All bell ringers in Algebra I will focus on improving the Mental Math skills of all students. In geometry the bell ringers will focus on reviewing critical content from Algebra I. In Algebra II the bell ringers will be focused on allowing students to practice questions that will be on the ACT, COMPASS, and EOC. Actual released questions and not teacher created questions will be used to ensure appropriate question format and rigor.	Direct Instruction	12/01/2014	12/01/2015	\$0	Math Teachers
Better Communication with Managing Student Conduct	The BCHS Administration will improve our feedback process regarding disciplinary referrals to all stakeholders: students, parents, teachers, and the appropriate district personnel (when necessary).	Behavioral Support Program	08/18/2014	05/29/2015	\$0	BCHS Teachers and Administration

# KDE Comprehensive School Improvement Plan

Bath County High School

Communication and Expected Index Goals	Communication: The scores from the last two "classes" will be displayed, communicated, and explained to all students. A challenge will be issued to this year's students to outperform the last two year's classes. Expected Index: Last year's US History scores will be given out to all students and this will help teachers to internalize what is needed to score apprentice, proficient, and distinguished on the US History EOC. All US History teachers will create an "Expected Score" for all students in US History on the EOC. This will be used to calculate an "Expected Index". If the index is lower than the department/school goal, key students will be identified to score better and thus these students will be targeted to ensure our school meets its goal. The students that we need to score Proficient or Distinguished will be conferenced with in order to motivate those students to excel.	Other	12/01/2014	02/27/2015	\$0	Social Studies Teachers
Update Current Policies	BCHS will review, monitor, and if necessary update any and all policies in regards to the Program Review Process. This includes (but not limited to) the following: School Wellness Policy; ILP policy, Program Review Improvement Plans, Emergency Management Plan, Title I Compact and Parent Involvement Policy, Attendance Policy, and Discipline Policies.	Policy and Process	01/05/2015	12/18/2015	\$0	School Administration, SBDM Council, Program Review Committees, BCCHS Teachers, BCCHS Stakeholders
Professional Development	Principals, peer observers, and participating teachers will receive training as to the components of PGES.	Professional Learning	08/18/2014	05/29/2015	\$0	Principal, Peer Observer, and Participating Teachers
Mentor Program	All IEP students will be assigned a Faculty/Staff Mentor. The purpose of this mentor is to provide academic and behavioral support for the student to help them to be successful in school.	Academic Support Program	01/05/2015	05/29/2015	\$0	BCCHS Special Education Department, Guidance Counselors, and School Administration
KOSSA Test Prep	Teachers will work with numerous resources to provide better KOSSA preparation in the classroom. Teachers will research resources and materials in order to provide practice to students as bell ringers, cooperative learning activities, exit slips, formative assessments, and summative assessments.	Academic Support Program	08/18/2014	05/29/2015	\$0	All CTE Teachers

# KDE Comprehensive School Improvement Plan

Bath County High School

Alternative to Suspension Research	BCHS will develop a team to research, develop, and attend Professional Development Sessions to become informed as to possible alternative and strategies to suspensions for our student population with IEPs.	Behavioral Support Program	12/01/2014	12/18/2015	\$0	BCHS Administration and Teachers Assigned to Research Team.
Alternative Educational Program Options	BCHS will collaborate with the Second Chance Academy (SCA), Graduation Success Academy (GSA) and GSA Night School programs to offer at-risk students alternatives to dropping out of high school. These programs allow students that can not, or have not, been successful in the traditional classroom setting the opportunity to obtain their high school credit by alternative means.	Academic Support Program	08/18/2014	05/29/2015	\$0	BCHS Administration SCA Administration and Staff GSA Administration and Staff District Administration
EXCEL Classes	All BCBS juniors and sophomores will be assigned to an EXCEL Study Zone based on their PLAN scores in the areas of ELA, Math, and/or Science. These classes will provide our students with content specific ACT strategies in an effort to help the the student meet benchmark.	Academic Support Program	08/18/2014	05/29/2015	\$0	BCHS Administration and BCBS Teachers
On-Line Practice	Online practice: Students need practice with taking math tests on a computer. Our department will research different opportunities to have students practice taking online exams for math. We will check with Ms. Crockett to see if the KYOTE college math readiness test is available for practicing online test taking.	Academic Support Program	12/01/2014	12/01/2015	\$0	Math Teachers Math Department Head Administration
Review of Title I Compact	The BCBS SBDM Council will led the review and revision of our Title I Compact and Parent Involvement Policies.	Policy and Process	01/05/2015	05/29/2015	\$0	BCBS Principal and SBDM Council
PR - Professional Development	During our monthly faculty meeting our teacher leaders in the areas of Writing, A &H, World Languages, and PLCS will share information with all teachers as how to incorporate their content into their classroom instruction. The Program Review Chairs will meet with each department once each semester. During this meeting the group will collaborate to produce the following: update, create, and/or revise instructional activities as to align with the requirements for the Program Review; submission of appropriate evidence; and to inform/clarify/instruct each department as to their expected contribution to each program review.	Professional Learning	08/18/2014	05/29/2015	\$0	Program Review Chairs and School Administration
Math Pull Out Intervention Program	Intervention services will be provided to students that are lacking necessary skills to reach proficiency in mathematics. Assistance will be provided to at-risk and gap group students through a collaborative and pull-out intervention program.	Academic Support Program	08/18/2014	12/31/2015	\$0	BCBS Administration and Math Teachers

# KDE Comprehensive School Improvement Plan

Bath County High School

English Quality Core	All English I and English II teachers will regularly log in and use the materials and assessment items in the Quality Core Item Pool Bank to better prepare students for the EOC administered at the end of the school year. These assessment items will be used for cooperative learning activities, bell ringers, exit slips, for creating formative assessments, and used to create summative assessments.	Academic Support Program	08/18/2014	05/29/2015	\$0	ELA Teachers ELA Department Chair Administration
Quality Core	All Biology (Integrated Science II) teachers will regularly log in and use the materials and assessment items in the Quality Core Item Pool Bank to better prepare students for the EOC administered at the end of the school year. These assessment items will be used for cooperative learning activities, bell ringers, exit slips, the creation formative assessments, and used to create summative assessments.	Academic Support Program	12/01/2014	12/01/2015	\$0	Integrated Science II Teachers
Program Review Committees	All teachers will serve on each Program Review Committee during the 2014-2015 school year. This will allow all teachers the opportunity to become familiar with the expectations of each review rubric.	Professional Learning	08/18/2014	05/29/2015	\$0	Program Review Team Chairs and School Administration
Curriculum Pacing Guides	Curriculum Pacing Guides: The existing Curriculum Pacing Guides will be refined to ensure students learn the content from the last 20 years of US History. This will ensure that the students are familiar with the history of the most recent decades (current events) and are prepared to excel on this content when taking their EOC.	Professional Learning	12/01/2014	02/27/2015	\$0	Social Studies Teachers
Clicker Systems	BCHS will provide professional learning as to how to utilize the clicker system as a means of formative and summative assessments within CIITS.	Professional Learning	01/06/2014	05/29/2015	\$0	BCHS Administration and Teachers
Supervised Study Zone	Students had poor academic performance and/or attendance for the 2013-2014 school year will be assigned to the Supervised Study Zone Class. During this class our YSC Director and Guidance Counselors will track the group grades and attendance. Student conferences and parent contact will be made weekly to ensure that the students are on track.	Behavioral Support Program	08/18/2014	05/29/2015	\$0	BCHS Administration, BCYS Coordinator, and Pathways Counselors, and Supervised Study Zone Teacher
Study Zone	During our zero period, Study Zone, BCYS will offer tutoring services to our Gap Group students in all four content areas (math, science, social studies, and ELA)	Tutoring	08/08/2013	05/30/2014	\$0	Principals, Teachers
PR Professional Learning	All teachers will be familiarized with the Program Review Rubrics and receive training as to how to effectively implement PR content into their classroom instruction.	Professional Learning	08/18/2014	05/29/2015	\$0	All BCYS Teachers All BCYS Administration

# KDE Comprehensive School Improvement Plan

Bath County High School

Quality Core	Quality Core: All US History teachers will regularly log in and use the materials and assessment items in the Quality Core Item Pool Bank to better prepare students for the EOC administered at the end of the school year. These assessment items will be used for cooperative learning activities, bell ringers, exit slips, for creating formative assessments, and used to create summative assessments.	Academic Support Program	12/02/2013	05/30/2014	\$0	Social Studies teachers
Student Intervention Team	The BCHS Student Intervention Team consists of the BCHS Assistant Principal, Guidance Counselors, School Nurse, YSC Coordinator, District DPP, local Pathways Counselors, and Juvenile Court Designated Worker. This group will work to create interventions for students demonstrating at risk behavior such as poor attendance, classroom misbehaviors, or signs of mental distress. The group will meet weekly and discuss student issues and intervention strategies	Behavioral Support Program	08/18/2014	05/29/2015	\$0	BCHS Principal, Assistant Principal, Guidance Counselors, School Nurse, District DPP, Court Designated Worker, YSC Coordinator, and Pathways Counselor
Credit Recovery Programs	Students that have failed a required course or are lacking in elective credits to graduate are provided the opportunity to obtain needed credits through enrollment in Graduation Success or EXTRA classes. Graduation Success Classes allow students to utilize a Computer Based Curriculum program to complete courses to earn credits and can be taken in lieu of an effective course. The GSA option allows students the opportunity to earn more than one credit during an allotted period depending on the effort provided by the student. EXTRA classes are offered during our Zero (0) period and instructed by content area teachers. These classes provide targeted interventions that focus on skills that the students may lack that prevent their academic success. Students may only obtain one credit with their enrollment in an EXTRA course.	Academic Support Program	08/18/2014	05/29/2015	\$0	School Administration GSA Administration and Staff EXTRA Teachers
Operation Preparation	Develop, promote, and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	01/01/2014	05/30/2014	\$0	All School Staff District Personnel
Increase Communication with ELA Students	The scores from the last two "classes" will be displayed, communicated, and explained to all students. A challenge will be issued to this year's students to outperform the last two year's classes.	Academic Support Program	11/15/2013	04/15/2014	\$0	ELA Teachers ELA Department Head Administration

# KDE Comprehensive School Improvement Plan

Bath County High School

Communication and Expected Goal Index	Communication: The scores from the last two "classes" will be displayed, communicated, and explained to all students. A challenge will be issued to this year's students to outperform the last two year's classes. Expected Index: Last year's biology scores will be given out to all students and this will help teachers to internalize what is needed to score apprentice, proficient, and distinguished on the biology EOC. All biology teachers will create an "Expected Score" for all students in biology on the EOC. This will be used to calculate an "Expected Index". If the index is lower than the department/school goal, key students will be identified to score better and thus these students will be targeted to ensure our school meets its goal. The students that we need to score Proficient or Distinguished will be conferenced with in order to motivate those students to excel.	Academic Support Program	12/01/2014	02/27/2015	\$0	Biology Teachers
In-class ACT Test Prep	All teachers are required to utilize ACT like assessments into regular classroom instruction.	Academic Support Program	08/18/2014	05/29/2015	\$0	BCHS Administration and Teachers
Supervised Study Zone	Students with attendance and/or academic issues from the previous school year will be assigned to a Supervised Study Zone Class. This class will provide additional support to these students to help them everyone morning to prepare for their day. The BCHS YSC and Guidance Department will work with the Supervised Student Zone Teacher to monitor the students attendance and academic performance. The teacher, YSC, and Guidance Department will make regular contact with the students' parents/guardians to keep them informed as regards to attendance, grades, and behavior.	Other	08/18/2014	05/29/2015	\$0	BCHS Administration, Guidance Counselor, YSC Director, and Supervised Study Zone Teacher
Claiming Kids	The teachers for each CTE area will look at the BCHS CCR spreadsheet on the K-Drive to identify students in their program who are not Career Ready. These students will be claimed and worked with in order to get them career ready.	Other	01/05/2015	02/27/2015	\$0	CTE Teachers
Curriculum Alignment	The Next Generation Science Standards will be used to develop and/or align the existing curriculum for science.	Academic Support Program	12/01/2014	12/01/2015	\$0	Science Teachers, Principals
CIITS Professional Learning	Teachers and Administration will receive professional learning as to how to better utilize the CIITS program into their instruction.	Professional Learning	08/18/2014	12/25/2015	\$0	District Administration BCHS Administration and Teachers
<b>Total</b>					<b>\$0</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Bath County High School

PGES Evaluation	All teachers and administration will implement the PGES evaluation system.	Professional Learning	08/08/2013	05/30/2014	\$500	Principal, Peer Observer, Participating Teachers, and District Administration
Reading Intervention	BCHS will implement a full time Reading Intervention Program. This program is designed to provide intensive reading intervention instruction to 9th and 10th grade students that scoring in the bottom 20% in the area of reading. Identified students will be scheduled into a Block Reading Intervention Class in lieu of an elective. MAP assessment program will be used to monitor student performance.	Academic Support Program	08/01/2013	05/29/2015	\$45000	District Administration BCHS Administration and SBDM Reading Specialist
<b>Total</b>					\$45500	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	BCHS teachers have indicated the desire for more choices for teachers to obtain PD that will most benefit them personally in their content areas. There needs to be more specific Professional Development with a focus on long term improvements.	Professional Learning	08/18/2014	06/30/2015	\$2500	School Administration, BCCHS Teachers, and District Professional Development Coordinator
<b>Total</b>					\$2500	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

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

Bath County High School is striving to improve student achievement. The purpose of our data analysis is always to determine what improvements/adjustments to our current practices we must take to improve student achievement.

Our data analysis process entails the following components:

\*Review of KDE Assessment Data: All EOC, ACT, PLAN, CCR, Graduation, GAP, TELL Survey and Perception Data, Attendance, Drop Out, Retention, Parent Engagement, Safe School Audit, Title I Parent Survey, Student Surveys, Teacher Surveys,

\*Recording Data: All Assessment data is recorded into BCHS eWall (electronic spreadsheet that tracks students' performance, gap classifications, and interventions).

\*Data Analysis- during Department/Common Planning Meetings content area teachers will review their students' performance on BCHS eWall. Teachers will use the information provided on BCHS's eWall to predict their level of performance upcoming assessments and if the student needs intervention or enrichment.

\*Recommendation or adjustments of Intervention/Enrichment

\* Adjustments (if necessary)

After current review of our data, we recognize that a considerable number of our students are lacking basic skills in the areas of mathematics and reading. After detailed analysis of our data it is clear that a focused effort of intervention must be taken to provide our students those necessary skills in order to perform to proficiency.

\*Our attendance data for the 2013-2014 school year indicated an average attendance rate of 91.4%. A detailed analysis revealed that 14 students failed their course or withdrew from school do to poor attendance. Those students were assigned to our Supervised Study Zone class to receive additional support and tutoring.

\*Our retention rate of 2.8 in above the state average of 2.1 for the 2013-2014 school year. This school year we have decided to focus on our Rtl program by ensuring students are utilizing their retake options for materials they have not mastered.

\*Our discipline reports indicate that 26 students were Suspended from school during the 2013-2014 school year (5 students were suspended for drugs, 2 students were suspended for possession of a knife with a blade less than 5 inches, 12 were suspended for fighting or aggressive behavior, and 7 were suspended for disruptive behavior); and 0 students were expelled by the Board.

## **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?**

BCHS is very proud of the accomplishments of our students. Some of our areas of Strength/Celebrations are listed below:

\*Growth was very evident from PLAN to ACT for our students. This shows that our high school teachers are not only working hard, but making progress (growth) with our sophomores to juniors.

\* We have made progress on the ACT for the last four consecutive years. With an increase of average composite to 18.7 from 18.2 this past year (statewide ACT for juniors). Our juniors exceeded the state average in English.

\* Our Cohort Graduation Rate exceed the State average of 87.5. with our score of 89.4.

\* Our highest K-Prep End of Course scores were in US History with our score of 64 (exceeding the state average of 58.0. Our scores in all other areas did fall, but did allow our score to meet our overage AMO goal.

## **Opportunities for Improvement**

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

We do recognize area in which we must focus on for improvement. They are as follows:

- \*Our high school ranked in the 34th percentile in the state of Kentucky.
- \* The achievement of our students in our GAP group were very low. This was our lowest area of performance where we earned only 18.1 points and at a 20% weight that is only 3.6%
- \* Our lowest E.O.C. Scores overall were in Biology with 29.8% proficient/distinguished. This is an improved from the previous year's scores, but still an area of concern for our school with our scores being at 10 points below state average. This is also the area with the largest discrepancy with the gap group.
- \* On the PLAN test we had the highest scores in science with an average of 17.2, however only 15.9% of our students meet the college benchmark in science. On the ACT our highest averages were in science as well with an 18.5. Only 34.5% of our juniors met the college benchmark in mathematics.
- \* Only 67.2% of our graduates were College and/or Career Ready last year. This is significantly below the state 72.4.

Our plans for improvement include:

Continue PD with the Common Core Standards

- \* Better Use of the Quality Core Resources
- \* Continue Literacy and Assessment through HSTW (Technical Assistance Visit from SREB November 27-29)
- \* A school-wide focus on improving student writing and improving ACT/PLAN/COMPASS practice.
- \* Hire Two Interventionists (ELA and mathematics)
- \* Mandatory Reading + and Math + during Study Zone
- \* Hold an ACT Boot Camp each semester (StudentEdge)
- \* Use COMPASS, KYOTE, and ASVAB
- \* Expand Industry Certifications and Improve KOSSA
- \* Pilot and then Implement Standards Based Grading (SCHOOLWIDE)

## **Conclusion**

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

Next Steps for Improvement for BCHS:

- \*Continue PD with the Common Core Standards
- \* Better Use of the Quality Core Resources
- \* A school-wide focus on improving student writing and improving ACT/PLAN/COMPASS practice.
- \* Mandatory Reading + and Math + during Study Zone
- \* Use COMPASS, KYOTE, and ASVAB
- \* Expand Industry Certifications and Improve KOSSA
- \* Pilot and then Implement Standards Based Grading (SCHOOLWIDE)

# **The Missing Piece**



## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

BCHS Administration and Guidance Department- Principal Paul Prater: Assistant Principal Melanie Erwin: Guidance Counselors Tamela Porter and Melinda Crockett; BCHS Department Heads- Kim Halsey, Angela Withers, Melinda Crockett, Ashley Mineer, and Seth Thatcher

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.43

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

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

# KDE Comprehensive School Improvement Plan

Bath County High School

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

## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

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

	Statement or Question	Response	Rating
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
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.	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
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

# KDE Comprehensive School Improvement Plan

Bath County High School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.67

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

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

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

	Statement or Question	Response	Rating
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> </ul>	Apprentice

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that allows parents access to most classrooms by appointment only.</p>	Apprentice

# KDE Comprehensive School Improvement Plan

Bath County High School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.0

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

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

## **Reflection**

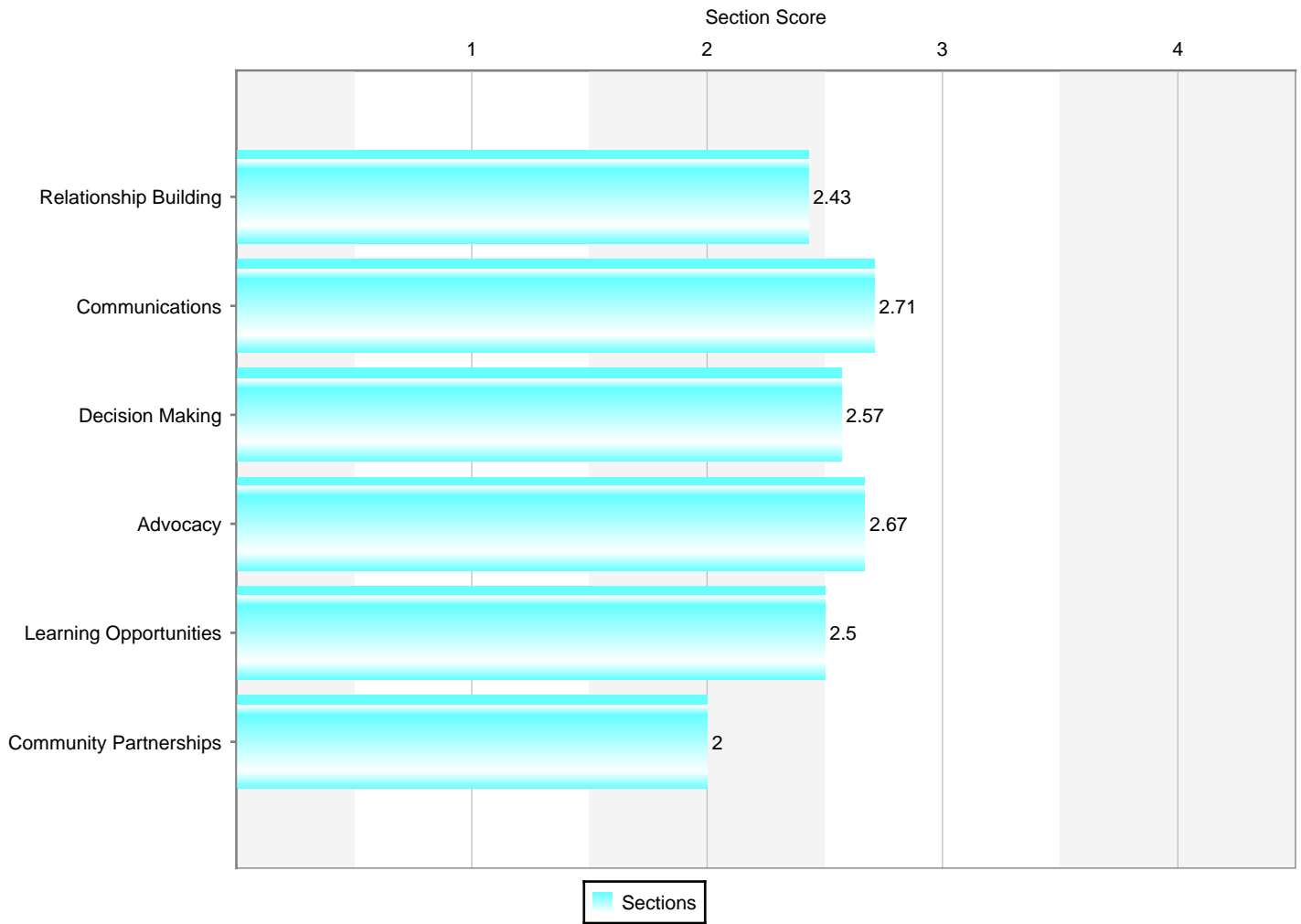
Reflect upon your responses to each of the Missing Piece objectives.

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

BCHS has improved our in these areas, but much more attentive is needed. The school will develop a Stakeholder Involvement Team for the purpose of creating, implementing, and monitoring a policy to increase stakeholder involvement.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

BCHS strives to involve all stakeholders in the development, revisions, and monitoring of our CSIP. Our school surveyed various stakeholders including the following: Parents, Students, and Faculty and Staff to determine areas of need for our improvement plan. Stakeholders were encouraged to provide strategies to address our areas in which improvement is needed.

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

All BCBS teachers/staff participated in improvement plan process in some capacity. All teachers/staff completed surveys; all departments developed 30-60-90 day improvement goals in collaboration with school administration; over 85% of students completed surveys; over 100 students were interviewed to allowed to provide more specific feedback and ideas for improvement; over 75 parents completed surveys; and all members of the BCBS SBDM were active in the development, review, and acceptance of the 2015 CSIP.

**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 2015 CSIP will be placed on the school's website for review and feedback. An one- call will be provided for all stakeholders to obtain a copy of the plan.



## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	At Bath County High School we are constantly reviewing multiple forms of data to inform our decisions. Our teachers are always reviewing student achievement data from formative and summative assessments; teacher created assessments; and standardized assessments during common planning time, faculty meetings, and Professional Learning Committees. We do conduct extensive needs assessment review during the end of the school year as we prepare for the upcoming year and the beginning of the school year after Spring Test Scores are release from the previous school year.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Bath County High School has adopted the school improvement initiative High School That Work (HSTW). HSTW uses research-proven strategies to help states transform their public high schools into places where all students learn at high levels.  The program is based on the belief that most students can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to succeed. Member schools implement 10 Key Practices for changing what is expected of students, what they are taught and how they are taught.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not applicable	

# KDE Comprehensive School Improvement Plan

Bath County High School

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	BCHS implemented a school wide Standards Based Grading Program. This program focuses on an expectation of mastery of content as opposed to the traditional grading methods that may only allow for exposure. One of the core beliefs of SGV is a focus on intervention. Our Standards Based Grading Program dictates to system of reteaching and reassessment Rtl practices to allow students the opporutnity to obtain mastery. If students are not sucessful for classroom level Rtl they will be reassigned to more intensive intervention services such as and EXCEL class or GSA Credit Recovery	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	BCHS is dedicated to the hiring and retaining the best teachers. Our applicants undergo an extensive interview process that allows input from multiple sources including the superintendent, school principal, department head and content area teachers from the area in which the applicant is applying, and the SBDM. After a teacher is hired, he/she must participate in our Team Alpha program. This program directed by our school principal provides extensive job embedded professional development and training to assist the teacher with their professional improvement goals.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	No	Not Applicable	

# KDE Comprehensive School Improvement Plan

Bath County High School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	As with all funds allocated to the school, our Title I funds budgets are closely monitored. Funds allocated from the Title I program are used to purchase only pertinent programs or items to enhance student achievement. A budget is created every year and submitted to the SBDM, the superintendent, District Title I Coordinator, and the Board of Education for approval. All expenditures must be listed in the budget and are reviewed again during the purchasing process. In additional all BCHS financial accounts are audited yearly by an outside agency to ensure all funds are used appropriately.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	BCHS believes that Parent Involvement is essential to the success for all students. BCHS has created and distributed our Title I informational brochure. In this document we provide the following information: information about Title I, School/Parent Compact, and our goals for parent involvement. We have also administered a Title I Parent Survey designed to assist the school with improving our Parent Involvement Policies and Procedures.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	BCHS incorporated the ten schoolwide planning criteria into our school improvement planning process.  10 Criteria 1. Needs Assessments Process 2. Reform Strategies to Improve Student Achievement 3. Highly Qualified Teachers 4. High Quality PD 5. Measures to Attract and Retain HQ Teachers 6. Parent Involvement 7. Preschool- NA 8. Teacher Involvement with the Needs Assessment Process 9. Response to Intervention program developed and implemented 10. Coordination of federal, state, and local programs/funds for to student based wellness concepts	

# KDE Comprehensive School Improvement Plan

Bath County High School

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	Professional Development activities are based on data analysis from multiple sources of information including but not limited to the following: state test scores, ACT/PLAN/Compass scores, KOSSA scores, teacher evaluation data, and staff needs assessment surveys. Data analyzed is used to determine trends, strengths, and deficiencies. PD trainings are designed and implemented address our deficiencies. Recent data analysis detected an issue with our assessment practices. BCHS adopted a SBG program and provided on-going professional development trainings to assist with its implementation.	

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	Our school wide annual evaluation is conducted yearly after the release of scores from KDE. This needs assessment process is the driving force in the development of our CSIP.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	BCHS enlisted a comprehensive needs assessment process which includes the review of academic achievement data (K-Prep Scores, KOSSA, ACT/PLAN/Compass, etc...).	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	BCHS has adopted the High Schools That Work School Improvement Initiative. Our school's focus for this school year is literacy and assessments. Research-based literacy strategies have been provided to all teachers. Also teachers are required to incorporate these strategies into their classroom instructional practices. Our school has also implemented a Reading Intervention program that utilizes Janet Allen's Plugged Into Reading curriculum.	

# KDE Comprehensive School Improvement Plan

Bath County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	BCHS RtI (Response to Intervention) program is designed to provide targeted assistance activities for students identified to be in need. This program is a coordinated effort utilizing federal, state, and local programs to provide the most comprehensive RtI program possible.	

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	BCHS school planned targeted assistance activities are designed as a layered approached. Less intrusive measures are always utilized first as to provide as little disruptive to the student(s) regular educational program. In class interventions are the first level to be implemented for students needing additional assistance. If the student(s) are still in need assistance such programs such as Study Zones passes and Dismissal Passes can be used that do not disturb the student's class schedule. More intensive approaches that enlist a schedule change for the student are also available.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	School planned activities to designed to coordinate and integrate with federal, state, and local programs. For example the following programs are available for students experiencing difficulty in the area of reading: Study Zone EXTRA class- taught by regular ed teacher (local) Reading Intervention Program (funded by ESS and Title I) Collaborate ELA Courses (Local, State, and Federal funding)	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

# KDE Comprehensive School Improvement Plan

Bath County High School

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	As part of our Response to Intervention Program and our CSIP, school planned and developed strategies are monitored and evaluated to determine the success of our targeted assistance programs on student achievement. Data from these the evaluations will be enlisted with informing and improving PD and our instructional strategies.	

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.	No	NA	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	All allocated funds at BCHS are subject to intensive financial auditing conducted by the school, the district, and by an outside agency to ensure funds are spent according to specified guidelines.	

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	BCHS school planned Professional Development activities for the 2013-2014 school year are designed around our 2 Key HSTW Practices Literacy and Assessments. These two initiatives serve to enhance student achievement for ALL BCHS students.	



# KDE Comprehensive School Improvement Plan

Bath County High 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	Financial planning is an essential part of the Comprehensive School Improvement Planning process. All strategies that are to be taken by the school must indicate a funding source and amount for allocation.	

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 and linked to our district website. (provide the website link below)	Yes	<a href="http://www.bath.kyschools.us/school_home.aspx?schoolid=1">http://www.bath.kyschools.us/school_home.aspx?schoolid=1</a> - Link to Bath County High School Webpage. Select SBDM from Options on left of page. CSIP is listed as the last option on the page.	

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

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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

**KDE Comprehensive School Improvement Plan**Bath County High School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	BCHS does not have non-instructional para-educators.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	No	BCHS does not have non-instructional para-educators.	

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

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